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THE INFLUENCE OF ONLINE ENTREPRENEURSHIP TRAINING ON STUDENT ENTREPRENEURIAL INTEREST IN BATAM CITY

Rio Putra[1], Heru Wijayanto Aripradono[2]
Universitas Internasional Batam[1, 2]
E-mail: riouib02@gmail.com[1], heru.wijayanto@uib.ac.id[2]

ABSTRACT

Entrepreneurial interest is one of the important aspects of developing the entrepreneurial spirit in students. However, not all students have sufficient interest or skills to engage in entrepreneurial activities. Therefore, this study aims to explore efforts to increase students' entrepreneurial interest through online entrepreneurship training. This study used qualitative research methods. The data collection technique was carried out by a literature study. The data that has been collected is then analyzed using thematic analysis. The results show that entrepreneurship training helps foster entrepreneurial interest by providing knowledge, skills, inspiration, and a supportive environment to start and develop a business. With effective entrepreneurship training, it is expected that participants' interest in entrepreneurship will increase and encourage them to embark on an entrepreneurial journey with confidence and success. When students have a high interest in entrepreneurship, they tend to have a strong motivation to learn and develop the skills needed in the business world. High interest can also trigger creativity, the desire to create new solutions, and perseverance in facing the challenges that exist in the entrepreneurial world.

Keywords: Interest, Entrepreneurship, Training

A. INTRODUCTION

Unemployment has been a problem in Indonesia for a long time, especially since the COVID-19 pandemic, which has just been determined to be endemic, has had an impact on the economy, one of which is in the form of job cuts (Fadli, 2023; Syafrida et al., 2020). In addition to the pandemic, globalization has made job competition even tougher (Elfino, 2022). Then, the number of jobs available is not proportional to the number of job seekers is one of the factors in the large number of unemployed in Indonesia (Doni et al., 2022). Data from the Central Statistics Agency for May 2023 shows that there are 3.60 million unemployed people in Indonesia. Consists of unemployment due to Covid-19 (0.20 million people); Not in the Labor Force (BAK) due to Covid-19 (0.26 million people); temporarily out of work due to Covid-19 (0.07 million people); and the working population who experienced a reduction in working hours due to Covid-19 (3.07 million people) (BPS, 2023).

One of the efforts to overcome unemployment can be entrepreneurship training (Edy et al., 2020). Entrepreneurship training is an activity that can help in creating new entrepreneurs. Participants' interest in entrepreneurship can be triggered by the success of entrepreneurship training which shows that entrepreneurship training programs can shape the interests and personalities of students from an early age so that they can be financially independent (Tsuraya et al., 2021).

Entrepreneurial activities contribute significantly to the economic growth of a country. Entrepreneurs create new opportunities, develop innovative products and services, and contribute to creating added value for society. Through entrepreneurship, new jobs can be created because entrepreneurs need employees and labor to support business operations. The more businesses are established, the more job opportunities are available to the community, which in turn can reduce unemployment and improve economic well-being (Mulyani & Asnawi, 2022).

Training media is defined as one of the external factors that influence the success of training activities, in general, the benefits of training media are to facilitate interaction between

teachers and students so that training is more effective and efficient. In addition to training media, it requires the readiness of gadgets in the form of smartphones, laptops, or computers and of course, internet data packages that are still managed independently. Under Permendikbud no. 34 of 2018, vocational education is secondary education that prepares students, especially to work in certain fields. Vocational education provides a form of talent development, basic education of skills and habits that lead to the world of work that is seen as skills training. Students will be prepared to enter the competition in the world of work (News et al., 2021).

Students have an important role in entrepreneurial growth because students are the next generation, and students have great potential to create change and innovation in the business world (Pardede, 2021). However, interest in entrepreneurship among the students are still low, which is in Jakarta (Leksono et al., 2023). Therefore, I want to research in the city of Batam as a research on entrepreneurial interest. Interest relates to the feeling of liking or pleasure of someone towards an object (Alfazani & Khoirunisa A, 2021). Entrepreneurial interest refers to a person's interest, motivation, and desire to engage in entrepreneurial activities and develop their own business. This is important because the entrepreneurial spirit involves being proactive, innovative, risk-taking, and the ability to see opportunities and generate added value (Dewi, 2017).

Previous research conducted by (Sukirman & Afifi, 2021) Shows that entrepreneurship training has a positive and significant effect on entrepreneurial interest, entrepreneurship understanding, and entrepreneurship training have a positive and significant effect on business productivity and entrepreneurial interest has a positive and significant effect on business productivity. Other research conducted by (Ubaidillah et al., 2021) shows that entrepreneurship training and family environment support have an indirect influence on entrepreneurial interest through student achievement motivation and self-efficacy.

