Profile of Entrepreneurial Attitude and Interpersonal Communication in Teaching Students

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Abstract

The purpose of the study was to describe the entrepreneurial attitude and interpersonal communication of teaching students. This study uses a cross sectional design and a quantitative descriptive approach through the explanatory method. The research sample was 168 respondents with purposive sampling technique. The data collection technique used a questionnaire, the analysis technique was a technique for categorizing the mean results from hypothetical statistics and the Kruskal-Wallis test. The research findings are the entrepreneurial attitude of teacher students in the low category of 60.07% and the mean result of the Kruskall Wallis test is 31.7321. The students' interpersonal communication is also in the low category of 43.45% and the mean value of the Kruskall Wallis test is 26.6488. Practical and academic implications of research findings for policy makers and future researchers in the field of entrepreneurship education to find effective learning process formulations to shape entrepreneurial attitudes and improve teacher student interpersonal communication.

Keywords: Entrepreneurial Attitude, Interpersonal Communication, Teacher Training

Profil Sikap Kewirausahaan dan Komunikasi Interpersonal dalam Mengajar Siswa

Abstrak

Tujuan penelitian untuk mengetahui gambaran sikap kewirausahaan dan komunikasi interpersonal mahasiswa keguruan. Penelitian ini menggunakan desain cross sectional dan pendekatan deskriptif kuantitatif melalui metode explanatory. Sampel penelitian 168 responden dengan teknik purposive sampling. Teknik pengumpulan data menggunakan kuesioner, teknik analisis adalah teknik kategorisasi hasil mean dari statistik hipotetik serta uji Kruskal-Wallis. Temuan penelitian adalah sikap kewirausahaan mahasiswa keguruan pada kategori rendah sebesar 60,07% dan hasil mean uji Kruskall Wallis diperoleh 31,7321. Adapun komunikasi interpersonal mahasiswa juga berkategori rendah sebesar 43,45% dan hasil mean uji Kruskall Wallis diperoleh nilai 26,6488. Implikasi praktis dan akademis dari temuan penelitian bagi pembuat kebijakan dan peneliti di masa depan pada bidang pendidikan kewirausahaan untuk menemukan formulasi proses pembelajaran yang efektif untuk membentuk sikap kewirausahaan dan meningkatkan komunikasi interpersonal mahasiswa keguruan

Kata Kunci: Sikap Kewirausahaan, Komunikasi Interpersonal, Keguruan

INTRODUCTION

The quality of education in Indonesia is currently experiencing several obstacles such as the problem of equitable distribution of education, flexibility and effectiveness of the education system, as well as the imbalance of educational goals with the education system and education implementation (Fitri, 2021). This has become an extraordinary challenge in the midst of the Covid-19 crisis that has shaken Indonesia and the world community. These conditions affect various sectors of life, not only economic problems, health, even education. The emergence of unemployment due to the impact of the Covid 19 pandemic has resulted in many companies going out of business as well as MSME businesses which have fallen due to government policies that require social distancing to minimize the impact of Covid 19. However, there is another side that stimulates the emergence of community creativity and innovation by utilizing technology to survive. Likewise, the world of education also responds to and takes advantage of advances in science and technology to continue to carry out learning. The learning process carried out in universities takes advantage of the opportunities for the opening of digital bureaucracies, especially in entrepreneurship learning (Ionescu-Somers, Aileen & Tarnawa, 2021).

Currently, higher education is considered less capable of creating prospective entrepreneurs or more dominating graduates who master a high level of knowledge (El-farra, 2019; Ruswanti, 2016; Mohamad et al., 2015; Susanti, 2014). This fact becomes a burden for the Indonesian people, especially to reduce the number of unemployed which leads to the increasing number of poverty in Indonesia. The current phenomenon states that graduates from universities are difficult to absorb by public and private companies due to increasingly narrow job opportunities (Nghi & Hien, 2020; Whitaker, 2017; Abel et al., 2014; Teshome, 2014). Based on information obtained from the Central Statistics Agency regarding the condition of open unemployment seen from the level of education from 2019 to 2022, it is shown in table 1.

