

the contribution of the entrepreneurship learning to pastoral counselling students' motivation to become entrepreneurial counselors

Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 10, October 2021: 4520-4527

The Contribution of the Entrepreneurship Learning to Pastoral Counselling Students' Motivation to Become Entrepreneurial Counselors

Andar Gunawan Pasaribu^a, Rusmauli Simbolon^b, Rafita Sianipar^c

- a. Research Director and Assistant Professor, Insitut Agama Kristen Negeri Tarutung, Faculty Theology, Departemen Pastoral Counseling, ID. ID000000028547116, email.andargunawanpsaribu@gmail.co.id.
- b. Lector , Institut Agama Kristen Negeri Tarutung, Faculty Educatio Religious Chritian, email. simbolonrusmauli@gmail.com
- c. Institut Agama Kristen Negeri Tarutung, Faculty Educatio Religious Chritian. email fitasianipar@gmail.com.

Abstract

The Learning of Pastoral Counselling Entrepreneurship is the process of counselling learning which aims to make changes and create new things. It is also designed to bring welfare to individuals and add values to society. Entrepreneurship courses is a mandatory subject which can stimulate Pastoral Counselling students' learning motivation to be actively involved in entrepreneurship while they are still studying in university. The topic of entrepreneurial motivation is hardly studied. Therefore, in this study, the contribution of learning to the passions affecting entrepreneurial actions is conceptually examined. This study is based on the literature review which is intended to reveal how entrepreneurial learning is related to entrepreneurial motivation and entrepreneurial actions. The first part of this research is an introductory section of entrepreneurship learning theoretically. The next section talks about the relationship among motivation, entrepreneurship actions, and entrepreneurship learning. Finally, handcraft is proposed based on the study of the theory built, and the research results and implications are summarized in the conclusion section as a basis for further research. It is found that through learning entrepreneurship, students will have the competences of Pastoral Counselling Entrepreneurship to become entrepreneurs.

From the total sample, 92% highly agree and 8% agree that the learning materials of Pastoral Counseling entrepreneurship contribute to students' entrepreneurial motivation. Besides, 89% of them highly agree and agree that the learning methods of Pastoral Counselling entrepreneurship contribute to students' entrepreneurial motivation. In line with that, 100% of the total sample agree that students' entrepreneurial motivation increase after learning the entrepreneurship courses. Furthermore, 45% of the total sample say that the entrepreneurship courses highly contribute to the students' entrepreneurial motivation, while the 55% say that it contribute to the students' entrepreneurial motivation.

Keywords: Contribution, Motivation, Entrepreneurship Learning,

Introduction

The qualification requirements for entrepreneurship courses direct students' entrepreneurial

motivations to becoming successful entrepreneurs after graduating from higher schools. However, nowadays, it is generally known that most of university graduates are not interested in entrepreneurship. Typically, scholars will try to be executives and apply for jobs after finishing their studies, and often their desire of being employed would lead them to justify any means regardless of values in society. This phenomenon happens to the graduates of Pastoral Counseling study program. The facts known are that they are not motivated to be involved in entrepreneurship and would rather be unemployments than working for minimal payment. Nevertheless, opening businesses is always an option for the scholars to make a living besides being employees. By opening businesses, they can even provide job vacancies for others. There are many advantages of becoming entrepreneurs, so it is essential to seed down the entrepreneurial motivation to the students while they are still in college.

Entrepreneurial motivation plays a central role in entrepreneurial success. Entrepreneurial motivation is closely related entrepreneurial creativity and innovation. (Titleawan V. Bhansing, Erik Hitters,, (2017). Volery and Mueller state that entrepreneurship education contributes to individual's decision to become an entrepreneur (T and S Mueller Volery, 2006). In line with that, Souitaris, Zerbinati and Al-Laham affirm that entrepreneurship education can stimulate students' subjective norms and entrepreneurial intentions by providing knowledge, skills and confidence which ultimately inspires them to choose entrepreneurship (Al-Laham Souitaris, 2007).. Entrepreneurial learning has also been recognized as one of the important determinants that can influence students' career decisions (Kolvereid and Moen, 1997).

