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The Wira-Wiri Program at Jakarta State University is Inspiring Students to Explore Entrepreneurship

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A B S T R A C T

This study investigates whether entrepreneurship training and field practice activities influence entrepreneurial interest among students who have participated in the Wira-Wiri Program at the State University of Jakarta. This study uses a quantitative research method with sample data from a questionnaire distributed to 34 students of the Wira-Wiri Program from various study programs at the Faculty of Economics and Business, State University of Jakarta. The study found a positive influence of entrepreneurship training and field practice activities on entrepreneurial interest, and simultaneously, entrepreneurship training and field practice activities influence students' entrepreneurial interest. The variables of entrepreneurship training and field practice activities provide nearly all the information on the dependent variable (Y), and the results demonstrate a substantial congruence between the regression model and the research study's findings

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INTRODUCTION

The current population of Indonesia stands at 282 million people, according to data from the Central Statistics Agency (BPS). Of this number, 196.56 million are of productive age, representing a potential workforce that can drive Indonesia's economic growth in the future. However, according to data from the Central Statistics Agency on the Open Unemployment Rate, there are still 7.2 million unemployed individuals among the productive-age population in Indonesia. The government has implemented solutions to reduce unemployment by providing awareness campaigns and facilities to encourage entrepreneurship.

The productive age group in Indonesia currently ranges from 15 to 64 years old. Within this age range, students in Indonesia aged 17 to 23 years old can be considered part of the productive age group. Therefore, the government has granted universities the authority to provide students with awareness and insights into entrepreneurship, aiming to cultivate them into creative, independent individuals who possess the capacity to enhance their quality of life. With the continuous advancement of technology, entrepreneurial activities are expected to provide new experiences for students and serve as innovative drivers for the development of entrepreneurial processes, ultimately creating new job opportunities in the future.

Concerns about figures released by the Central Statistics Agency have led to hopes that entrepreneurship can reduce unemployment in Indonesia in the future. The figures show a 62% decline in job vacancies in Indonesia as of May 2020. The decline in job vacancies in Indonesia has led to an increase in unemployment. As of August 2020, there were 9.77 million unemployed people (Frisnoiry, Sihotang, Indri, & Munthe, 2024).

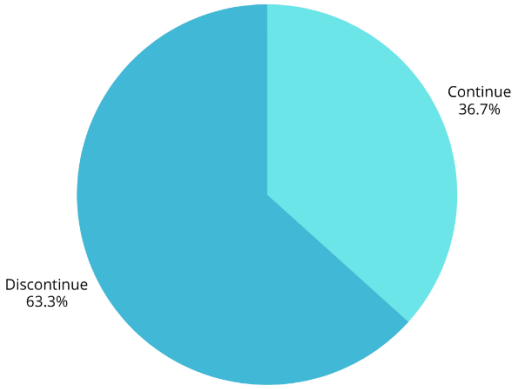
The current challenge for the government is to raise awareness and interest among the public to start entrepreneurship, as many people are still hesitant about entrepreneurial activities. Therefore, starting from the campus environment, which has a large number of productive students, we can begin to foster interest in entrepreneurship by adding entrepreneurship courses, seminars, and entrepreneurial projects in collaboration with the government (Anggal, Samdirgawijaya, Daeng Lio, Dalmasius, Amon, & Lugan, 2021).

The importance of entrepreneurship for the future of students is recognized by the University of Jakarta. A significant step taken by the University of Jakarta is collaborating with the government's Merdeka Belajar Kampus Merdeka program, one of whose initiatives is the Wirausaha Merdeka program, or Wira-Wiri for short. The Wira-Wiri Wirausaha Merdeka (WMK) program aims to develop students' interest and entrepreneurial skills with the support of digital technology development.

The Wira-Wiri program at the State University of Jakarta offers facilities such as entrepreneurship training in the form of seminars, mentoring by faculty advisors in developing business plans, and practical field activities in the form of a Business Exhibition, which provides students with hands-on experience interacting directly with customers to offer products, goods, or services they sell. This aims to enhance students' knowledge and practical experience in entrepreneurship.

