



The Nexus Between The Character Of Independence And Entrepreneurship Learning Subject: Case Study Faculty Of Training And Education Lambung Mangkurat University

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Abstract

The issues that can be formulated based on the context mentioned above are as follows: 1. How is the description of the character of independence and entrepreneurship learning in FKIP students at Lambung Mangkurat University? 2. Is there a relationship between the character-building of student independence and entrepreneurship learning? This study aims to analyze the relationship between the character of independence with entrepreneurship learning courses: a case study of the Faculty of Teacher Training and Education, Lambung Mangkurat University. The method used in this research is a descriptive quantitative approach using ex post facto method. The research subjects consisted of 338 students from all students of the Faculty of Teacher Training and Education Banjarmasin who had taken entrepreneurship courses, data collection techniques using online questionnaires for validity and reliability tests, data analysis using descriptive analysis techniques and simple linear correlation. Based on the results of the study, it shows that the relationship between the formation of student independence character with entrepreneurship learning at Lambung Mangkurat University as a whole is still relatively low. This is obtained from the correlation coefficient value of 0.336 with a significance value/p-value of 0.000, because the significance value of p t table 1.967, so it can be concluded that H1 is accepted which means there is a relationship between Character Independence (X) and Entrepreneurship Learning (Y). Future research is expected to provide deeper knowledge and explore further the character of independence in building student relationships. This research is considered different from existing research and is the latest research that combines two variables, namely the character of independence and entrepreneurship learning.

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1. Introduction

In theory, education is a deliberate and organized attempt to establish a learning environment and learning process in which students actively develop their potential to have the self-control, personality, intelligence, and cognitive abilities needed in life. The national education system law number 20 of 2003's explanation of the functions and goals of national education states that: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life; it aims to develop students' potential to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democrats. Gea (2002, p. 146) defined independence as the capacity of an individual to fulfill their requirements and fulfill their wants on their own initiative. Parker also argues that independence also means trust in one's own ideas. Independence is about finishing things to completion. Independence is about having a certain level of physical competence so that loss of strength or coordination will never occur in the midst of one's efforts to achieve goals. Independence implies that one sets goals without hesitation and is not constrained by one's capacity for success or failure (Parker, 2006, p. 266) in (Nasution, 2018).

In fact, students with a low understanding of independence will also have a low entrepreneurial attitude. This is evident from how pupils conduct themselves in daily life. Students who have a low understanding of the value of independence will have a low work ethic, lack of fighting power, lack of professionalism, lack of creativity and complacency, so that students will do work only according to their abilities without wanting to be better and this shows a low entrepreneurial attitude (Ginting et al., 2021). Then there are also several other factors that cause student independence to be lacking such as low student understanding, lack of information and socialization of entrepreneurial values will cause less than optimal internalization / planting of the entrepreneurship value process to students. Factors that hinder the formation of the character of student independence through entrepreneurship learning such as lack of understanding of the concepts, abilities and knowledge of entrepreneurship (Sitirahia Hi. Umar & Noe, 2021). The inability of students to better understand their own needs and ambitions for self-change (Wulandari et al., 2018). Students who are less interested in developing themselves into entrepreneurs, exploring creative ideas is also still very weak and dominant only in fulfilling course assignments (Amaliah Nafiati & Hendaryati, 2018).

Realizing the value of student learning autonomy, particularly in higher education, learning must be pursued by implementing learning that can fully involve students in the learning process, encouraging students to be able to compile their own

knowledge, find material learned and connect it with real-life situations so that they can apply it in their daily lives, and can think creatively, innovatively, and rationally. This is in line with the opinion of Wijaya (2018) who asserts that a rapidly developing modern society requires individuals who have the ability to think, act, and communicate creatively. Student creativity through learning begins by emphasizing aspects of independence in (Sobri, 2020).

According to the Ministry of Research and Curriculum Development Center (2010), children who are entrepreneurial have a mindset that incorporates the qualities of having an entrepreneurial spirit and having entrepreneurial abilities. Among these values are independent, creative, action-oriented, never give up, discipline, cooperation, responsibility, and have a strong motivation to succeed. And entrepreneurial skills include being fond of saving money, being good at managing finances, having innovative thinking, identifying business opportunities, planning businesses, and opening new businesses with their groups (Rizki et al., 2022).