Entrepreneurship learning have recently emerged as a new practice involving entrepreneurship and educational process. Cope argues that a better theoretical understanding of entrepreneurship learning is very important, because through learning, entrepreneurs and prospective graduates can grow and thrive. Entrepreneurship courses contain entrepreneurial values taught by lecturers to the students (J Cope, 2005). These values are independence, creativity, risk taking, action oriented learning, leadership, hard work, and honesty.

In agreement to that, Gibcus states that entrepreneurship course in university brings a positive effect on students' mindset so that they would have entrepreneurial motivations and work ability to finally be involved in society and economy. He further defined that the entrepreneurship course prepares students to be responsible, active, mannered, skilled and knowledgeable in order to achieve the goals they have set for themselves, in the fulfillment of their needs in life (P Gibcus, 2012). Likewise, Beegel argues that formal and adequate entrepreneurship courses can help students form their understanding, mindset, and entrepreneurial learning; however, in the real entrepreneurial world, it depends on the ability of each individual, by utilizing and digging deeper into the knowledge gained from entrepreneurship courses in universities (J Beegel, 2012).

Motivation builds learning, willingness, and success in entrepreneurship. The learning of entrepreneurial motivation comes from passion (C J Winnen, 2005). Entrepreneurial motivation is a positive things with emotional effect which can trigger the students to start entrepreneurship and to overcome obstacles, and at the same time encourage students to stay involved in entrepreneurial activities. Students with high motivation are able to recognize new and creative ways of taking advantage of opportunities, even in uncertain difficult circumstances and risky situations (Ainamoand Karjalainen Laaksonen, 2011) . Regarding this, Lu, Shan, and Chen explain that when students only

the contribution of the entrepreneurship learning to pastoral counselling students' motivation to become entrepreneurial counselors

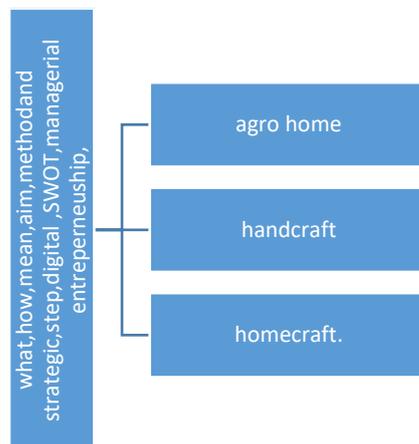
rely on experiences without any learning that focuses on the role of the impact of entrepreneurial learning and skills, and also on the process of how entrepreneurial motivation affects the entrepreneurial output, they will face challenges which leads to the risk of failure (Shan and Chen Lu, 2016).

Entrepreneurship Learning

Entrepreneurship learning is the learning of recognizing and acting on opportunities, as well as social interactions to initiate, organize, and manage entrepreneurship (Sukardi., 2013). In line with that, Dermol added that entrepreneurship courses includes forms of education and training, both formal and informal, that contribute to entrepreneurial motivation and learning with or without commercial purposes (David, 2005). Furthermore, learning entrepreneurship is the process of absorbing new insights and experiences, observing actions, attitudes, and consequences taken by others, and making intuitive or heuristic conclusions about entrepreneurship (Holmes and Hitt Holcomb, 2009) .

Entrepreneurship courses change students' motivation through learning experiences (Deakins and Freel, 1998) . Experiences yields new meanings and bring about changes in the consequences of thinking and behaviour. Entrepreneurship courses emphasize the accumulation of knowledge through observation of events, imitations, and ongoing entrepreneurial practices, which ultimately hel students adapt to their external environment (Shan and Chen Lu, 2016). Learning entrepreneurship is a complex process facilitating the development of the knowledge needed to make it effective in initiating, managing, and building a new culture and entrepreneurial professionalism (D Politis, 2005) . Entrepreneurship learning requires a lifelong learning process, in which knowledge is continuously formed and revised as new experiences are occurring (Sullivan, 2000).

Counselling entrepreneurship learning materials include agro home, handicraft and home craft.