Table 1. Open Unemployment by Education 2019-2022

	Highest Education Completed	2019		2021		2022
		February	August	February	August	February
1	No/never been to school	36 422	40 771	20 461	23 905	24 852
2	No / not finished Elementary School	443 495	347 712	342 734	431 329	437 819
3	Elementary School	965 641	865 778	1 219 494	1 393 492	1 230 914
4	Junior High School	1 235 199	1 137 195	1 515 089	1 604 448	1 460 221
5	Senior High School	1 690 527	2 008 035	2 305 093	2 472 859	2 251 558
6	Vocational High School	1 397 281	1 739 625	2 089 137	2 111 338	1 876 661
7	Academy/ Diploma	274 377	218 954	254 457	216 024	235 359
8	University	855 854	746 354	999 543	848 657	884 769
	Total	**6 898 796**	**7 104 424**	**8 746 008**	**9 102 052**	**8 402 153**
	University level percentage	**12,41%**	**10,51%**	**11,43%**	**9,32%**	**10,53%**

The data above shows that the number of unemployed at the university (university) level is still quite high and shows an increase from August 2021 to February 2022. This indicates that universities must improve the education system in order to be able to produce graduates who have entrepreneurial attitudes and abilities. interpersonal communication, so that the higher education curriculum must be developed towards the formation of entrepreneurial character. This condition is also found in Italian students who are more interested in being employees than entrepreneurs (Israr & Saleem, 2018; Deepu, 2020; Ibrahim et al., 2017; Nair, 2019; Bisri, 2022). Entrepreneurship learning is one of the media to grow students' entrepreneurial attitudes and

interpersonal communication skills by balancing theory and practice (Zhang, 2021; Fasla, 2017; Mani, 2019).

Entrepreneurship learning is developed to provide students with knowledge and skills so that students' characters, attitudes and visions are formed (Manish Kumar Gautam, 2015). In addition, entrepreneurship learning can stimulate the entrepreneurial spirit and attitude for students (Murdowo & RizkaRachmawati, 2019). An entrepreneurial attitude is very important to grow in students as the nation's next generation because it becomes the capital to develop an entrepreneurial spirit (Bakheet.Ph.D. et al., 2019). Several studies on entrepreneurial attitudes in students still show less than optimal results or in the medium and low categories (Rahayu et al., 2018; Bagus et al., 2015; Iskandar & Mulyati, 2018).

Interpersonal communication skills are also an important factor in developing entrepreneurship because entrepreneurship is full of uncertainty (Magnani & Zucchella, 2018). Interpersonal communication can also be developed through entrepreneurship learning as part of the development of student soft skills (Odewale et al., 2019; Ritonga et al., 2022). Based on several studies on interpersonal communication, the results are that interpersonal communication skills are not maximal, such as lack of confidence (Sukmasari, 2017; Komala & Mujiasih, 2019), inability to speak in public publik (Arga, 2020; Priantari, 2017),sulit beradaptasi (Liana, 2017; Suharsono & Anwar, 2020), and less resilient to pressure (Lubis et al., 2021). This condition is contrary to the need for the importance of interpersonal communication in the form of relational communication, cognitive communication, affective communication, and business communication for entrepreneurs (Kokkonen & Koponen, 2020).

Research on entrepreneurial attitudes and student interpersonal communication shows almost the same problems in the field of entrepreneurship. Various factors influence the formation of entrepreneurial attitudes, especially the intrinsic motivation factor, namely the spirit of participating in entrepreneurial learning (Widayat & Ni matuzahroh, 2017). In addition, through entrepreneurship learning students have the ability to communicate interpersonally, are more open and adaptable (Ulvenblad et al., 2013) because interpersonal communication is an important factor in entering the world of entrepreneurship (Odewale et al., 2019). This study finds gaps in findings for further research on how to formulate entrepreneurship learning in higher education institutions to form entrepreneurial attitudes and improve teacher students' interpersonal communication skills. The purpose of this study is to describe the entrepreneurial attitude and interpersonal communication skills of teaching students.

METHOD

This study uses a cross sectional design and a quantitative descriptive approach through the explanatory survey method to get an overview of the entrepreneurial attitude and interpersonal communication skills of teacher students at private universities. Data collection techniques used questionnaires distributed to respondents to obtain in-depth information (Creswell, 2002). The research sample was 168 teacher student respondents from three private universities in Central Java. The three universities are Universitas Pancasakti Tegal, Muhadi Setiabudi University, Brebes, and Brebes Peradaban University. The sampling technique is a non-probability sampling technique, which is a sampling technique with a specific purpose (purposive sampling). This sampling technique is in line with the characteristics of the respondents who are the research sample, namely teacher students who are taking entrepreneurship courses.

