

# The Effect Of The Health Entrepreneurship Courses And Seminar To Elevating The Health Entrepreneurship Insights

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## ABSTRACT

Higher education efforts to foster students's entrepreneurship interest by providing courses and seminars. Interest in learning is an individual's tendency to have a sense of pleasure without coercion so that it can cause changes in knowledge of students. There are many (64,2%) midwifery students of STIKes Panca Bhakti who have a lack of understanding about health entrepreneurship. The aims of this research is to find out relation of the health entrepreneurship courses and seminar to elevating the health entrepreneurship insight on midwifery students of STIKes Panca Phakti. The research design was quantitative research with cross sectional approach. This study implemented from September 2022 to February 2023. There were 2 research variables, the independent variables were health entrepreneurship courses and seminars. The dependent variable was health entrepreneurship insight. Data sample collected from 136 female students. The sampling technique was purposive sampling. The instrument used was a questionnaire developed by researchers and has been tested for validity and reliability. Data analysis using chi-square. The result of this study showed that 22,1% of midwifery students taked the courses, 77,9% taked the seminars and 47,1% of midwifery students had good insight about health entrepreneurship. Courses and seminars of health entrepreneurship were associated with elevating the health entrepreneurship insight on midwifery students of STIKes Panca Bhakti, based on the  $\rho$  values of 0,000 and 0,000 respectively. The courses and seminars of health entrepreneurship related with elevating the health entrepreneurship insight on midwifery students.

*Keywords: Courses; Health Entrepreneurship; Insights; Seminars.*

## INTRODUCTION

The study program of Diploma III Stikes Panca Bhakti has a vision to obtain professional midwives and full insights for entrepreneurship of midwifery in 2025. One of the reasons for the formulation of this vision is to reduce the number of unemployed midwifery graduate in Indonesia and open business opportunities in midwifery practice area. The Diploma III Midwifery Study Program at STIKes Panca Bhakti implements a program to instill entrepreneurial midwifery insight not only giving courses but also health entrepreneurship seminars.

In 2015, Majelis Tenaga Kesehatan Indonesia (MTKI) showed that the number of Midwives is 280,263 people, while jobs are available for Midwives namely 166,981 people, so around 113,283 people (40.42%) could not be accommodated by the field existing formal sector jobs. Alternative for this condition is creating a field own work where the doer will have Freedom to apply knowledge and skills according to the opportunities that exist without dependence on existing job opportunities as entrepreneurs (Kemenkes RI, 2015).

Providing health entrepreneurship insights to midwifery students is an alternative to increasing the motivation of midwifery graduates in developing midwifery practice after they have completed their studies. Thus, graduates are expected to become educated young entrepreneurs who are able to pioneer and develop independent businesses, especially in midwifery practice. Health entrepreneurship education is an important factor in preparing entrepreneurs at the higher education level, this is in line with the results of research which states that entrepreneurship education has a significantly positive effect on entrepreneurial intentions, which means that any increase in entrepreneurship education will result in increased entrepreneurial intentions (Kusuma dan Warmika, 2016; Jiying dan Pelagie, 2014; Denanyoh et al, 2015).

Based on the primarily study on midwifery students of STIKes Panca Bhakti showed many (64,2%) midwifery students of STIKes Panca Bhakti who have a lack of understanding about health entrepreneurship. Higher education efforts to foster students' entrepreneurship interest by providing courses and seminars. Interest in learning is an individual's tendency to have a sense of pleasure without coercion so that it can cause changes in knowledge of students.

## METHOD

The research design was quantitative research with analitic approach. This study implemented from September 2022 to February 2023. There were 2 research variables, the independent variables were courses and entrepreneurship seminars. The dependent variable was Entrepreneurship insight. Data sample collected from 136 midwifery students. The sampling technique was purposive sampling. The instrument used was a questionnaire developed by researchers and has been tested for validity and reliability. Data analysis using chi-square.