Entrepreneurship Motivation

Motivation can be categorized into: (a) motivation which begins with a change of an individual's internal energy; (b) motivation which has affective characteristic (Djiwandono., 2006). Motivation has been recognized as a source of entrepreneurial ability and success. Motivation is also defined as a person's love for his work. Smiler describe motivation as passion, enthusiasm, happiness, even spirit that arises from an energetic and tireless feeling of a meaningful, challenging, and inspiring individual (Smith Baum, 2001). Learning motivation plays the role as the driving force which steers actions (A.

Djamarah, 2011)c. Entrepreneurial motivation in this research is a complex statement in a person that directs behaviour toward the goal or stimulant characterized with these indicators: (1) determination to be successful, (2) courage and need of learning, (3) expectations and future dreams, (4) awards of learning, (5) interest in learning activities, (6) better learning environment that allows a person to do business well. According to Uno, the indicators of entrepreneurial motivation are: the desire of success, the courage and need of entrepreneurship, future hopes and dreams, the desire of entrepreneurial rewards, and interesting entrepreneurial activities (Hamzah B Uno, 2003) . Someone's motivation usually appear by itself after possessing sufficient provisions to manage it and being mentally ready for it. Attitude, behaviour, and knowledge about entrepreneurship tend to create brand new entrepreneurship in the future (Yulianto, 2018) .

Entrepreneurial Counsellor

Entrepreneurial counsellors are counsellors who have entrepreneurial spirits. Counseling entrepreneurship is a professional act of counselling aiming to solve problems and shape clients into quality, creative, and innovative entrepreneurial clients. Entrepreneurs in this field are able to change their counselling to be much more successful than the current situation, even also to become donors and motivators for other clients providing a lot of independence in developing their clients' entrepreneurial spirit. These counsellors set their goals to turn their trash and problematic communities into productive communities (Sandy Wahyudi, 2012) . Besides developing counselling services to become entrepreneurs, entrepreneurship counsellors also develop entrepreneurial spirit. Entrepreneurship counselling includes guidance, counselling services, healing and recovery, and clients' empowerment in entrepreneurship.

Counselling entrepreneurship learning contributes to Pastoral Counseling activities, student self-employment, supports to Pastoral Counselling services, and making students counsellors and trainers to the counselees in their services. Besides, it also commits to ensure the welfare of service activities in fostering clients to become human beings wholly, and to improve students' actuation as counsellors in continuous services, and to increase students' competence to be genuinely creative and fun.

Methodology

Research Method

This study is a mixed method research with correlational descriptive approach. The population of this study consists of university students. The instruments of data collection are questionnaires adopting the Likert scales. To determine the contribution percentage of the population of this study, the empirical formula as suggested by Isaac and Michael (in Sukardi) (Sukardi., 2013) is used as follows:

$$S = \frac{(q1 + q2 + q3 + \dots + q29)}{N}$$

with S = score of percentage

q = questionnaire

N = total questionnaire

Participants

the contribution of the entrepreneurship learning to pastoral counselling students' motivation to become entrepreneurial counselors

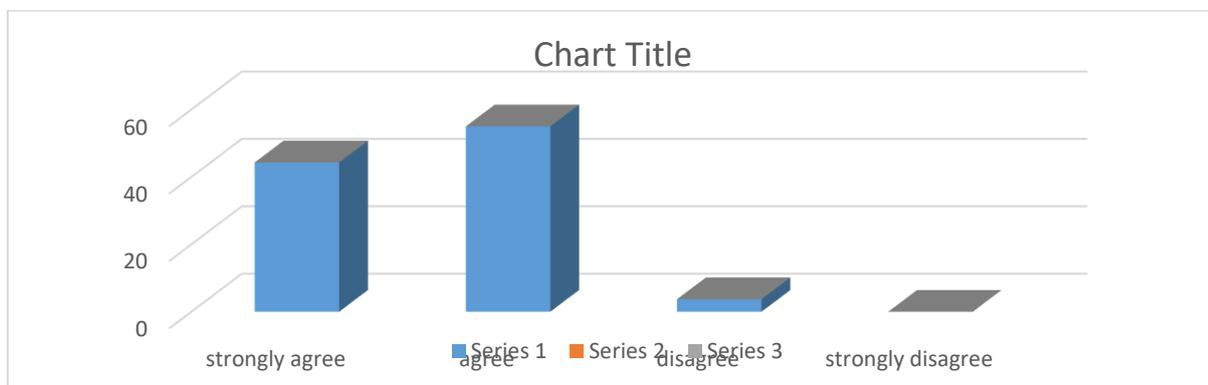
Participants is 30 students Pastoral Counseling Institut Agama Kristen Negeri in Tarutung Tapanuli Utara. *the number of questionnaires 31 questions. Location in Tarutung, Tapanuli Utara, Indonesia.*