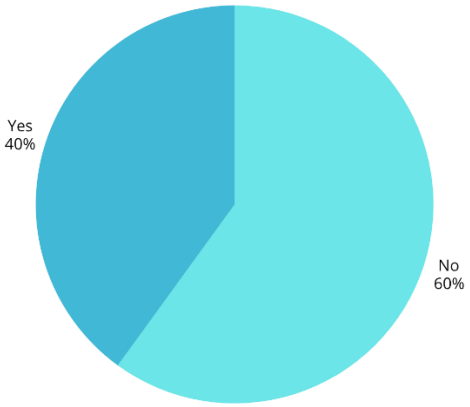
The objective of all activities in the Wira-Wiri program is for students to understand both the theoretical and practical aspects of entrepreneurship. Through this, the Wira-Wiri program can foster enthusiasm and critical thinking among students to build creative and profitable businesses for themselves. It is estimated that upon the conclusion of this program, participants will have developed the competencies necessary to navigate the intricacies of the business world effectively. However, a new challenge arises with the fact that some students who have participated in the Wira-Wiri program do not continue their business activities.

This is evidenced by preliminary research data from a sample of 30 respondents using a data collection method of distributing questionnaires, which showed that 63.3% of the 30 respondents chose not to continue their business.



Source: Primary Data (2025)
Figure 1. Diagram of Students Not Continuing Their Business

The factors that hinder students from continuing their business activities are their individual interest in entrepreneurship. The answer to the pre-research data instrument question "Do you personally have the desire to continue the business?" was that they did not want to continue the business they had started during the Wira-Wiri program at Jakarta State University.



Source: Primary Data (2025)
Figure 2. Diagram of Students Who Do Not Want to Continue Their Business

Based on the preliminary research, the purpose of this study is to determine whether activities in the Wira-Wiri program at Jakarta State University, such as entrepreneurship training and field practice activities, influence the entrepreneurial interest of students participating in the program.

By understanding the influence of these two factors, it is hoped that more effective ways can be found to design entrepreneurship programs that motivate more students to enter the world of entrepreneurship, as well as contribute to the development of entrepreneurship education policies in higher education institutions.

LITERATURE REVIEW

Entrepreneurship

The concept of entrepreneurship is derived from the Javanese term "wirausah," derived from the French term "entrepreneur." According to Buchari (2008), the practice of entrepreneurship, as it pertains to human activity, entails recognising opportunities and managing resources through the implementation of ideas and innovation. This endeavour aims to transform these opportunities into efforts that can yield long-term benefits or added value. Leveraging opportunities, technology, and target markets is a critical factor in the success of entrepreneurs and those engaged in entrepreneurial activities. Acknowledging the pivotal role of creativity and innovation in entrepreneurship is imperative. These qualities, often considered hallmarks of entrepreneurial success, are instrumental in driving innovation, competitiveness, and growth in the business world (Himayaturrohamah, 2020).

According to Surajana Kamil (2012), the presence of six distinct criteria is requisite for any entrepreneur. These criteria, as delineated by Kamil, encompass the ability to define objectives, demonstrate a propensity for risk, employ structured strategic management, exhibit a future-oriented perspective, maintain consistency in their entrepreneurial endeavors, and foster creativity and innovation by cultivating relationships with a diverse range of constituents. As Kamil also notes in his book “Model Pendikan dan Pelajaran”, an individual's capacity to initiate, execute, and conclude their work is indicative of their self-confidence.

Entrepreneurship Training

According to Solomon (2007), the capacity of individuals to discern business opportunities and formulate business plans can be enhanced by engaging in entrepreneurship training. The multifaceted field of entrepreneurship encompasses a wide range of factors, including, but not limited to, business development, innovation, and the creation of business value. The significance of entrepreneurship training programs in enhancing students' comprehension and competencies in managing business endeavors is indisputable (Imelda & Susanti, 2025).

Entrepreneurship training programs are designed to not only foster the professional development of participants but also to nurture their personal growth, particularly by cultivating an interest in entrepreneurship and equipping them with the skills necessary to achieve success in this domain. Personal development has been shown to foster creativity and innovation in the development of new products or services. Furthermore, personal development provides insight into the risks that may arise during the entrepreneurial process.

Field Practice

Field practice is a forum for students involved in the business world to apply their entrepreneurial knowledge in the real world. According to constructivist theory pioneered by Jean Piaget and Lev Vygotsky, an active process undertaken by individuals in building knowledge through experience is a form of learning. Social interaction in learning is also strongly emphasized by Vygotsky, as it is closely related to the process of field practice activities in entrepreneurship (Mariska & Khobir, 2025).

Field practice activities contribute greatly to students in the process of entrepreneurship. Several aspects that contribute to these activities are providing practical experience so that students can realize their theoretical knowledge into real action. Students can also establish relationships by being directly involved in interactions with professionals in the industry.