The number of entrepreneurs in Indonesia as a percentage of the total Indonesian entrepreneurial population has only reached 3.5 percent of the population. This ratio is still lower than other countries such as Malaysia 5 percent, China 10 percent, Singapore 7 percent, Japan 11 percent and the United States which is 12 percent. The reason for the low number of entrepreneurs in Indonesia is that skills are no different because the Indonesian curriculum does not teach students to think critically, analyze, and be problem solvers (Lidwina, 2019). Based on the results of interviews with students of the Elementary School Teacher Education (PGSD) study program, data was obtained that around 85% of them want to become Civil Servants, 13% want to become private employees and the remaining 2% want to be entrepreneurial. From these data, it can be seen that student interest in becoming entrepreneurs is still very low because there are still many students who have the mindset that after graduating from college, they must find a job. One way to develop students' ability to become entrepreneurs is to provide entrepreneurship courses in lectures (Pramesti & Hendrik, 2021).

The better the level of entrepreneurship training promptly. Online and entrepreneurial motivation, the higher the interest of students in entrepreneurship (Ikramullah et al., 2020). Entrepreneurship can be interpreted as an activity that creates profits for many people and can take advantage of existing opportunities (Mardia et al., 2021). Entrepreneurship education not only provides a theoretical foundation regarding the concept of entrepreneurship but shapes the attitudes, behaviors, and mindsets (Mindset) of a hero entrepreneur (entrepreneur). It is an investment in human capital to prepare students to start a new business through the integration of experience, skills, and knowledge essential to developing and expanding a business and plays an important role in maintaining students' interest in entrepreneurship. The training includes theory, attitude, behavior, and risk-taking courage to develop new businesses, and prepares students for the business of the future (Ningsih, 2017).

Pandemic conditions make residents have to do activities at home both to work, carry out worship, and school at home. Therefore, to facilitate this situation, training is carried out regularly. Online training has both good and bad impacts on training for both participants and instructors. Although there are many positives and also more effective, there are still challenges to face in online training. Research Dindin (2020) and Sary et al. (2021), showed that online training was quite acceptable to the participants and they found the training process easy. However, there are still obstacles such as internet connection instability and also limited ability to buy quota and attend training while doing other work. Training conducted online turns out to be psychologically disruptive because it causes stress and tension, so sometimes participants decide not to follow because stress cannot signal throughout the training, or intermittent signals so they cannot listen to the explanation from the instructor clearly (Photo & Indiyati, 2023).

Based on the background described above, distance training (online) has a good and bad impact on training for both participants and instructors. During online training, there are often obstacles such as internet connection instability and also limited ability to buy quota and attend training while doing other work. So this problem needs to be resolved. So with this, the researcher raised the purpose of his research to find out whether there is an influence of online entrepreneurship training on student entrepreneurial interest.

Entrepreneurial

An entrepreneur is someone who creates a new business by assuming most of the risks and enjoying the most rewards. An entrepreneur is generally viewed as an innovator, a source of new ideas, goods, services, or businesses (Juliana et al., 2021). According to (Winarno et al., 2023) Entrepreneurs are entrepreneurs, but not all entrepreneurs are entrepreneurs. Entrepreneurs are pioneers in business, innovators, and risk bearers who have a vision for the future and have excellent achievements in the business field. The role of entrepreneurs in developing countries such as Indonesia has many positive impacts. The role of entrepreneurship is in the form of contributing to the transformation of low-income people to higher incomes and from primary sector-based societies into services and technology-based societies.

Entrepreneurial Interest

Interest in entrepreneurship is the pleasure, desire, and tendency of the heart to have a business or business by seeing opportunities, organizing, and daring to take risks for the business it creates (Astiana et al., 2022). According to (Obschonka et al., 2019) Entrepreneurial interest is a person's interest in doing their own business by daring to take risks. Subandono and Rahmadi suggests that entrepreneurial interest is the tendency of the heart in the subject to be interested in creating a business which then organizes, organizes, bears risks, and develops the business he creates. Indicators of entrepreneurial interest according to Ramayah and Harun (Putri, 2023) are choosing a business path rather than working with others, choosing a career as an entrepreneur, the desire to become a business owner, the desire to make profits through one's own business, like to control time in work and planning to start a business.

Online Training

Training is an organized effort to develop skills, attitudes, and knowledge to improve the capabilities of people, groups, and organizations. In addition to training, this can be obtained through internships, tutorials, and self-study. Currently, the Covid-19 pandemic has caused the training and training system to face many challenges, because it has to change to remote training (online). However, in its implementation, in the field there is still a lack of equipment for example training participants do not have laptops or cellphones but features do not support them, human resources are still stuttering technology, and technological limitations for example in certain areas there is still no internet signal (Sary & Indiyati, 2023).

MSMEs need training so that the knowledge, expertise, and attitudes of these entrepreneurs become more capable and professional in developing their businesses. According to Sary dan Indiyati, (2023), There are twelve essential objectives of the training program, namely increasing the productivity of employee and organizational performance, strengthening superior and subordinate relationships, improving decision-making skills, improving organizational commitment, encouraging openness, improving communication between departments, improving problem-solving skills, increasing motivation and job satisfaction, building self-confidence, rewarding individual abilities, increasing independence and minimize the risk of failure in responsibility.