Data Collection Instruments

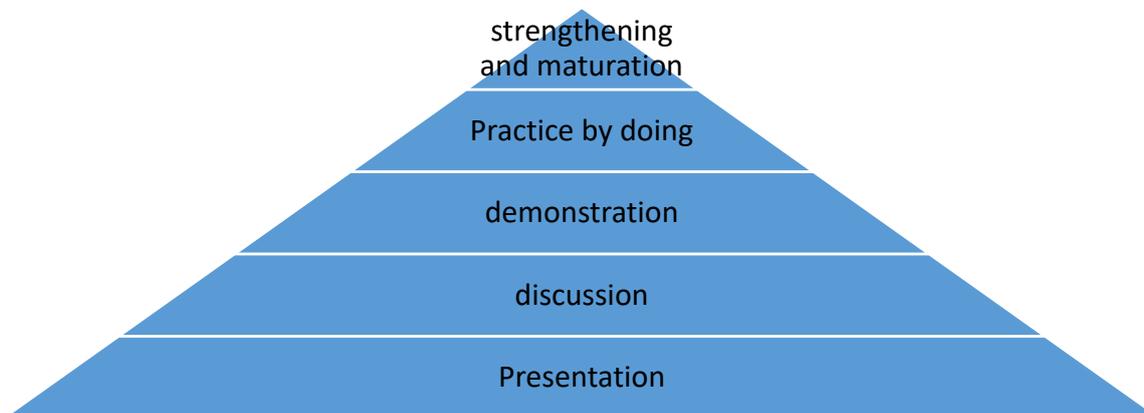
The questionnaires were distributed online (google form). The google form questionnaire was spread through a personal approach, mailing lists, and personal email or WA. The survey was conducted in Tarutung among (30 respondents) and were further analyzed to test the model.

Findings

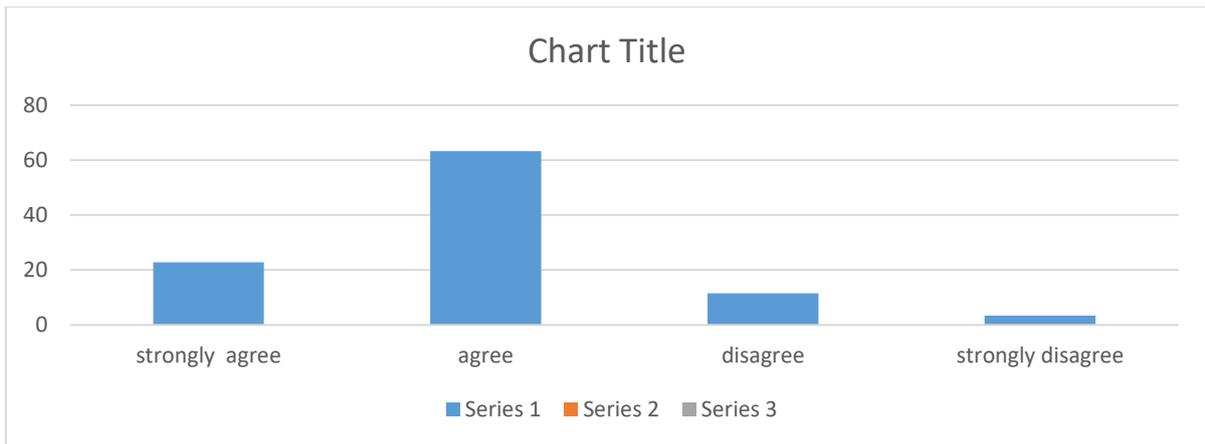
The results of the learning materials in the entrepreneurship course stronglu agree is 40 %, agree 53 % and disagree is & %, can be depicted in the diagram below:



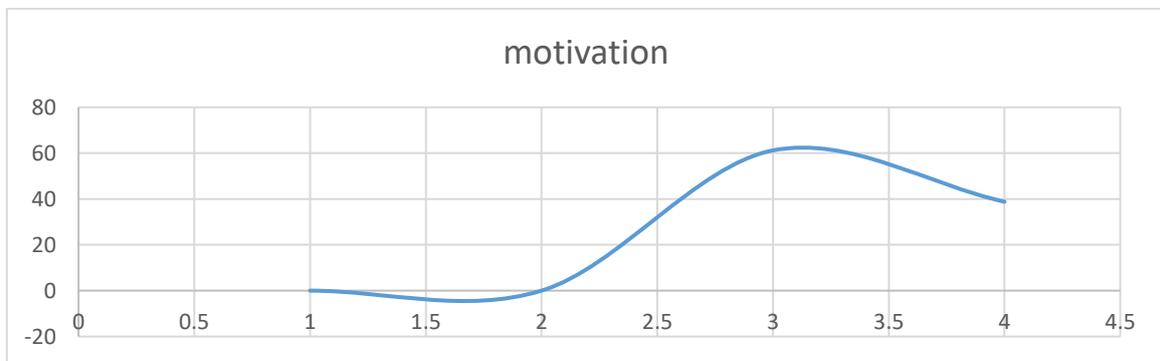
Entrepreneurship learning methods includes presentations, discussions, demonstrations, and practices by strengthening and maturing.



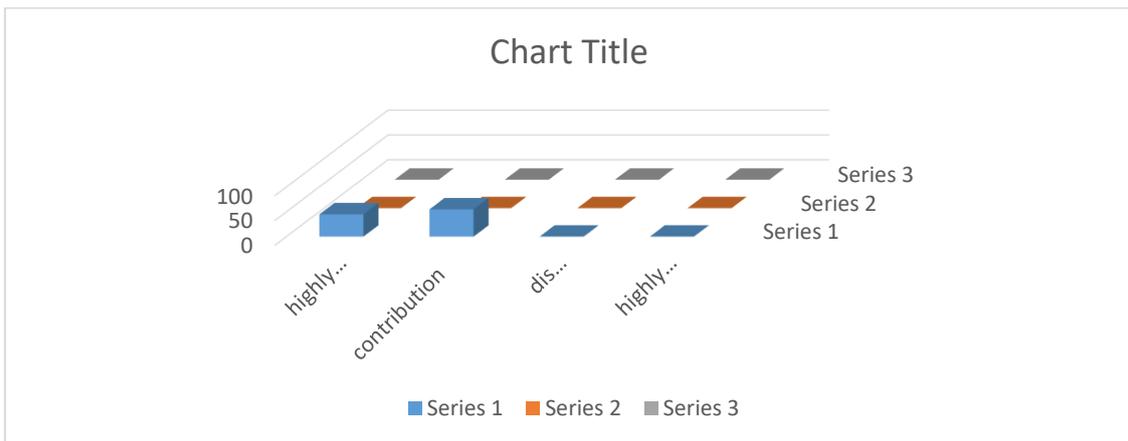
The results of students' opinions about the learning methods of entrepreneurship courses, stronglu agree is 23 %. Agree is 64,38 %, disagree is 8.3 % and strongly disagree 4.32 % trigger entrepreneurial motivation as seen in the diagram below.