## RESULT

### a. Univariate analysis

Univariate analysis was carried out to see the distribution and frequency of health entrepreneurship courses, health entrepreneurship seminars and health entrepreneurship insights on midwifery student. The distribution can be seen in the table below,

Tabel 1. Distribution of midwifery students participation in health entrepreneurship courses

Courses	f	%
No	106	77,9
Yes	30	22,1
<b>Total</b>	<b>136</b>	<b>100</b>

Tabel 2. Distribution of midwifery students participation in health entrepreneurship seminars

Seminars	f	%
No	30	22,1
Yes	106	77,9
<b>Total</b>	<b>136</b>	<b>100</b>

Tabel 3 Distribution of health entrepreneurship insights on midwifery students

Health entrepreneurship insights	f	%
Less	72	52,9
Good	64	47,1
<b>Total</b>	<b>136</b>	<b>100</b>

b. Bivariate analysis

Bivariate analysis was carried out to see the relation of health entrepreneurship courses and health entrepreneurship seminars with health entrepreneurship insights on midwifery student. The results can be seen in the table below,

Tabel 4. Relation of the health entrepreneurship courses and seminar with the health entrepreneurship insights on midwifery students

Independen Variabels		Dependen Variabels						$\rho$
		Health entrepreneurship insight						
		Less		Good		Total		
		f	%	f	%	f	%	
Courses	No	66	48,5	40	29,4	106	77,9	0,000
	Yes	6	4,4	24	17,7	30	22,1	
	Total	72	53,0	64	47,0	136	100	
Seminars	No	6	4,4	24	17,7	30	22,1	0,000
	Yes	66	48,5	40	29,4	106	77,9	
	Total	72	53,0	64	47,0	136	100	

**DISCUSSION**

Table 4 shows that 22.1% of respondents as participant in health entrepreneurship courses. Furthermore, respondents who participated in health entrepreneurship courses with entrepreneurial insights in the good category was 17.7%. Analysis results showed that the health entrepreneurship course is significantly related to the health entrepreneurship insights on midwifery students. This can be seen from the  $\rho$  value =  $0.000 < \alpha = 0,05$ . Tabel 4 also shows that 77.9% of respondents as participant in health entrepreneurship seminars. Furthermore, respondents who participated in health entrepreneurship seminar with entrepreneurial insights in the good category was 29.9%. Analysis results showed that the health entrepreneurship seminar is significantly related to the health entrepreneurship insights on midwifery students. This can be seen from the  $\rho$  value =  $0.000 < \alpha = 0,05$ .

The entrepreneurship education is not only provides a theoretical basis for the concept entrepreneurship but shape attitudes, behaviors, and mindset of an entrepreneur, as preparation for students in starting a new business through integration essential experience, skills, and knowledge to develop and expand a business (Griffin and Ronald, 2006).

Entrepreneurship education is learning process to change attitudes and patterns student thinking about entrepreneurial career choices (Wiratno, 2012; Suryana,2014).

The importance of entrepreneurship education in building-related colleges entrepreneurial character, mindset, and behavior always creative and innovative, creating added value, Take advantage of opportunities and dare to take risks. Facing the very future challenges competitive, then entrepreneurial behavior is for all areas of work or profession, so entrepreneurship education can be implemented in universities and applies to all students regardless of field of studies (Susilaningsih, 2015).

The education of enterpreneurship have function to supply the students with the knowledge of entrepreneurship as well as able to change their point of view to business world. Students interest in entrepreneurship are growing and developing in line with the increasingly widespread planting of entrepreneurial spirit. Through enterpreneurship courses are expected business materials that theoretical nature can be given. Whereas through entrepreneurship seminars are expected to hone soft skills of prospective entrepreneurs (Hafizah, 2015).

There are many factors that influence students' insights in entrepreneurship, including personality, environmental leadership and entrepreneurship education (Ambarita, I, Marpaung Iis, J.S. 2019). Another factor is the existence of motivation and innovation (Mahanani, Estu, Sari Bida. 2018). Apart from learning entrepreneurship, the family environment also affects student interest (Ningsih Dwi Lestari. 2017).

Entrepreneurial education and seminars created someone to have a high commitment in the work that they are engaged in, have work ethic and responsibility. And for more importhant is as well taught how to be a leader good and competent good managerial. Entrepreneurial education and seminars able to equip students with entrepreneurship knowledge and ability change the way they see the world business (Hafizah, 2015).

## **CONCLUSION**

The courses and seminars each affect student insight in health entrepreneurship. Giving health entrepreneurship courses and seminars to midwifery students affect students' insight in health entrepreneurship. Higher education institutions should maintain the quality of health entrepreneurial learning process and increase the training and seminars conducted to elevating

an entrepreneurial spirit and self-confidence, especially in health entrepreneurship area. Research is needed on other factors that influence student's interest in health entrepreneurship.

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