Online Entrepreneurship Training

Entrepreneurship training Online is an activity carried out to develop knowledge, talents, skills, and attitudes by applying a creative and innovative entrepreneurial spirit to take advantage of the opportunities faced and solve problems in the field by simulating in training (Meyer & Hamilton, 2020).

According to (Rudhumbu et al., 2020) Entrepreneurial training is a form of Training that encourages the development of student entrepreneurial interests with appropriate learning activity programs, providing opportunities to create business activities through analysis of market needs and opportunities. Shape Training Entrepreneurship is in the form of direct practice of entrepreneurship which is carried out in a planned and programmatic manner. Entrepreneurial activities can be in the form of products or services. This program is expected to be the forerunner of the birth of entrepreneurs from campus who can open up job opportunities widely. In general, entrepreneurship training Online aims to generate entrepreneurial motivation and help youth find business ideas and design a business plan.

Entrepreneurial training Online can help develop entrepreneurial interests by providing participants with the knowledge, skills, and experience they need to become successful entrepreneurs (Boldureanu et al., 2020). Entrepreneurial training can cover a wide range of topics, such as business planning, marketing, finance, and management (Secundo et al., 2021). Studies have shown that entrepreneurial training promptly. Online can increase entrepreneurial interest and increase the chances of new business success (Yousaf et al., 2020). A study by Global Entrepreneurship Monitor found that individuals who had received entrepreneurial training were more likely to start a new venture than those who had received no training (Razi, 2023).

Relationships Between Variables

The Relationship Between Online Entrepreneurship Training and Student Entrepreneurial Interest

Sary dan Indiyati (2023) and Sary et al. (2022) states that entrepreneurship training Online Significantly negatively affects students' entrepreneurial interest. This is because the average student has difficulty finding entrepreneurial learning resources during online entrepreneurship training. Students easily get entrepreneurial learning resources during the learning process from home by 49% including low. So many students do not do assignments because the average student has difficulty finding learning resources to do entrepreneurship tasks during online entrepreneurship training, so instructors also have difficulty getting grades from students who do not do and do not collect entrepreneurship assignments. Students can arrange a time to do assignments because online entrepreneurship training can be done at any time. After all, it is more practical and flexible not limited to time.

H1 Entrepreneurship Training Online Significantly negatively affects students' entrepreneurial interest.

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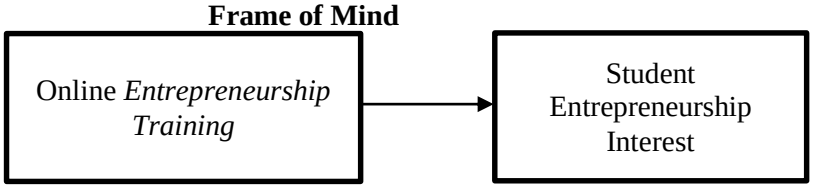
H0 Entrepreneurship training Online does not have a significant influence on students' entrepreneurial interest.

Frame of Mind



Source: Sary dan Indiyati (2023); (Darmawan, 2021)

B. RESEARCH METHOD

This study used quantitative research methods. According to (Sugiyono, 2020) Quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers to be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion. This study was chosen because it allows us to measure the influence of one variable on another.

Table 1. Variable Operational Definition

No	Variable	Indicator	Explanation
1	Online Entrepreneurship Training (X)	Instructor	Speakers must have qualifications and specializations that are under the lessons delivered, able to motivate and apply participatory methods where many participants are invited to participate
		Participants	Training participants are MSMEs who meet requirements such as owning a business own (not working with others), have a place of business (not fictitious), a business that is run for at least one year
		Material	Training materials can be in the form of material delivered synchronously or asynchronously in the form of videos, quizzes, assignments, forums, power points, and other supporting materials about digital people, digital marketing, digital finance, and digital business
2	Entrepreneurial Interest (Y)	Family environment	Support from family is also a supporting factor in entrepreneurial interest
		Education	Higher education is also a factor that can increase interest in entrepreneurship
		Capital availability	In entrepreneurship, capital is also needed which is a supporting factor for entrepreneurial interest
		Access information	In entrepreneurship, it is also necessary to have access to information that is broad enough so that many are interested in entrepreneurship.

Source: Sary dan Indiyati (2023); (Darmawan, 2021)

The data collection technique is performed with the dissemination of the questionnaire with the criteria of the selected respondent is

1. Minimum age of 17 years old and maximum >30 years old and domiciled in Batam
2. Especially for students

3. Have an interest in opening an MSME business.
4. Have adequate internet access
5. Have access to a wide network of information
6. Do not have a side job while in entrepreneurship.

Batam was chosen as the research location because Batam already has a rapidly growing number of new entrepreneurs in Indonesia (Khadijah & Purba, 2021). The city has a wide range of business opportunities, access to a wide market, as well as various supporting institutions for entrepreneurs. This makes it a relevant location to examine the effect of online entrepreneurship training on entrepreneurial interest.