The diagram of students' motivation in entrepreneurship states that 61.2% of students are highly motivated and 38.8% are motivated after studying entrepreneurship. The graphic is illustrated as follows:



While the contribution of the entrepreneurship courses in shaping students' entrepreneurship motivation are: 45% highly contributing 45% and 55% contributing, is illustrated in the diagram below:



Discussion and Conclusion

Entrepreneurship learning is very important to build students' entrepreneurial motivation in counselling. Counselling entrepreneurship is a process of entrepreneurial counselling which develops the counselling services and establishes the counselee's entrepreneurial independence. When the

the contribution of the entrepreneurship learning to pastoral counselling students' motivation to become entrepreneurial counselors

students have completed their studies, they can become entrepreneurs by making use of their counselling competences. The needs of Pastoral Counselling entrepreneurship is in accordance with the analysis of the students' needs. From the total sample, 92% highly agree and 8% agree that the learning materials of Pastoral Counseling entrepreneurship contribute to students' entrepreneurial motivation. Besides, 89% of them highly agree and agree that the learning methods of Pastoral Counselling entrepreneurship contribute to students' entrepreneurial motivation. In line with that, 100% of the total sample agree that students' entrepreneurial motivation increase after learning the entrepreneurship courses. Furthermore, 45% of the total sample say that the entrepreneurship courses highly contribute to the students' entrepreneurial motivation, while the 55% say that it contribute to the students' entrepreneurial motivation.

The materials needed for the entrepreneurship curriculum include: Understanding Pastoral Counselling Entrepreneurship; Developing Pastoral Counselling Entrepreneurship; Strategies of Pastoral Counselling Entrepreneurship; Characteristics of Pastoral Counselling Entrepreneurship; Qualities of Pastoral Counselling Entrepreneurship; Strengths of Pastoral Counselling Entrepreneurship; How to be Successful in Pastoral Counselling Entrepreneurship Pursuits; Pastoral Counselling Entrepreneurship Business Ladder; Entrepreneurs Work Ethics; Entrepreneurship Education and Training; Detrimental Factors to Pastoral Counselling Entrepreneurship; Pastoral Counselling Entrepreneurship Pledge; The Urgency of Pastoral Counselling Entrepreneurship Courses; Motivation, Innovations, and Creativity in Pastoral Counselling Entrepreneurship; Entrepreneurship Models; Digital Networking of Entrepreneurship; Developing Entrepreneurial Spirit; Concepts, Characters, and Independence of Pastoral Counselling Entrepreneurship; The Functions of Trust Mediation in Pastoral Counselling Entrepreneurship; The Effects of Motivation, Performance, and Innovations in Pastoral Counselling Entrepreneurship; Entrepreneurial Exemplary; Vegetable Cultivation for Entrepreneurship; Fish Breeding for Entrepreneurship; Processing Frozen Foods for Entrepreneurship; Utilizing the Reusable for Entrepreneurship Management; The Management of Local Foods in Entrepreneurship; Making Use of Beads for Entrepreneurship; The Management of IT (Information and Techonolgy) and Social Medias in Entrepreneurship; Beauty Salon and Barbershop for Entrepreneurship.

Meanwhile, the methods which can be used in the entrepreneurship courses include lectures, discussions, trainings, assignments, and field observations. These methods can trigger students' learning interest to finally be motivated in Pastoral Counselling Entrepreneurship. Through interesting entrepreneurship learning methods, it is expected that students' interest in learning entrepreneurship will increase, so that later on their interest in Pastoral Counselling entrepreneurship has grown when they finish their higher education.

Suggestions

Various learning method in enterpreneurship learning can be used to student's motivation . With student's motivation enterpreneurship learning wil can be motivation enterpreneurship in Pastoral Counseling. For this reason, in addition to tiktok, teachers must also think about ways, methods and techniques as well as strategies that arouse motivation learning. For further researchers examine the use of other applications in attracting student learning interest.