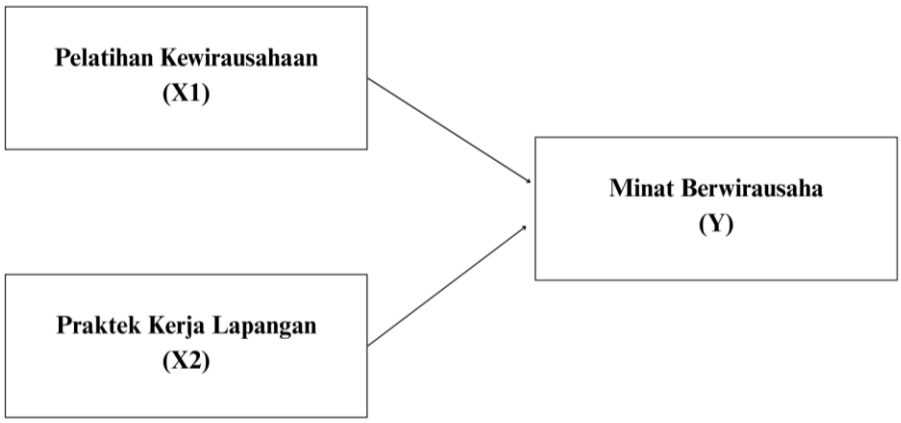
Students can also prepare themselves for entering the workforce and enhance their competitiveness against others through the knowledge gained during field practice activities. As a result, students can evaluate themselves to measure the extent of their skills and identify areas for improvement, which can serve as benchmarks for enhancing their capabilities in the future.

Interest in Entrepreneurship

Interest in entrepreneurship was developed by Ajzen's Theory, proposed by Icek Ajzen (1991). In his theory, Ajzen posits that an individual's inclination to engage in entrepreneurial endeavors is influenced by their perspectives, prevailing personal norms, and their capacity to exercise agency. This phenomenon can be attributed to the influence of an individual's attitudes on their confidence in the outcomes of entrepreneurial activities. Moreover, subjective norms prevailing in society influence others' perceptions of the business being developed. Additionally, an individual's perceptions regarding the future orientation of the business influence their own interest in entrepreneurship (Amelia & Sulistyowatie, 2022).

Therefore, each individual's interest in entrepreneurship needs to be developed through entrepreneurship training and practical experience in the field. This is because individuals' attitudes need to change in line with their experiences and insights in order to be motivated to run a business.

Based on the theoretical studies above, it can be concluded that entrepreneurship training is necessary as an initial step in entrepreneurship, which also needs to be developed alongside fieldwork practices so that students who wish to become entrepreneurs can gain real-world entrepreneurial experience. Thus, it is hoped that these two variables will influence students' interest in entrepreneurship. The purpose of the conceptual framework below is to demonstrate the correlation between the variables as presented in the following picture.



Source: Data Analysis (2025).
Figure 3. Research Framework

The following hypotheses were obtained for this study based on the theoretical framework above.
H1: Entrepreneurship training influences students' interest in entrepreneurship.
H2: Field practice activities influence students' interest in entrepreneurship.

METHODOLOGY

In this study, a quantitative approach was implemented by administering questionnaires to respondents and evaluating their responses utilizing a Likert scale ranging from 1 to 5, with responses ranging from strong disagreement to strong agreement. According to Husaini Usman (in Roflin, Liberty & Pariana, 2021), a population is the total of all values obtained through calculation or measurement, whether quantitative or qualitative, regarding specific characteristics of a complete and clearly defined group of objects. The population of this study is students enrolled in the Wira-Wiri WMK Program at the State University of Jakarta.

This study developed a sample using the total sampling method. Sugiyono (2017) states that if the population is less than 100, the entire sample is taken; if larger, 10-15% or 20-25% of the population can be taken (Melda Salsabillah, Ahmad Sabandi, Nurhizrah Gistituati, 2020). The sample consisted of 34 respondents, which constituted the total primary data because this study's total number of respondents was less than 100.

RESULT

Validity Test

The data employed to evaluate validity underwent processing utilizing SPSS (Statistical Package for the Social Sciences) edition 23. The validity test determines whether a data source is valid or not. The validity of the findings hinges on establishing a satisfactory relationship between the information obtained and the data about the object under study. When the R value listed in the table is less than the calculated R value, the variable being studied has been determined to be valid. It can be used as input or output for decision making, and vice versa (Anggraini, Aprianti, Setyawati, & Hartanto, 2022). The data validity test produced the results outlined in the table below.