Non-probability sampling relies on chance encounters to select study participants; in other words, any individual who happens to cross paths with a researcher is fair game as a data point. To draw generalizable conclusions about populations, researchers might use samples drawn based on populations. Therefore, the selection of samples must be representative. The Cochran formula can be used to estimate the sample size required to estimate population characteristics such as size and distribution.

$$n = \frac{z^2 PQ}{e^2}$$

Formula 3.1 Cochran Sample Formula

Information:
n = Sample size
e = Forgivable errors limited to 5%.
q = 1-p
p = 50% correct chance
z = The current price of 1.96 is within the standard deviation of the normal curve of 5%.

$$n = \frac{1{,}96^2(0{,}5)(0{,}5)}{(0{,}5)^2}$$
$$n = 385 \text{ respondents}$$

After calculations by applying the above formula, a sample of 385 respondents was obtained in this study. The data of 385 respondents was taken from November to December 2023. The process of collecting data by distributing questionnaires to students who are interested in entrepreneurship and domiciled in Batam City. The collected data is then analyzed using the help of the SPSS program ranging from descriptive statistical tests, validity tests, reliability tests, classical assumption tests derived from normality tests, multicollinearity tests, heteroscedasticity tests, and the last is hypothesis tests derived from F Test, t Test, Coefficient of Determination Test.

Data Analysis Methods

Descriptive Statistical Test

Sugiyono (2020) Reveals that descriptive statistics are statistics used to analyze data by describing data without changing the data either in general form or generalization. In this study, the data was taken purely from the financial statements of national private commercial banks in the form of CAR, NPL, BOPO, and ROA ratios without changing the ratio data. This test is performed to see the results of the value Minimum, maximum, Mean, and standard deviation.

Validity Test

Testing the degree of validity of data is an instrument used to report the legitimacy or not of the information obtained, (Sugiyono, 2020). Validity is defined as how far a calculating

tool can divide the items you want to count (Indriantoro &; Supomo, 2018).

Based on the results of this test, it is clear that all statements in the questionnaire accurately reflect the state of the original respondent. Validity testing also shows how significant the differences between these tests are to respondents.

The prerequisites of this test are as follows:

1. Data can be said to be valid if the quantity in the r count tends to be greater than the quantity in the r table. The R count and R table terms are used to determine the result.
2. If the sum in the r count tends to be smaller than the sum in the r table, then the data can be declared invalid. If the sum in the r count tends to be greater than the sum in the r table, then the data can be declared valid.

Reliability Test

According to Share (Sugiyono, 2020), a measuring instrument is considered reliable if it consistently produces comparable findings despite multiple checks. Reliability can also indicate whether the instrument is reliable or not. In this study, tests are used to show and divide the consistency of an instrument (Indriantoro &; Supomo, 2018). The criterion of this test is that if the CA number obtained is more than 0.60 nominal, the information can only be considered reliable, and vice versa.

Classical Assumption Test

This test is carried out to find out if the data used in the study has met the provisions in a regression model. Data that do not contain multicollinearity, heteroscedasticity, and autocorrelation are normally distributed data. Here is a classic assumption test that will be tested.

Data Normality Test

The normality test is a data test used to determine whether the data and variables used in the study have a normal distribution. According to Ghozali (2018), The normality test is carried out to determine the normal distribution or not in a regression, independent variable, dependent variable, or both. In this study, the data were tested using 3 tests as follows.:

1. Kolmogorov Smirnov's One Sample test, tested with the condition that if the signification value > 0.05 it can be interpreted that the data is distributed normally, but on the contrary if the signification value is below 5 or 0.05 then the data is abnormally distributed
2. Test the histogram graph, which is what if the histogram is shaped like a mountain or bell then the data is normally distributed.
3. Test the P-P Plot of Regression Standardized Residual, if the data is located and follows the direction of the diagonal line and is not outside or scattered messy, then the data is normally distributed.

Multicollinearity Test

The multicollinearity test is a test used to see if regression has a strong relationship (correlation) between independent variables. According to Rifansa and Pulungan (2022) If in the normality test, is no correlation then it can be said to be a good regression model, but if there is a correlation in the regression model then it can be said that multicollinearity has occurred.

The provisions for conducting this multicollinearity test can be done by looking at Tolerance and VIF (Variance Inflation Factor). It can be said that there is no multicollinearity in a regression if the tolerance value > 0.10 and VIF < 10.00 and vice versa it can be said that multicollinearity occurs in a regression if the tolerance value < 0.10 and VIF > 10.00.

Heteroscedasticity Test

A heteroscedasticity test is performed to find inequalities variance of residuals between variables in linear regression. It can be said that heteroscedasticity occurs if variance from different residual values and it can be said that heteroscedasticity occurs if variance of fixed residual value. The test carried out to see whether there is heteroscedasticity uses the test scatterplot and the lesser test. In conducting tests scatterplot if the data is spread above and below the Y axis then it can be said that heteroscedasticity does not occur. In the glacier test, it can be said that the data does not occur heteroscedasticity if the data criteria used are if the signification value > 0.05. Being able to find the independent variable that triggers the emergence of heteroscedasticity disorders is an advantage in conducting glacier tests (Ghozali, 2018).