References

- [1]. Ainamoand Karjalainen Laaksonen. "Entrepreneurial Passion: An Explorative Case Study of Four Metal Music." *Ventures Journal of Research in Marketing and Entrepreneurship*, 13, no. 1 (2011): 18–36.
- [2]. Baum, Locke, and Smith. "A Multidimensional Model of Venture." *Growth Academy of Management Journal* 44, no. 2 (2001): 292–302.
- [3]. Beegel, J. "What a Business Degree Doesn't Teach You about Entrepreneurship." (*Online*), /article/228770) (2012).
- [4]. Cope, J. "Toward A Dynamic Learning Perspective of Entrepreneurship Entrepreneurship Theory and Practice" 29(4) (2005): 373–97.
- [5]. Djamarah, Syaiful Bahri & Zain, A. *Psikologi Belajar*. Jakarta: Gramedia Pustaka Utama, 2011.
- [6]. Djiwandono. *Psikologi Pendidikan*. Jakarta: Grasindo, 2006.
- [7]. Freel, Deakins and. "Entrepreneurial Learning and The Growth Process in SMEs The Learning Organization," 5(3) (1998): 144–155.
- [8]. Gibcus, P. "Effects and Impact of Entrepreneurship Programmes in Higher Education, Enterprise and Industry." *Brussels v* (2012): 125.
- [9]. Hamzah B Uno. *Teori Motivasi Dan Pengukurannya*. Jakarta: Bumi Aksara, 2003.
- [10]. Holcomb, Ireland, Holmes and Hitt. "Architecture of Entrepreneurial Learning: Exploring The Link among Heuristics, Knowledge, and Action Entrepreneurship: Theory Dan Practice," 33(1) (2009): 167–192.
- [11]. Kolvereid and Moen. "Entrepreneurshipamong Business Graduates: Does a Major In Entrepreneurship Make a Different?" *Journal of European Industrial Training*, 21(4): (1997): 154–160.
- [12]. Lu, Shan and Chen. "Entrepreneurial Passion Definition, Antecedent, Outcome, and Model Building." In *Proceedings of the 6th International Asia Conference on Industrial Engineering and Management Innovation 2*, 1055–1062. Atlantis Press, 2016.
- [13]. ———. "Entrepreneurial Passion Definition, Antecedent, Outcome, and Model Building." *Proceedings of the 6th International Asia Conference on Industrial Engineering and Management Innovation 2* (2016): 1055–1062. Atlantis Press.
- [14]. Politis, D. *The Process of Entrepreneurial Learning: A Conceptual Framework* *Entrepreneurship Theory and Practice*. USA: Baylor University, 2005.
- [15]. Rae and David. "Entrepreneurial Learning: A Narrative-Based Conceptual Model Journal of Small Business and Enterprise Development." *Rae and David* 12(3) (2005): 323–335.
- [16]. Sandy Wahyudi. *Entrepreneurial Branding And Selling*. Yogyakarta: Graha Ilmu, 2012.
- [17]. Souitaris, Zerbinati, and Al-Laham. "Do Entrepreneurship Programmes Raise Entrepreneurial Intention of Science and Engineering Students? The Effect of Learning, Inspiration and Resource Journal of Business Venturing." *Journal of Business Venturing*, 22 (2007): 566–591.
- [18]. Sukardi. *Metodologi Penelitian Pendidikan: Kompetensi Dan Praktiknya*. Jakarta: Bumi Aksara, 2013.
- [19]. Sullivan. *Transformative Learning Educational Vision for the 21st Century*. London: Zed Books, 2000.
- [20]. T and S Mueller Volery. "'For Testing the Effectiveness of Entrepreneurship Education Programmes towards Entrepreneurial Intention Australia,' ." In *A Conceptual Framework 51*, edited by CSB World Conference. Melbourne., 2006.
- [21]. Titleawan V. Bhansing, Erik Hitters, ". "No Titleassion Inspires: Motivations of Creative Entrepreneurs in Creative Business Centres in the Netherlands." *Development Institute of India sagepub v* (2017): 27.
- [22]. Winnen, C J. *To Be or Not To Be: The Role of Passion and Obsession in The Entrepreneurial Process*. USA: Doctoral Dissertation University of St Thomas., 2005.
- [23]. Yulianto. "Motivasi Mahasiswa Bimbingan Dan Konseling Dalam Berwirausaha,," *Jurnal Fokus Konseling* 4, no. 2 (2018): 170.