

The Effect of Entrepreneurship Education on Increasing Nurse Entrepreneurs Interest in Nursing Students

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Abstract

The application of entrepreneurship education in tertiary institutions has become part of the core curriculum, even in the health profession. One of the human resources who has a role or opportunity to become an entrepreneur in Indonesia is a nurse who is called a nurse entrepreneurs. The contribution of this research is to produce Nersprenuer nurses, a profession that has great opportunities to become entrepreneurs in the health sector. The type of research used is correlative quantitative with a cross-sectional design approach. The population in this study was 232 students. The sampling technique in this study used a simple technique of Random Sampling, totaling 110 students. The results showed the correlation value (R), which is 0.390, and obtained the value of the coefficient of determination (R Square) of 0.152, and this shows that there is an influence of entrepreneurial education variables to nurse entrepreneurs interest by 15.2%. Based on the signification, $p < 0.05$ was obtained so that it can be concluded that the influence of entrepreneurship education on increasing nurse entrepreneurs interest. Based on the t value, it is known that the calculated t value is $2.159 > \text{Table } 1.985$. It can be concluded that there is an influence between entrepreneurship education on increasing interest in nursing students.

Keywords: Entrepreneurship Education; Nursing; Nurse Entrepreneurs

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1. Introduction

The application of entrepreneurship education in higher education has become part of the core curriculum even in the health profession, especially nursing; entrepreneurship education in higher education has recently become the subject of discussion and study on various occasions, both through workshops and by presenting figures who have experienced and succeeded in entrepreneurship and benchmarking (Boldureanu, G et al. 2020). The rapid development of entrepreneurship education is caused by the decreasing availability of employment and the risk of termination of employment by companies both nationally and internationally. So that entrepreneurship education in a college environment is intended to prepare graduates not only as job seekers but also as job creators (Ghasi et al. 2021).

In the process of national development, what is still an obstacle is the high unemployment rate in Indonesia which has an impact on the increasing difficulty of getting a job, especially in big cities (Puspita et al., 2021). Based on the results of the Inter-Census Population Survey (SUPAS), the total

population in Indonesia in 2020 was 269.6 million people, with the number of unemployed reaching 7 million people as of August 2019. Among the factors that influence it are higher education graduates are more dominant in finding a job than creating jobs (Mok & Jiang, 2018). The role of youth in the world of entrepreneurship is very strategic and urgent; where students are part of the youth, which is the basic capital for the development of solutions to various national problems, such as providing employment for others (Ochieng & Ngware, 2022).

Every developed country has an average of 14% entrepreneurs of the total population, while Indonesia is only 3.1 percent, making the president take steps to increase the number of young entrepreneurs (Anggadwita & Palalić, 2020). One of them is the emphasis on entrepreneurship education in higher education. Although college graduates are currently still low in motivation to become entrepreneurs, this could be influenced by the entrepreneurial education model taught to students in the college environment (Nowiński et al., 2019).

The head of the National Agency for Placement and Protection of Labor said. In Indonesia, there are at least 28.000 unemployed nursing graduates every year, and reports registered as a member until April 2017, as many as 359.339 nurses. Nurses, in general, can only work as nursing care providers in hospitals, clinics, health centers, or nursing educational institutions that are synonymous with a monthly salary (Lukewich et al., 2022). The ability of students also turns out to be related to the strength of the relationship between social support, and the higher the social support a student gets, the lower the level of anxiety (Handayani et al., 2022). Whatever the specifics of the work she does, a nurse has been perceived to work in a service institution both outside and within the country, even though a nurse has a great opportunity to become an entrepreneur or entrepreneur in the health sector, such as palliative care, nursing counseling, home care, physiotherapy services (Copelli, Erdmann, & Santos, 2019). But this golden opportunity is still very little taken by nurses at this time. The contribution of this research is to give birth to nersprenuer nurses, a profession that has great opportunities to become entrepreneurs in the health sector.

2. Method

The type of research used is correlative quantitative with a cross-sectional design approach. Time and Place The research is planned to be carried out from May to October 2022 for six months at STIKes Medika Nurul Islam Sigli. The population in this study was 232 students. The sampling technique in this study used a simple random sampling technique, totaling 110 students with inclusion criteria for level III and level IV students and exclusion criteria for levels I and II, who refused to be respondents. Researchers received ethical eligibility from the ethics committee with number 06/EC/PPPM/I/2022. The questionnaire in this study consisted of the Entrepreneurship Education questionnaire and the nursepreneur Interest questionnaire. The data presented in this study are in the form of respondent characteristic data based on gender and data from the results of a simple linear regression test.