Hypothesis Testing

Test t (Partial Test)

The t-test is used to determine whether there is a linear influence between the independent variable and the dependent variable. In conducting the t-test, the thing that must be considered is that the data must be normally distributed (Sugiyono, 2020).

The criteria for determining the t-test are as follows.

1. If the sig value < 0.05 or t-calculate < -table and t-calculate > t-table then Ho is rejected and Ha is accepted because it shows a significant influence between each independent variable on its dependent variable.
2. If the sig value > 0.05 and -t-table ≤ t-calculate ≤ t-table then Ho is accepted and Ha is rejected because it shows an influence but not significant between each independent variable on its dependent variable.

Test F (Simultaneous Test)

Test F is performed to find out whether an independent variable chosen to be studied together is declared to have a significant influence on the dependent variable and is generally used to estimate whether a variable is categorized as dependent or not (Sugiyono, 2020). The following are the test criteria with statistical test F as follows:

1. If the value of Sig F < 0.05 or Fcalculate ≥ Ftable then Ho is rejected and Ha is accepted because it shows a significant influence between the independent variables simultaneously on the dependent variable.
2. If the value of Sig F > 0.05 or Fcalculate ≤ Ftable then Ho is accepted and Ha is rejected because it shows an influence but not significant between the independent variable simultaneously on the dependent variable.

Coefficient of Determination Test (Adjusted R Square)

Adjusted R Square Or what is known as the coefficient of determination test is used to measure the strength of the proportion between independent variables in explaining the dependent variable. The higher the R Square value, the more relevant the independent variable will be in describing the dependent variable (Ghozali, 2016). The coefficient of determination for the value of R square is in the range of 0-1. When the R square value approaches the value of one, it can be indicated that the data processing can include almost all the information needed to predict and explain the dependent variable. It was concluded that the research regression model was stated to be more accurate in explaining the dependent variable if the value of the standard error of estimate (SEE) owned was smaller (Ghozali, 2016).

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C. RESEARCH RESULTS AND DISCUSSION

Demographics of Respondents

Table 1 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	178	46,2	46,2	46,2
	Woman	207	53,8	53,8	100,0
	Total	385	100,0	100,0	

Source: SPSS Processed Data version 26, 2023

Based on the results of the demographic results table of respondents above, it shows that the number of female students is far more than male students. This describes that more female students are interested in entrepreneurship.

Table 2 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	> 30 Years	17	4,4	4,4	4,4
	17 - 20 Years	38	9,9	9,9	14,3
	21 - 26 Years	239	62,1	62,1	76,4
	27 - 30 Years	91	23,6	23,6	100,0
	Total	385	100,0	100,0	

Source : SPSS Processed Data version 26, 2023

Based on the results of the demographic results table of respondents above, it shows that the number of students aged 21-26 years is far more than other ages. This describes that more students aged 21-26 years have an interest in entrepreneurship.

Table 3 Recent Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doctor S3	12	3,1	3,1	3,1
	Magister S2	63	16,4	16,4	19,5
	Bachelor S1	238	61,8	61,8	81,3
	High School/Vocational School/equivalent	72	18,7	18,7	100,0
	Total	385	100,0	100,0	

Source: SPSS Processed Data version 26, 2023

Based on the results of the demographic results table of respondents above, it shows that the last educational background for undergraduate / S1 students is much more than other recent education. This describes that more students with undergraduate education have an interest in entrepreneurship.

Table 4 Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part-Time/Freel Work	96	24,9	24,9	24,9

	Working Full-Time/Work	233	60,5	60,5	85,5
	Student	14	3,6	3,6	89,1
	Unemployed/Unemployed	42	10,9	10,9	100,0
	Total	385	100,0	100,0	

Source: SPSS Processed Data version 26, 2023

Based on the results of the demographic results table of respondents above, it shows that the status for students working full-time is much more than other statuses. This describes that more full-time working students have an interest in entrepreneurship. From the survey that illustrates, most of the respondents were women, 21-26 years old, undergraduate students, and also as full time worker.

Descriptive Statistical Test

Table 7 Descriptive Statistical Test Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Online Entrepreneurship Training	385	1,00	5,00	3,8965	0,88366
Student Entrepreneurship Interest	385	1,00	5,00	3,9318	0,78441
Valid N (listwise)	385				

Source: SPSS Processed Data version 26, 2023

Based on the results of descriptive statistical testing above, it shows that the online entrepreneurship training variable with the lowest score is 1 and the highest score is 5 with an average score showing 3.8965 and a standard deviation showing that 0.88366. The standard deviation score is lower than the average score, meaning that the data does not have large variations.

Based on the results of the descriptive statistical testing above, it shows that the variable of student entrepreneurial interest with the lowest score is 1 and the highest score is 5 with an average score showing 3.9318 and a standard deviation showing that 0.78441. The standard deviation score is lower than the average score, meaning that the data does not have large variations.

