THE ROLE OF FIELD STUDY TO IMPROVE THE SPORT ENTREPRENEURSHIP'S INTEREST ON PHYSICAL EDUCATION STUDENTS

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Abstract

Basically entrepreneurship is how to form the mindset, attitude, and behavior of people to become an entrepreneur. In addition, giving soft-skill to the students is also one way to equip students so they can have the character as entrepreneur. Soft-skill can be obtained through learning that prioritizes the approach of field practice, so that students can have real work experience. Segers (2004) stated that one of the key characteristics of effective learning and assessment models is to focus on high skills or competencies relevant to their future work. The aim of this study is to find out the role of field study for improving sport entrepreneurship's interest on physical education students. This quantitative study was conducted using a 5-point likert survey method consist of three dependent variables and one independent variable with 115 respondents from Physical Education students. The data showed that the value of R is 0.662, this indicates that there is a moderate or strong relationship between field study (X) on entrepreneurship interest (Y). R square value of 0.439 could be interpreted that the field study can affect entrepreneurial interest of 43.9% while the remaining 56.1% is explained by other variables not examined in this study. Through the result of this study, we could see that field study has role to enhance the entrepreneurship's interest, though there are other factors affect, such as the curriculum and educators.

Keywords: Sport entrepreneurship, sport management, field study

Introduction

Unemployment became one of the problems faced by the Indonesian. In the last three years, the increase in unemployment rate in Indonesia has increased, and the biggest contributor to unemployment rate comes from higher education. According to data from the Indonesia's Statistics Central Bureau, in 2014 the number of open unemployed who have completed higher education reached 398,298 people and increased by 2015 by 41% and again increased by 2016 by 22% (Statistics Central Bureau, 2017).

Table 1: *Unemployment rate based on education level in 2014-2016*

No.	Higher education was completed	2014	2015	2016
1	Never attended school	134,040	124,303	94,293
2	Not finished elementary school	610,574	603,194	557,418
3	Elementary school	1,374,822	1,320,392	1,218,954
4	Junior high school	1,693,203	1,650,387	1,313,815
5	Senior High school	1,893,509	1,762,411	1,546,699
6	Vocational high School	847,365	1,174,366	1,348,327
7	Academy / Diploma	195,258	254,312	249,362
8	University	398,298	565,402	695,304
	Total	7,147,069	7,454,767	7,024,172

Source: www.bps.go.id

Currently, the Indonesian government continues to encourage young people to become entrepreneur as a solution to the rising unemployment rate, it also opens up new jobs for the community. Furthermore, entrepreneurship could also be a career's option besides to be a private or public employee. However, the interest of youth for entrepreneurship is still very low, so it becomes a serious thought, both for the government, education, industry, and society. Most of the youth, who lack the courage to take risks, tend to have no interest in entrepreneurship, but that does not mean it could not be changed. By providing education and knowledge about entrepreneurship, we can give students confidence and self-confidence to be entrepreneur and this becomes a very hard homework for educational institutions.

Basically entrepreneurship is the problem of shaping the mindset, attitude, and behavior of students to become an entrepreneur. Therefore, giving soft-skill to students is also one way to educate students so that they can have the character to become entrepreneur. Soft-skill can be obtained by students through learning that prioritizes the approach of field practice, so that students can have real work experience. As many researchers have pointed out, one of the key characteristics of effective learning and assessment models is to focus on high skills or competencies relevant to their future work (Boud, 1990, 1995; Dierick & Dochy, 2001; Gielen, Dochy, & Janssen, 2003; Messick, 1994; Segers, 2004; Tillema, Kessels, & Meijers, 2000). This study's objective is to connect the world of education and the workplace by creating a correspondence between what is obtained in education and what they will do in the workplace (Boud, 1995; Gulikers, Bastiaens, & Kirschner, 2004; Messick, 1994).

Kasmir (2006) said that entrepreneurship is a skill to make a business activity. In creating a business activity, there is a need for creativity and innovation from things appeared before. This expertise can be used as a basis, tips, and resources in finding opportunities for success, if an entrepreneur can use this opportunity correctly (Suryana, 2006). Zimmerer in Suryana

(2006) also said that entrepreneurship is the application of creativity and innovation to use opportunities used to solve problems faced. Meanwhile, creativity can also be translated as an ability to find new ideas and ways of solving problems, while innovation is the ability to apply creativity in solving problems and also as an opportunity to increase the wealth of life.