The instilling of character values in entrepreneurship lessons is anticipated to foster independence; this is justified by the fact that entrepreneurship can mold a person to be creative/innovative and have the capacity to take risks with decisions while doing so with persistence, persistence, and unyielding (Dharma in Sabatari and Hariyanto, 2013) in (Marsiyah & Handayani, 2020). The independence that students have is to foster self-confidence which is very important for students (Diniyah, 2018: 15) and faster in receiving learning material so that it shapes student character for the better (Bungsu et al., 2019). Independent students are students who are active, independent, creative, competent, and innovative, in accordance with the entrepreneurial spirit that can be formed to students through entrepreneurship subjects (Marsiyah & Handayani, 2020).

According to the facts discovered at the Lambung Mangkurat University Banjarmasin Faculty of Teacher Training and Education, the issue raised above is accurate. Students still have a low level of independence, as evidenced by their preference to rely on their friends for help with assignments, their lack of self-awareness in setting up learning materials, and their lack of courage to voice their opinions while in class. In addition, the lack of understanding of the concepts, abilities and knowledge of entrepreneurship, this can be seen from students who are always satisfied with the results obtained without wanting to try new things and lack of creativity in making business ideas that will be used as the final project in entrepreneurship learning. According to this statement, the goal of this study is to analyze the relationship between the character of independence with entrepreneurship learning courses: a case study of the Faculty of Teacher Training and Education, Lambung Mangkurat University.

2. Research Method

The research uses a descriptive quantitative approach with an ex post facto method. Character independence, the study's independent variable, has occurred in the dependent variable (entrepreneurship learning). Up to 2892 students from Lambung Mangkurat University's Faculty of Teacher Training and Education made up the population of this study, and up to 338 individuals made up the sample, which was drawn using calculations based on the Krejcie and Morgan tables. Data collection techniques using online questionnaires to test validity and reliability, data analysis using descriptive analysis techniques, and simple linear correlation.

3. Results

Based on the description above, this study aims to analyze the relationship between the character of independence with entrepreneurship learning courses: a case study of the Faculty of Teacher Training and Education, Lambung Mangkurat University. The research subjects consisted of 338 students from all students of the Faculty of Teacher Training and Education Banjarmasin who have taken entrepreneurship courses as follows:

Table 1 Validity of Independence Character KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.842
Bartlett's Test of Sphericity	Approx. Chi-Square	1146.932
	Df	300
	Sig.	.000

Table 1 can be seen that the KMO value is 0.842. So it can be concluded that the Character Independence variable used in this study is predictable and can be analyzed further. The table above also shows that Bartlett's Test produces a significance value of $0.000 < 0.05$ ($\alpha = 5\%$), which indicates that the Independence Character indicators used are correlated and suitable for factor analysis.

Table 2 Validity of Entrepreneurship Learning KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.881
Bartlett's Test of Sphericity	Approx. Chi-Square	1017.278
	Df	190
	Sig.	.000

Table 2 can be seen that the KMO value is 0.881. So it can be concluded that the Entrepreneurial Learning variables used in this study are predictable and can be analyzed further. The table above also shows that Bartlett's Test produces a significance value of $0.000 < 0.05$ ($\alpha = 5\%$), which indicates that the Entrepreneurial Learning indicators used are correlated and suitable for factor analysis.

Table 3 Anti-image Correlation Analysis

Indicator	Anti- Value Image Correlation	Description	Indicator	Anti- Value Image Correlation	Description
	(X)			(Y)	
X.1	0,830	Valid	Y.1	0,954	Valid
X.2	0,929	Valid	Y.2	0,921	Valid
X.3	0,422	Invalid	Y.3	0,767	Valid
X.4	0,873	Valid	Y.4	0,817	Valid
X.5	0,860	Valid	Y.5	0,893	Valid
X.6	0,873	Valid	Y.6	0,921	Valid
X.7	0,850	Valid	Y.7	0,921	Valid
X.8	0,547	Valid	Y.8	0,947	Valid
X.9	0,790	Valid	Y.9	0,771	Valid
X.10	0,661	Valid	Y.10	0,880	Valid
X.11	0,862	Valid	Y.11	0,918	Valid
X.12	0,909	Valid	Y.12	0,868	Valid
X.13	0,918	Valid	Y.13	0,570	Valid
X.14	0,840	Valid	Y.14	0,918	Valid
X.15	0,861	Valid	Y.15	0,829	Valid
X.16	0,823	Valid	Y.16	0,869	Valid
X.17	0,826	Valid	Y.17	0,797	Valid
X.18	0,848	Valid	Y.18	0,908	Valid
X.19	0,911	Valid	Y.19	0,759	Valid
X.20	0,871	Valid	Y.20	0,936	Valid
X.21	0,893	Valid			
X.22	0,857	Valid			
X.23	0,588	Valid			
X.24	0,429	Invalid			
X.25	0,875	Valid			

Based on table 3 above, an anti-image correlation analysis is carried out to determine the extent to which the MSA assumption can be met. If the MSA value is >

0.50, it can be concluded that the variable can be predicted and can be analyzed further.