The measurement of the questionnaire uses a Likert scale with four scales, namely very often, often, sometimes/rarely, and not often/never (Azwar, 2012). The entrepreneurial attitude questionnaire was prepared based on aspects of autonomy and authority, economic opportunities and challenges, avoidance of responsibility, self-realization and participation, social and career environment, self-confidence (Sode et al., 2019). The interpersonal communication questionnaire was compiled based on aspects of openness, empathy, supportive attitude, positive attitude, and equality (DeVito, 2013). The data analysis technique used is a categorization technique that involves a hypothetical statistical mean where the mean and standard deviation are used as material for compiling category points obtained from measuring instruments. In this study, two hypotheses are proposed, namely entrepreneurial attitudes and student interpersonal communication. On entrepreneurial attitude, the hypothesis is:

H0: there is no difference in categorization in the variable of the respondent's entrepreneurship attitude.

H1: there is a difference in categorization in the variable of the respondent's entrepreneurship attitude

Meanwhile, in student interpersonal communication, the following hypothesis is proposed:

H0: there is no difference in categorization in the variable of the respondent's Interpersonal Communication

H1: there is a difference in categorization in the variable of the respondent's Interpersonal Communication

In addition, the Kruskal-Wallis test was also applied as a nonparametric test to determine whether there were statistically significant differences between two or more groups of variables with numerical data scales (interval/ratio) and ordinal scales.

RESULTS AND DISCUSSIONS

One alternative way to be able to group data is through data categorization. The data in this study will be categorized into 3 groups, namely low, medium, high categories. More details are in table 2 below:

Table 2. Data Categorization Interval

Category	Interval
High	$M + SD < X$
Medium	$M - SD < X \leq M + SD$
Low	$X \leq M - SD$

Source: Azwar (2014)

Information:

X   : Total student score

M   : $\frac{X_{maks} + X_{min}}{2}$

SD   : $\frac{X_{maks} - X_{min}}{6}$

The main idea of qualitative content analysis is to determine the definition criteria of various kinds of underlying theoretical backgrounds, the formulation of research questions, and aspects of the material that have been determined (Gheyle & Jacobs, 2017). Categorization and classification are very important for evaluating student performance (Pallathadka et al., 2021). Meanwhile, the categorization for each variable can be seen in table 3 below:

Table 3. Variable Data Categorization Interval

Dimension	x_{max}	x_{min}	M	SD
Entrepreneurial Attitude	64	16	40	8
Interpersonal Communication	44	11	27,5	5,5

Table 3 shows that each hypothetical M and SD value is determined by the maximum and minimum values for each dimension. The results of the M and SD values are then used to formulate the distribution of data with a Likert scale in the low, medium, and high categories. Categorization can be seen in table 4. below:

Table 4. Variable Data Categorization Interval

Dimensi	Low	Medium	High
Entrepreneurial Attitude	$X \leq 32$	$32 < X \leq 48$	$48 < X$
Interpersonal Communication	$X \leq 22$	$22 < X \leq 33$	$33 < X$

Based on table 4 above, it becomes a reference for determining the category of each variable in this study, namely the category of entrepreneurial attitudes and interpersonal communication. The hypothesis test to obtain categorization information is to use a good hypothetical categorization test to see where the categories of entrepreneurial attitudes and interpersonal communication are. Categorization involving the mean of the hypothetical statistics. The research instruments are classified into 3 categories, namely low, medium and high as obtained based on the description of the data from table 5.

Categorization of Entrepreneurial Attitude variable instruments

Table 5. Categorization of Entrepreneurial Attitude Variables

Category	Interval	Many Respondents	Percentage
High	$48 < X$	7	4,17%
Medium	$32 < X \leq 48$	50	29,76%
Low	$X \leq 32$	111	60,07%
Total		168	100%

Table 5 above shows the range/interval for the entrepreneurial attitude variable category and the number of respondents spread over each category. Based on the table, it can be seen that the data obtained are categorized into three categories, namely high, medium, and low. In addition, it also describes the range for each category and the percentage of each category. for more details, described in Figure 1.
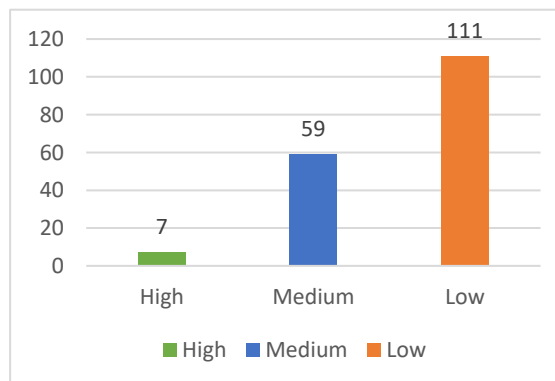

Figure 1. Categorization of Entrepreneurial Attitude Variables

Based on figure 1, which is a detailed description of each category, the achievements become clearer. The formation of the entrepreneurial attitude of teacher students in the low category shows a fairly high percentage of 60.07% compared to the percentage in the medium category of 29.76%, and the percentage in the high category of 4.17%. This shows that the entrepreneurial attitude of teacher students in research respondents still needs to be improved.