3. Results and Discussion

Based on the Table 1, it can be seen that out of 110 respondents, 71% of respondents are female, and 29% are male.

Table 1. characteristics of respondents based on gender nursing student

Gender	f	%
Men	32	29
Women	78	71
Total	100	100

Based on Table 2, explaining the magnitude of the correlation value (R), which is 0.390 and obtained the value of the coefficient of determination (R Square) of 0.152, this shows that there is an influence of entrepreneurial education variables to nurse entrepreneurs interest by 15.2%.

Table 2. Simple linear regression of entrepreneurship education towards increased interest in nurse

R	R Square	Adjusted R Square	Std. The error in the Estimate
0.390	0.152	.119	4.42507

Based on Table 3, it can be seen that the constant value (a) is 53.200 and the entrepreneurship education value (b / regression coefficient) is 0.364, so the regression equation can be written as $Y = a + bX$, $Y = 53.200 + 0.364X$. The equation can be translated as a constant of 53.200, meaning that the consistent value of the participant variable is 53.200. The regression coefficient X of 0.364 shows that for every 1% addition to the value of Entrepreneurship education, the participation value increases by 0.364.

Table 3. Regression of entrepreneurship education toward increased interest in Nurse entrepreneurs

Type	B	Std. Error	Beta	t	Sig
Constant	53.200	7.252		7.336	0.000
Entrepreneurs hip Education	0.364	0.168	0.390	2.159	0.04

Based on the signification value, a value of 0.04 < 0.05 was obtained so that it can be concluded that the influence of entrepreneurship education on increasing Nurse entrepreneurs interest. Based on the t value, it is known that the calculated t value is 2.159 > Table 1.985, so it can be concluded that there is an influence between entrepreneurship education on increasing interest in nursing students.

Based on the results of research that has been confirmed, there is an influence between based on the results of research that has been confirmed, and there is an influence between entrepreneurship education and increasing interest in Nurse entrepreneurs in Nursing students Stikes Medika Nurul Islam seen from the significance value obtained 0.04 is smaller than 0.05.

Entrepreneurship education is an effort to internalize the spirit and mentality of entrepreneurship, mainly through educational institutions (Saadah, Wardoyo & Churiyah, 2021; Banha, Coelho, & Flores, 2022). The role of universities is expected to open students'

understanding and perception of the world of entrepreneurship so that students have created and spurred their creative ideas (Chen, Tang & Han, 2022). Students are not expected to be fixated on job-finding activities after graduating from college, but they can open jobs with entrepreneurial abilities (Eesley & Lee, 2021). Conceptually Nurse entrepreneurs is included in the career development of the role and function of the nurse. The development of the career can be the manager of a clinic or other health facility (Nursanti & Pandin, 2021).

The results of this study are in line with the research conducted, and there is a significant influence of entrepreneurship education on the interest in entrepreneurship of Yogyakarta State University Students (Nwodoh, Okafor & Nneka, 2021). Another research result that is in accordance with this research is a study conducted showing that the partial test results for the entrepreneurship education variable were obtained $t_{count} = 6.106 > t_{table} = 1.9908$ with a significance value of $0.000 < 0.05$, meaning that H_0 is rejected and H_a is accepted. Test F shows $F_{count} = 54.381 > F_{table} = 3.12$ with a significance of 0.000 (Bazkiaei et al., 2020). Partially and simultaneously shows that Entrepreneurship Education towards Student Entrepreneurship Interests is 58.1%, While the remaining 41.9% was influenced by other factors that were not studied (Tang et al., 2021).

Entrepreneurship cannot be separated from the education and training received by a university has an important role in fostering student interest so that after students graduate, they already have an understanding of and provisions to start their business (Ibrahim et al., 2022). Moreover, nursing students are not always graduates of the nursing institution and must work at home (Mulyadi, 2021). But are biased towards developing themselves with Nurse entrepreneurs such as spa supervisors, physiotherapy service providers, home care nurses, and wound care nurses (Shahsavari, Zarei., & Mamaghani, 2019).

4. Conclusions and Suggestions

The results of this study indicate that there is a significant influence between entrepreneurship education and Nursepreneur interest in nursing students. It is suggested that nursing colleges pay attention to the nursing education curriculum in order to produce nursing graduates who have a nursepreneur spirit.

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