Table 1. Research Validity Test

Variabel	Statement Points	Pearson Coefficient	Description
Entrepreneurship Training	X1.1	0,787**	Valid
	X1.2	0,841**	Valid
	X1.3	0,874**	Valid
	X1.4	0,880**	Valid
	X1.5	0,880**	Valid
Field Practice Activity	X2.1	0,796**	Valid
	X2.2	0,629**	Valid
	X2.3	0,738**	Valid
	X2.4	0,676**	Valid
	X2.5	0,933**	Valid
Interest in Entrepreneurship	Y.1	0,581**	Valid
	Y.2	0,528**	Valid
	Y.3	0,592**	Valid
	Y.4	0,971**	Valid

Source: Data Analysis (2025)

The number of research statements based on this research instrument is 14 statements and filled in by 34 respondents. A thorough examination of the validity test results reveals the conclusion that all measurement instruments utilized in this study are valid. This assertion is substantiated by the observation that the calculated R value exceeds the tabulated value of R, which is 0.3388.

Reliability Test

The consistency of data in research can be tested using a reliability test. If respondents can provide consistent answers, the research data can be considered reliable. If the results of the data are greater than 0.6, the data can be considered reliable (Anggraini, Aprianti, Setyawati, & Hartanto, 2022).

Table 2. Research Reliability Test

Number of Statement Instruments	Cronbach's alpha value
14	0,943

Source: Data Analysis (2025)

The reliability of the instrument used in this study can be demonstrated through the validation of Cronbach's alpha value. This instrument's Cronbach's alpha value of 0.943 is greater than 0.6, indicating a high degree of reliability. Consequently, the statements in the questionnaire can be concluded to be positive because they exceed the value of 0.6.

Normality Test

A normality test can demonstrate the normal distribution of data obtained from observations. The coefficient of variation test is one of the descriptive methods used for normality testing. The values obtained when the coefficient of variation is examined show a normal distribution pattern (Norfai, 2020).

$$\text{Coefficient of Variation Value} = \frac{Deviation\ Standard}{Mean} \times 100 \ldots\ldots\ldots\ldots\ldots (1)$$

Table 3. Research Normality Test

Variabel	Mean	Deviation Standard	Coefficient of Variation Value	Description
Entrepreneurship Training	21,65	4,199	19,39	Normal
Field Practice Activity	22,44	2,966	13,22	Normal
Interest in Entrepreneurship	18,82	1,696	9,01	Normal

Source: Data Analysis (2025)

The coefficient of variation was calculated, revealing that the three studied variables had a normal distribution because their values were above 30%.

Linearity Test

Linearity testing aims to assess whether there is a linear relationship between independent variables and dependent variables. The decision is made at a significance level of 0.05. The variable is considered non-linear if the significance value in the linearity test is less than 0.05. However, if the value is greater than 0.05, the variable is considered linear (Widana & Muliani, 2020).

Table 4. Research Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	72,500	10	7,256	7,457	0,000
	Linearity	57,491	1	57,491	59,081	0,000
	Deviation from Linearity	15,070	9	1,674	1,721	0,141
Within Groups		22,381	23	0,973		
Total		94,941	33			

Source: Data Analysis (2025)

The three research variables' linearity test findings showed a significance value larger than 0.05, indicating that there was a link between the independent and dependent variables or that the research variables were linear.

Partial Test (T-Test)

According to Ghozali (2013:178), A partial test or t-test can be used to determine whether each independent variable and the dependent variable are correlated. The presence of a correlation between the independent variable (X) and the dependent variable (Y) is shown by a significance value larger than 0.05 or a calculated t-value greater than the crucial one and vice versa (Hakim & Saragih, 2019).

Table 5. Research Partial Test

Variable	Calculated t-value	Sig.	Calculated t-table
X1	5,291	0,000	1,69552
X2	4,720	0,000	1,69552

Source: Data Analysis (2025)

Data analysis to test partial or t-tests of research data requires a table t-value as a reference to determine whether there is an effect or not on a variable relationship. This calculation uses the following formula.

$$t = [\alpha; (df = n-k)] \quad \ldots\ldots\ldots\ldots\ldots (2)$$

Note: n = sample; k = research variable; α = significance level

In the research data, variable X1 (entrepreneurship training) has a significance value no greater than 0.05, and similarly, the significance value of X2 (field practice activities) is no greater than 0.05. Therefore, variable X2 influences variable Y (interest in entrepreneurship).

Additionally, when calculating the t-table value, the result is 1.69552. Compared to the computed t-value, the calculated t-value for variable X1 is 5.291, greater than the t-table value of 1.703. Similarly, the calculated t-value for X2 is 4.720 > 1.703. This indicates a partial influence of both variables on variable Y.