However Table 6 shows a descriptive statistic of the entrepreneurial attitude variable which is then used to determine the condition of the respondent after previously being tested using the Kruskal Wallis test.

Table 6. Description of Entrepreneurial Attitude Variable Data

	N	Mean	Std. Deviation	Minimum	Maximum
Entrepreneurial Attitude	168	31.7321	9.04842	16.00	56.00
Categorization of Entrepreneurial Attitudes	168	1.3810	0.56663	1.00	3.00

With the value of Kruskal Wallis calculate as follows:

$$H = \frac{12}{n\,(n+1)} \sum_{i=1}^{k} \frac{R_i^2}{n_i} - 3(n+1)$$

H_0 is accepted, H_1 is rejected if the sig value is > 0.05 while H_1 is accepted, H_0 is rejected if the sig value is < 0.05. It can be seen that the five groups have different distribution forms, so that only the average difference can be interpreted in the Kruskal-Wallis test.

Table 7. Kruskall Wallis Test Value for Entrepreneurial Attitude Variables

Description	Entrepreneurial Attitude
Kruskall Wallis count	115,163
Degrees of freedom	2
Asymp Sig.	0,000

From table 7. it is shown that the value of Asymp sig. 0.000 <0.05 which means that H0 is rejected, H1 is accepted and it can be said that there is a difference in categorization in the respondent's entrepreneurial attitude variable with a mean value of 31.7321 and it can be said that the respondent has an entrepreneurial attitude with a low category

Based on the results of the analysis above, that 168 respondents who became the research sample had a low dominant entrepreneurial attitude, and interpersonal communication skills were also dominant in the low category. This finding shows that the students' interest and enthusiasm for entrepreneurship have not been awakened. Like a study conducted on students at universities in Italy which found that most students did not have the desire to become entrepreneurs (Israr & Saleem, 2018) Likewise, research on students in India, namely the College of Arts and Sciences in Alleppey District also has students who are not interested in entrepreneurship (Deepu, 2020) The entrepreneurial attitude of students has not been maximally formed, this is also shown in UPI students in 2014 where entrepreneurial attitudes and entrepreneurial intentions have not been formed optimally (Rahayu et al., 2018)

It should be realized that it is very important for students to have an entrepreneurial attitude because attitudes are formed from self-confidence (Boldureanu et al., 2020; Pounder, 2017) which will achieve success in entrepreneurship. In addition, having an entrepreneurial attitude is a very strong provision to compete in the job market in the era of globalization

(Rukmana, 2018). Moreover, the narrow work area is becoming increasingly important to build and instill an entrepreneurial attitude in students. The success of entrepreneurship learning programs in higher education is currently not seen optimally if it is associated with students' decisions to start entrepreneurship or start a new business (Buana et al., 2017). Entrepreneurship learning in higher education is the right medium to hone students' entrepreneurial attitudes (Boldureanu et al., 2020) and contribute to economic growth (Igbo & Zubairu, 2021). Entrepreneurship learning must be balanced between theory and practice (Sassmannshausen, 2015) or a balance between experience, goals, reflective practice, lecturer enthusiasm, mentoring, simulation and practice become a significant factor for students in the entrepreneurial learning process (Pounder, 2017) so that students are interested in becoming Entrepreneur.

Categorization of Interpersonal Communication Variable Instruments

Tabel 8. Categorization of Communication Variable Interpersonal

Category	Interval	Respondent	Percentage
High	$33 < X$	33	19,64%
Medium	$22 < X \leq 33$	62	35,90%
Low	$X \leq 22$	73	43,45%
Total		168	100%

Table 8 above shows the range/interval for the category of interpersonal communication variables and the number of respondents spread over each category. Based on the table above, the data is grouped into three categories, namely high, medium, and low. In addition, the range of each category and percentage is also described for each category. To make it more clear, it is presented in the following diagram.
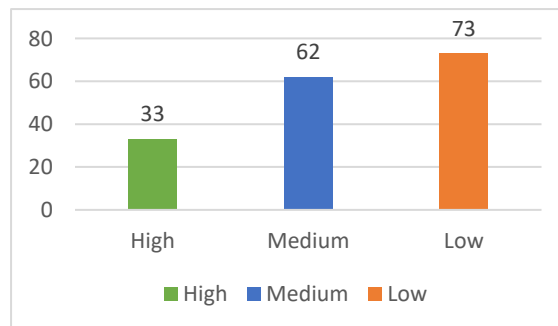

Figure 2. Categorization of Interpersonal Communication Variables

Based on figure 2, which describes in detail each category, it becomes clearer. Mastery of students' interpersonal communication skills in the low category shows a fairly high percentage of 43.45%, students' interpersonal communication skills in the medium category show a percentage of 35.90%, students' interpersonal communication skills in the high category of 19.64%. This shows that students' interpersonal communication skills still need to be improved.