Table 4 Distribusi Frekuensi Statistics

		Independence Character	Entrepreneurship Learning
N	Valid	338	338
	Missing	0	0
Mean		89.12	77.28
Std. Deviation		4.265	5.003
Variance		18.192	25.028
Range		25	23
Minimum		78	65
Maximum		103	88

Based on table 4 above, the independent character variable has a minimum value of 78, a maximum value of 103, a range of 25, a mean of 89.12, and a standard deviation of 4.265. Meanwhile, the entrepreneurial learning variable is known to have a minimum value of 65, a maximum value of 88, a range of 23, a mean of 77.28, and a standard deviation of 5.003.

Table 5 Category of Independence Character

No	Interval	F	%	Category
1	$X \geq (94,66)$	34	10,1	Good
2	$(86,34) < X < (94,66)$	219	64,8	Simply
3	$X \leq (86,34)$	85	25,1	Less
Total		338	100	

This means that the character of the student independence so far which is classified as good is only 34 students with a percentage (10.2%), then the character of their student independence is still classified as sufficient

219 students with a percentage (64.8%), and the character of student independence which is still classified as less is 85 students (25.1%) so it can be concluded that the Character of Independence in Students of the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat Banjarmasin is classified as sufficient.

Table 6 Categories of Entrepreneurship Learning

No	Interval	F	%	Category
1	$Y \geq (80,33)$	95	28,1	Good
2	$(72,67) < Y < (80,33)$	174	51,5	Simply
3	$Y \leq (72,67)$	69	20,4	Less
Total		338	100	

This means that student entrepreneurship learning so far which is classified as good only amounted to 95 students with a percentage (28.1%), then their student entrepreneurship learning is still classified as sufficient amounting to 174 students with a percentage (51.5%), and student entrepreneurship learning which is still classified as less amounted to 68 students (20.4%) so it can be concluded that the Character of Independence in Students of the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat Banjarmasin is quite.

Table 7 Significance Test of Partially Simple Correlation Coefficient (t-test)

		Independence Character	Entrepreneurship Learning
Karakter Kemandirian	Pearson Correlatio	1	.336**
	Sig. (2-tailed)		.000
	N	338	338
Pembelajaran Kewirausahaan	Pearson Correlatio	.336**	1
	Sig. (2-tailed)	.000	
	N	338	338

From the data in table 7, the correlation coefficient value is 0.336 so it has a relationship with the criteria still classified as low with a significance value/p-value of 0.000, because the significance value $p < 0.05$, then H_0 is rejected, meaning that there is a significant relationship between the character of independence with entrepreneurship learning.

Table 8 T-test on Simple Correlation Coefficients

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	
1	(Constant)	42.113	5.377		7.833 .000
	Independence Character	.395	.060	.336	6.548 .000

It can be seen in table 8 above, it is known that the sig value for the relationship between Character Independence (X) and entrepreneurship learning (Y) is $0.000 < 0.05$ and the t value is $6.548 > t \text{ table } 1.967$, so it can be concluded that H1 is accepted which means there is a relationship between Character Independence (X) and Entrepreneurship Learning (Y).

4. Discussion

Independent character is the product of effort based on the capacity for independent thought, behavior, and action. Independent is defined as a meaning that forms a tough personality where placing the help of someone or another party as a complement, while the main thing is to use one's own abilities and efforts (Poerwopoespito and Utomo, 2010: 185) in (Sitirahia Hi. Umar & Noe, 2021). Independent students are students who are active, independent, creative, competent, and innovative, in accordance with the entrepreneurial spirit that can be formed for students through entrepreneurship subjects in (Marsiyah & Handayani, 2020). Based on the value of the character of independence that has been explained above, it can be concluded that the indicators of the character of independence are as follows: Creative, Courageous, Confident, Hard work and Learner (Marsiyah & Handayani, 2020).