Test Validity and Reliability

Validity Test

A validity test is a verification of how well a given measurement captures the target variable. A validity test is based on an analysis of whether each statement of each variable can be determined to be valid or not.

a. The calculated amount > r-table can be determined to be valid.

b. The calculated amount < r-table can be determined to be invalid.

The results of validity testing carried out by a test using a test application called SPSS with the provision of significance a = 5%, df = n-2, df = 385 - 2, with the results

Table 8 Validity Test Results

Variable	Statement	r Calculate	Conclusion
	Instructors train participants in online entrepreneurship training	0,911	Valid

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Online Entrepreneurship Training (X)	The instructor trains participants who do not understand the material	0,932	Valid
	Participants run online entrepreneurship training	0,916	Valid
	Participants follow the procedure during the online entrepreneurship training	0,916	Valid
	Speakers were given to participants who were running online entrepreneurship training	0,920	Valid
	The training materials are very easy to understand	0,926	Valid
Student Entrepreneurship Interest (Y)	Families can support business actors in entrepreneurship	0,909	Valid
	Families become advocates in decision-making for venture perpetrators	0,906	Valid
	Education of business actors is very necessary	0,900	Valid
	Higher education determines whether or not entrepreneurship is interested	0,906	Valid
	Existing capital is a supporting factor in entrepreneurial interest	0,909	Valid
	Insufficient capital affects entrepreneurial interest	0,738	Valid
	Information provided by informants is very important for business actors' decision-making	0,767	Valid
	Information is very supportive of entrepreneurial interest	0,748	Valid

Source: SPSS Processed Data version 26, 2023

Based on Table 8 it can be proven that a validity test will certainly be based on r-calculate and r-table, validity can be determined valid, if there is a nominal r-calculate capacity higher than the r-table of 0.109 when viewed in the table can be observed in the variable of service quality with a nominal r-calculate capacity higher than r-table, so that it is concluded valid

Reliability Test

A reliability test is the degree to which repeated measurements of the same thing give the same findings. Terms of reliability testing: Cronbach's Alpha > 0.6= reliable, reliability tests in this study are followed by Table 3 using test results:

Table 9 Reliability Test Results

No	Variable	Cronbach' s Alpha (CA)	Conditions	Information
1	Online Entrepreneurship Training (X)	0,964	0,6	Reliable
2	Student Entrepreneurship Interest (Y)	0,945	0,6	Reliable

Source: SPSS Processed Data version 26, 2023

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Based on Table 9 it can be proven that a reliability test will certainly be based on Cronbach's Alpha (CA), reliability can be determined reliably, if there is a nominal capacity of Cronbach's Alpha (CA) which is higher than the provision of 0.6 when viewed in the table can be observed in the variables of service quality, brand image, and customer satisfaction with capacity Cronbach's Alpha (CA) is nominally higher than the 0.6 requirements, so it is concluded to be reliable.

Classical Assumption Test

Classical assumption tests are normality tests, multicollinearity tests, autocorrelation tests, and heteroscedasticity tests are just a few examples of the types of analysis that must be performed on data that often involve many tests based on analysis using linear regression features.

Normality Test Results

The results of the normality test certainly have provisions for the Kolmogorov Smirnov (K-S) test, the condition is Asymp Sig > 0.05 = Normal distributed.

Table 10 Normality test results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		385
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	2,51546066
Most Extreme Differences	Absolute	,049
	Positive	,039
	Negative	-,049
Kolmogorov-Smirnov Z		,399
Asymp. Sig. (2-tailed)		,070

a. Test distribution is Normal.

b. Calculated from data.

Source: SPSS Processed Data version 26, 2023

Based on Table 10, the normality test results on these results prove that the nominal Asymp Sig is 0.070 which is certainly higher than 0.05, meaning that it is normally distributed.

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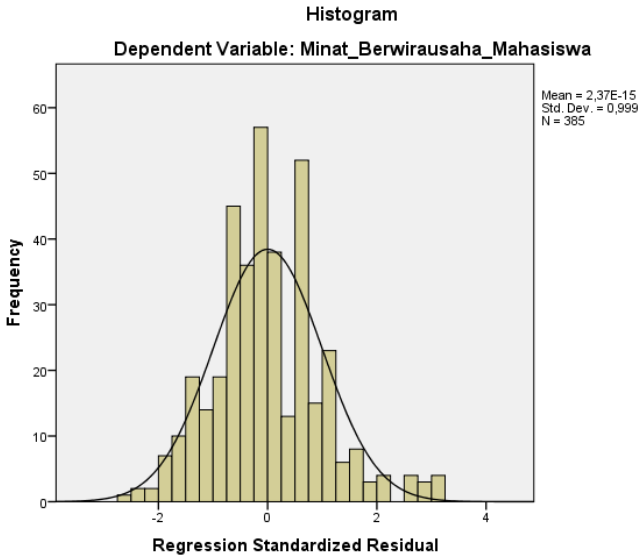

Picture 1 Histogram
Source: SPSS 25, 2023

Figure 1, the data has a normal distribution because it displays a symmetrical bell-shaped pattern. The pp plot test is shown in Figure 1.