While table 9. below is descriptive statistics of interpersonal communication variables which are then used to determine the respondent's condition after previously being tested using the Kruskal Wallis test.

Table 9. Description of Interpersonal Communication Variable Data

	N	Mean	Std. Deviation	Minimum	Maximum
Interpersonal Communication	168	26.6488	8.43726	11.00	42.00
Interpersonal Communication Categorization	168	1.7619	0.76007	1.00	3.00

With the value of Kruskal Wallis calculate as follows:

$$H = \frac{12}{n(n+1)} \sum_{i=1}^{k} \frac{R_i^2}{n_i} - 3(n+1)$$

H0 is accepted, H1 is rejected if the sig value is > 0.05 while H1 is accepted, H0 is rejected if the sig value is < 0.05. It can be seen that the five groups have different distribution forms, so that only the average difference can be interpreted in the Kruskal-Wallis test.

Table 10. Kruskall Wallis Test Value of Interpersonal Communication Variables

Description	Interpersonal Communication
Kruskall Wallis count	144,661
Degrees of freedom	2
Asymp Sig.	0,000

From table 10. It is shown that the value of Asymp sig. 0.000 <0.05 which means that H0 is rejected, H1 is accepted and it can be said that there are differences in the categorization of the respondent's interpersonal communication variable with a mean value of 26.6488 and it can be said that the respondent has a low category of interpersonal communication.

The results of this study also illustrate that students' interpersonal communication skills are also still low. This is in line with the results of research proposed by (Sukmasari, 2017; Komala & Mujiasih, 2019) that the self-confidence factor is still low, does not dare to communicate in public (Arga, 2020; Priantari, 2017), difficult to contact. adapt (Liana, 2017; Suharsono & Anwar, 2020), and not resilient to pressure (Lubis et al., 2021).

Interpersonal communication skills are also an important factor that must be mastered by today's students (Barseli et al., 2019) so as not to hinder the student's creativity process (Pratiwi et al., 2020). Looking at the results of the research above which shows that students' interpersonal communication skills are still low in entrepreneurship learning, so educators have a responsibility to improve students' abilities (Majid, 2017). It is undeniable that in this day and age the ability to communicate is very important for self-development (Pope & Pope, 2015). Especially in the field of entrepreneurship that relates to other people to establish relationships (Kokkonen & Koponen, 2020). The entrepreneurial attitude and interpersonal communication skills of students must be instilled in a balanced way so that students are able to compete and be independent so that they can contribute to the government and society in particular to reduce unemployment. One of these two things can be realized through entrepreneurship education developed in universities.

CONCLUSION

Based on the results of the research above, it can be concluded that the entrepreneurial attitude of teaching students is still low. This is obtained from the categorization test with hypothetical statistics as many as 111 respondents are in the interval X 32 (low) or 60.07%. These results are reinforced by the Kruskall Wallis test for the entrepreneurial attitude of teaching students which produces a mean of 31.7321 and is in the low category. In addition, for

interpersonal communication, teacher students are still in the low category. This was obtained based on the categorization test and hypothetical statistics showing as many as 73 students were in the interval X 22 (low) or 43.45%. These results are also strengthened by the Kruskall Wallis test for teacher student interpersonal communication which produces a mean of 26.6488 and is in the low category.

The findings of this study contribute to the field of entrepreneurship education. This study differs from research on entrepreneurial attitudes and interpersonal communication because the research respondents are teacher students at private universities in the former Pekalongan Residency area. Thus, further research can be expanded to the respondent area in order to obtain a more comprehensive profile of entrepreneurial attitudes and interpersonal communication. The results of this study are also expected to be a reference for conducting further research in the form of innovative learning models of entrepreneurship in universities in order to form entrepreneurial attitudes and improve students' interpersonal communication skills. In addition, it is necessary to develop different research methodologies to gain a deep understanding of entrepreneurial attitudes and student interpersonal communication in entrepreneurship learning in universities. Furthermore, an exploratory study needs to be conducted to examine the effect of entrepreneurship learning on attitude formation and improving interpersonal communication skills of both public and private teaching students.

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