Entrepreneurship learning has been introduced in schools, even many formal and non-formal institutions have included it in the curriculum. For students to develop knowledge and abilities in entrepreneurship and be prepared to enter the workforce, a variety of entrepreneurship learning approaches have been developed (Andayani, 2016). Independent conduct and mental health toward entrepreneurial aim or desire were found to have a favorable association, according to research on 136 psychology students (Mangkualam & Indonesia, 2018). However, entrepreneurship that has long been introduced is still at the concept level in shaping the entrepreneurial spirit, but has not been able to provide socio-economic benefits to the environment, so that it becomes a problem in the environment. In addition, a crucial problem that often occurs is the tendency of students to have unstable entrepreneurial intentions, (Mangkualam & Indonesia, 2018). Sharir & Lerner stated that the motives for implementing conventional entrepreneurship are achievement fulfillment, and job independence and others. Meanwhile, the motives for social entrepreneurship are for personal rehabilitation, finding solutions to certain difficulties, and fulfilling individual obligations in social life, (Hoogendoorn, 2009) in (Andayani et al., n.d.).

According to Ranto, the idea of entrepreneurship education should not only be provided as a theoretical foundation but also be able to shape the mindset and character of entrepreneurs (2017). In response to this, universities should take strategic steps through building a new paradigm in basic entrepreneurship learning (Mustafa,

Bistamam, Arep, Latip & Jais, 2019). Thus, it is hoped that university output is not only oriented towards producing job-seeker graduates but is able to create job-creator alumni (creating jobs) (Sharaf, El- Gharbawy & Ragheb, 2018) and has a strong entrepreneurial character with the use of digital technology (Prastyaningtyas & Arifin, 2019) in (Khatimah & Nuradi, 2021). Based on the pattern of entrepreneurship learning according to Farzier and Niehm, 2008 in (Siswadi, 2013) can be concluded indicators of entrepreneurship learning are as follows: Knowledge of entrepreneurial values, Feelings filled by cultivating a sense of caring for entrepreneurial experience, Skills for entrepreneurship and Having experience in entrepreneurship.

Entrepreneurship education programs should foster self-reliance and increase students' self-esteem. Self-reliance is an important component of becoming a successful entrepreneur. Educating students that entrepreneurs can come from a variety of backgrounds and providing students with a positive outlook on the tremendous opportunities available in the future and aspects of entrepreneurial practice is essential. The entrepreneurial skills acquired can be applied across all forms of employment or careers and social welfare. This is important in explaining to students that entrepreneurship is not just starting and opening a business, but must be balanced with a strong character that supports the entrepreneur to survive in all situations and conditions (Ismiyanti et al., 2021).

Based on the description above, this study aims to analyze the relationship between the character of independence with entrepreneurship learning courses: a case study of the Faculty of Teacher Training and Education, Lambung Mangkurat University. The research subjects consisted of 338 students from all students of the Faculty of Teacher Training and Education Banjarmasin who have taken entrepreneurship courses are as follows: The picture between the Character of Independence and Entrepreneurship Learning at Lambung Mangkurat University as a whole is still classified as sufficient. This is based on data obtained from research results with 338 students who were respondents in this study. In the Independence Character variable, it can be seen that it has a percentage of 64.8%, namely 219 students and Entrepreneurship Learning has a percentage of 51.5%, namely 174 students. The relationship between the character of student independence and entrepreneurship learning at Lambung Mangkurat University turns out to have an overall relationship that is still relatively low.

5. Conclusions and Suggestions

Conclusion

Based on the results of research conducted to analyze the relationship between the character of independence and entrepreneurship learning courses: a case study of the Faculty of Teacher Training and Education, Lambung Mangkurat University, it can be concluded that :

1. The picture between the Character of Independence and Entrepreneurship Learning at Lambung Mangkurat University as a whole is still classified as sufficient. This is based on data obtained from research results with 338 students who were respondents in this study. In the Independence Character variable, it can be seen that it has a percentage of 64.8%, namely 219 students and Entrepreneurship Learning has a percentage of 51.5%, namely 174 students.
2. The relationship between the character of student independence and entrepreneurship learning at Lambung Mangkurat University turns out to have an overall relationship that is still relatively low.

However, this study has proven empirically that the relationship between the character of student independence and entrepreneurship learning has a relationship. Future studies are anticipated to be able to provide more in-depth knowledge and study the topic of students' reliance on character-building interpersonal relationships.

Suggestion

Based on the conclusions that have been stated that there is a relationship between the character of independence with entrepreneurship courses at the Faculty of Teacher Training and Education, Lambung Mangkurat University Banjarmasin as a whole is still relatively low. This is because there are still many other factors that can influence. Therefore, further research should be conducted to examine other factors that affect the character of independence outside of the variables studied in this study.

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