Then we can understand that entrepreneurship is a creative and innovative ability in creating something new that has benefits for themselves and others and is able to deal with problems and take advantage of opportunities. The essence of entrepreneurship is creating added value through the process of combining resources in new and different ways in order to compete (Yunita Widyaning Astiti,On2014)previous. study, Retno Budi Lestari and Trisnadi Jaya (2012) proved that there was significant role of the class of entrepreneurship to lift entrepreneurship's interest, on the other hand, there has been no data about the role of field study to boost entrepreneurship interest of students, especially in sport area. Based-on various opinions and problems presented earlier, this study aims to find out the role of field study for improving the sport entrepreneurship's interest on physical education students.

Methodology

This study was a quantitative regression research by using survey method. With total sampling 115 respondents, came from Physical Education students, were asked using a 5-point Likert Scale instrument consists of personal attitude, subjective norms, perceived behavioral control instruments, and the field study questions as the main data. This instrument was adopted from Retno Budi Lestari and Trisnadi Jaya (2012) with a little modification. Meanwhile, the data was analyzed using the simple regression in SPSS. Before the survey began, students already received knowledge about sport entrepreneurship, sports management, and sports industry for six months ahead and they were given the task to conduct entrepreneurship's activities based on sports at 7 regions in Central Java for six months as the final project. The respondents were received the questionnaire at the Faculty of Sports Science, Universitas Negeri Semarang, after the students finished all the activities, and during they filled out the questionnaire, they were accompanied by the research team to assist if there were any difficulties.

Research Finding

By using linear regression analysis, it can be seen that the learning method has an influence on the increase in sports entrepreneurship interest in physical education students by 43.9%. This is indicated by the value of the coefficient of determination (R square) which is 0.439. While 56.1% is influenced by other variables not examined by this study.

In the ANOVA test it can also be seen that the F value count = 88.306 with a significance level of 0.000 <0.05. From this, the hypothesis which states that there is an influence of field studys on sports entrepreneurship interest in physical education students can be accepted.

Hypothesis test results

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662[a]	.439	.434	4.95892

a. Predictors: (Constant), Field Study (X)

Table 2: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2171.530	1	2171.530	88.306	.000[b]
	Residual	2778.765	113	24.591		
	Total	4950.296	114			

a. Dependent Variable: Sport Entrepreneurship Interest (Y)
b. Predictors: (Constant), Field Study (X)

Discussion

Seeing from the percentage of influence given, the field study about sport entrepreneurship must be further improved. This field study is also an answer to address the increasing problem of unemployment. By giving direct practice on entrepreneurship, they can also increase soft-skills and ideas on how to start a business.

Field study is a process to improve participants' skills by using various methods that are appropriate to the skills provided and the equipment used. Field study is also an educational process that serves to guide students systematically and directed to be able to do a skill. With the field study, lecturer gives an effort to participants the opportunity to get hands-on experience. The basic idea of learning based on experience encourages students to reflect on or remind the experiences they have experienced.

The field study aims to train and improve the ability of participants to apply the knowledge and skills acquired. This activity is carried out on the field which can mean at work and in the community so they can get the real experience and directly felt by participants. Hopefully, it can trigger the ability of participants to develop their skills because the nature of the field study is about skills development.

In addition, by providing field study, students become able to have the ability to adapt to the industrial environment. This is the answer to the needs of the sports industry that is currently growing. The importance of direct experience of the learning process has been studied by Kolb (1984) and Wallace (1994) in Millrood (2001). Kolb said that adult learning would be more effective if the learner was more directly involved than just passively receiving from the teacher. Kolb (1984) with experiential learning theory describes ideas from experience and reflection. Kolb defines four learning modes, Concrete experience, Reflective observation, Abstract conceptualization, and Active experimentation.

Wallace (1994) also said that there are two sources of knowledge, namely knowledge received / obtained through learning both formally and informally (received knowledge) and knowledge gained through experiences (experiential knowledge). Both sources of knowledge are key elements for the development of professionalism. Wallace assumed that each trainee brought knowledge and experience when entering a new training. Wallace further explained that the effectiveness of training depends on how the trainees reflect on the relationship between knowledge and experience and practice to improve their learning in the future.

Through this research, it can be seen that physical education students also have the spirit of entrepreneurship. However, they must have adequate knowledge base and also good guidance to get started. From this research can also be the beginning of further research to find out other factors that can increase students' desire for entrepreneurship.

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