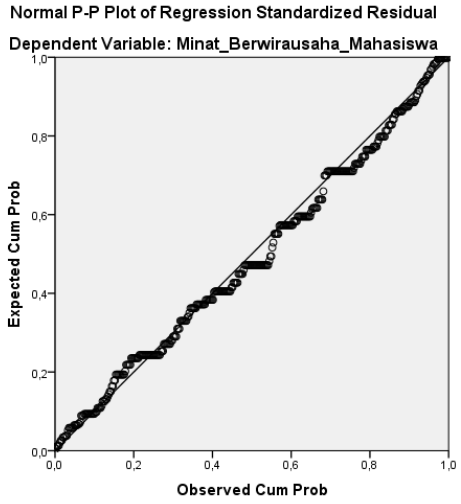

Figure 2 P-P Plot
Source: SPSS 25, 2023

Figure 2 assumes normality is made for the PP plot graph because it satisfies the required parameters. Another statistical test that may be used is the Kolmogorov-Smirnov test.

Multicholinerity Test Results

A multicollinearity test is a test to determine whether the independent variables in a regression model are highly correlated with each other. The results of multicollinearity testing certainly have provisions are VIF < 10 = no symptoms of multicollinearity.

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Table 11 Multicholinerity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	5,340	,479		11,140	0,000
	Online Entrepreneurship Training	-1,117	,020	,944	55,862	0,000

a. Dependent Variable: Student Entrepreneurship Interest

Source: SPSS Processed Data version 26, 2023

Based on Table 11, the results of multicollinearity testing on these results prove that the nominal VIF is certainly lower than 10, meaning there are no symptoms of multicollinearity.

Heteroscedasticity Test Results

Visually examining scatterplots and performing the Gljster test are two common methods for determining the presence or absence of heteroscedasticity.

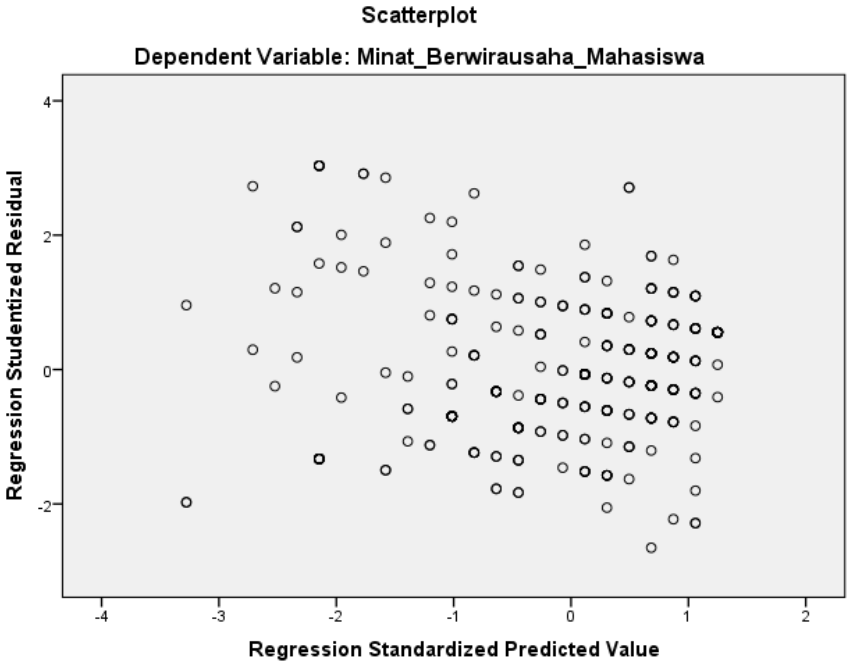

Figure 3 Scatter Plot
Source: SPSS Processed Data version 26, 2023

When compared to direct observation, of course, the points of the model above appear scattered and far apart. Some outliers of the X and Y axes are required for the scatter plot test. This means that the conclusions are valid, but researchers added the Gljster test to ensure accuracy.

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Table 12 Gljster test results
Gljster Test Results
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	3,925	,277		14,183	,000
	Online Entrepreneurship Training	-,099	,012	-,402	-0,583	,154

a. Dependent Variable: Ans

Source: SPSS Processed Data version 26, 2023

Referring to Table 12, it can be proven that there is no heterokedacity in the test table with a significant nominal which is certainly higher than 0.05 with the variable Online Entrepreneurship Training (X) about the significant nominal 0.154

Hypothesis Testing
F Test Results

The F test is a test to assess the impact of each independent factor on the dependent factor. Test F uses ANOVA as the test base. The purpose of the F test is to compare Fcalculate with Ftable.