Simultaneous Test (F Test)

In a regression model, the simultaneous influence of independent variables on dependent variables can be tested using the F-test statistical tool. The primary objective is determining whether the regression model is practical and statistically significant. The independent variable X is considered to affect the dependent variable Y if the Sig simultaneously. Value is < 0.05, and the independent variable X does not simultaneously affect the dependent variable Y if the Sig. value is > 0.05 (Ningsih & Dukalang, 2019).

Table 6. Research Simultaneous Test

Significance Level α	**Calculated F-value**	**Sig.**	**Calculated F-table**
5% = 0,05	117,765	0,000	3,305

Source: Data Analysis (2025)

The following formula must be used to calculate whether variable X influences variable Y simultaneously. The calculated F value can then be compared to the F value table.

$$F = (k-1; n-k) \quad \ldots\ldots\ldots\ldots\ldots (3)$$

Note: n = sample; k = research variable; α = significance level

The data analysis from the simultaneous test shows that variable X has an effect on variable Y at the same time, with the calculated F value > the table F value, i.e., 117.765 > 3.305. The simultaneous test shows that variable X significantly affects variable Y, with a value of 0.000, which is less than 0.05.

Determination Coefficient Test (R-squared)

The coefficient of determination (r-squared) measures a model's ability to explain the variation in a dependent variable. The coefficient of determination varies from 0 to 1. If the coefficient of determination is close to one, the independent variable contains all necessary information to predict the dependent variable (Darma, 2021).

Table 7. Research Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,940[a]	0,884	0,876	0,503

Source: Data Analysis (2025)

Data processing in SPSS shows that the dependent variable (X) is nearly fully explained by the independent variable (X), with an R-squared value of 0.884 (88.4%).

DISCUSSION

The Influence of Entrepreneurship Training on Entrepreneurial Interest

Entrepreneurship training has a partial influence of 5.291, greater than the partial reference value of 1.69552. This study shows that entrepreneurship training significantly impacts the entrepreneurial interest of students participating in the Wira-Wiri WMK Program.

The magnitude of the influence of entrepreneurship training obtained from the results of this study is based on the implementation of the Wira-Wiri program at Jakarta State University, which provides training programs in the form of seminars on "Entrepreneurial Mindset and Skills" to help students develop an entrepreneurial mindset and skills to be successful in entrepreneurship. In addition, other entrepreneurship training programs offered by Wira-Wiri WMK at Jakarta State University include interdisciplinary knowledge, market observation, and product, service, and market creation programs.

The Influence of Field Work Practice on Entrepreneurial Interest

This study proves that the entrepreneurial interest of students who have participated in the Wira-wiri program at Jakarta State University is significantly influenced by field work practice activities.

The data analysis findings indicate that the fieldwork practice variable exerts a partial influence with a value greater than 1.69552. According to the official website of Wira-Wiri UNJ, this program provides students who participate in the Wira-Wiri program with experience in collaborating with teams to sell goods, food, or services through fieldwork practice or in the Wira-Wiri program, which is called Business Exhibition.

CONCLUSION AND RECOMMENDATION

This study presents the results of processing primary data, which indicate that entrepreneurship training and work experience positively influence the entrepreneurial interest of students who participated in the Wira-Wiri program at Jakarta State University. With this, the goal of reducing unemployment due to a lack of job opportunities will be achieved if students or the younger generation begin to have a desire to become entrepreneurs.

Although many students still participate in the Wira-Wiri program for various reasons, such as to improve their semester grades, peer influence, or faculty recommendations, they gain valuable experience in entrepreneurship through their participation in the program at Jakarta State University.

Meanwhile, there are also many students who are very enthusiastic about actively participating in the Wira-Wiri program because they are motivated by a strong desire and interest in entrepreneurship. Therefore, the government must continue to strive for and implement the sustainability of existing policies by collaborating with universities in order to produce innovative and creative young entrepreneurs.

Regular socialization should be conducted to attract students' attention to participate in entrepreneurship programs like the Wira-Wiri program. Additionally, the Wira-Wiri program can enhance participants' qualifications by opening opportunities for young people beyond students to participate in the Wira-Wiri WMK program, enabling aspiring entrepreneurs and those already in business to learn together and exchange ideas for future growth.

The present study is constrained to students at Jakarta State University who have participated in the Wira-Wiri Program. The data obtained is limited to a sample of 34 individuals, which does not represent the total number of students who participated in the Wira-Wiri Program at Jakarta State University. The problem scope is further constrained to two independent variables and one dependent variable, namely entrepreneurship training (X1), field practice activities (X2), and interest in entrepreneurship (Y). It is recommended that future research endeavor to obtain data from all students who have participated in the Wira-Wiri program at Jakarta State University.

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