Table 13 F-Test Calculation Results
ANOVA

Model		Sum of Squares	Df	Mean Square	F	Say.
1	Regression	13468,414	1	13468,414	3120,554	,000b
	Residual	1653,041	383	4,316		
	Total	15121,455	384			

a. Dependent Variable: Student Entrepreneurship Interest
b. Predictors: (Constant), Online Entrepreneurship Training

Source: SPSS Processed Data version 26, 2023

Based on Table 13, the results of the F test can certainly be proven by the nominal sig provisions which are smaller than the provisions of 0.05 which means significant, if seen in the test table, the nominal sig tends to be below 0.05 which means that it is certainly significant and able to have a strong influence between independent and dependent. Then Fcalculate certainly has a nominal value of 3120.554 which is certainly higher than Ftable 3.04 which is certainly equally significant and able to have a strong influence between independent and dependent.

Test Results t

This test determines whether the impact of the independent and dependent variables is statistically significant or not. The concept of relevance or effect can be generated by replacing t-tables as opposed to t-counts. If t is often greater than t in the table, the independent variable is certainly capable of tending to be able to exert an influence on the dependent variable, of course, the opposite is true.

a. t count> t table = able to have a significant effect.
b. t count< t table= unable to make a significant impact.

DOI: https://doi.org/10.48024/ijgame2.v1i1.12

Table 14 t-Test Calculation Results

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	5,340	,479		11,140	0,000
	Online Entrepreneurship Training	-1,117	,020	,944	55,862	0,000

a. Dependent Variable: Student Entrepreneurship Interest

Source: SPSS Processed Data version 26, 2023

Based on Table 14, the following can be inferred from the findings of the t-test. With a tcount of 55.862 and a t-table of 1.984, the variable of online entrepreneurship training proved significant (tcount > t-table = 0.05). In this case, it can accept H1 and reject H0. The sig value of 0.000 and then the coefficient of 0.539 indicates a tendency of positive influence on the variables representing online entrepreneurship training. A value of <0.05 is considered significant. Online entrepreneurship training can have a positive effect on students' entrepreneurial interest (indicated by a coefficient of 1.117, and the significance of this relationship is indicated by a numerical value (0.000). Therefore, the initial hypothesis discovered during this study is certainly accepted.

Test Coefficient of Determination (R^2)

The coefficient of determination is a measure of the extent to which the model can explain the observed data. The coefficient of determination consists of numbers between 0 and 1, inclusive (R2). As R2 shows, there is a high degree of data overlap between independent and dependent variables.

Table 15 Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,944a	,891	,890	2,07751	1,419

Source: SPSS Processed Data version 26, 2023

Referring to Table 15 describes that the results of the coefficient of determination test with a nominal value of 0.890 or 89.0%, meaning that the variables of online entrepreneurship training can affect student entrepreneurial interest. But of course, it has a remaining percentage of 11.0%, meaning that it is estimated that other variables may have an influence but are not found in the research model.

With a T-calculate of 55.862 and a T-table of 1.984, the variable of online entrepreneurship training proved significant (t-calculate > t-table = 0.05). In this case, it can accept H1 and reject H0. The sig value of 0.000 and then the coefficient -1.117 indicates a tendency of positive influence on variables representing online entrepreneurship training. A value of <0.05 is considered significant. Online entrepreneurship training can negatively affect students' entrepreneurial interest (indicated by a coefficient of -1.117), and the significance of this relationship is indicated by a numerical value (0.000). Therefore, the initial hypothesis discovered during the study was accepted. The lack of Entrepreneurship Training online hurts students' entrepreneurial interest.

Results of research conducted by Sary dan Indiyati (2023) In line with previous research stating that entrepreneurship training Online Significantly negatively affects students' entrepreneurial interest. This is due to the lack of entrepreneurial training Online Thus making

early business people less competent, as a result of which interest in entrepreneurship also decreases. Another thing can be observed by the number of students who do not focus on running online entrepreneurship training, so that students become minimal in knowledge and incompetent to develop their entrepreneurial skills, as a result, interest in entrepreneurship decreases (Edi et al., 2020). By attending training Online, students can gain knowledge and competencies Skills entrepreneurs, from anywhere and anytime. Based on the number of respondents, namely 385 respondents, concluded that the lack of entrepreneurial skills was caused by many students who had never attended entrepreneurship training. With this training, it will indirectly increase students' knowledge related to entrepreneurship, learn about entrepreneurial mindset, learn financial management, etc. So that by getting this learning, students will be able to increase their knowledge of entrepreneurship.

D. CONCLUSION

The conclusion that answers the problem that occurs is that the average student has difficulty finding entrepreneurship learning resources during online entrepreneurship training. It can be concluded that online entrepreneurship training has a significant negative effect on student entrepreneurial interest. This is due to the lack of online entrepreneurship training, which makes early business people less competent, as a result of which interest in entrepreneurship also decreases. Another thing can be observed is that many students are not focused on running online entrepreneurship training, so that students become minimal in knowledge and incompetent to develop their entrepreneurial skills, therefore interest in entrepreneurship decreases

The limitation obtained from this study is that the research conducted by researchers only focuses on Batam students, but does not lead to the younger generation at large. Research that can only be done is quantitative, but future research cannot explore the answers of respondents interest entrepreneurship", such as technology, environment, so in the future it can be suggested to use qualitative, which can be done by interviewing in the field.

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