A Social Science and Entrepreneurship Journal

The Effect Of Educational Design Thinking In Interest In Entrepreneurship

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A B S T R A C T S

Design thinking inside the field of education is used as one way that can help teachers and students in measuring a problem and finding possible alternative solutions. This study aims to determine how much influence Design education has on the interest in entrepreneurship at SMAN 1 Simpenan, this research uses Quantitative method and includes the type of causal associative research. The population of this study are students of class XII Social SMAN 1 Simpenan who have already implemented entrepreneurship learning. Sampling in research using techniques saturated sampling of 46 students. Data collection techniques using techniques observation, documentation and questionnaires. The analysis technique uses the assumption test, namely test normality, linearity test, and hypothesis testing using simple linear regression and using the t test to look for significance.

A R T I C L E I N F O

INTRODUCTION

The problem of unemployment and poverty is still a big problem faced by various countries in the world, including Indonesia (Nasution, 2014). Improving the quality of life of the younger generation can be pursued through improving the level of economic well-being. The welfare of the younger generation is one of the goals of national development that can be carried out through the educational dimension (Hakim, 2016). The achievement of development in the economic dimension, through the educational aspect is expected to produce reliable human beings as drivers of national development that are able to compete in entering the nation's competition in the global era (Giarti& Astuti, 2016).

So to support the West Java government's program, West Java Disperindag (West Java Industry and Trade Service) designed an entrepreneurial program in the form of

training (Purbasari, 2021). The purpose of this training is to foster positive activities that encourage the community, especially at SMAN 1 Simpenan to shape students to become successful and reliable entrepreneurs through design thinking education.Interest is a feeling of pleasure or an inclination of a person's heart that directs the individual to a certain choice by participating in the activity that becomes his favourite object. (Hayati, 2017). interest is an individual's sense of interest in something then he patiently looks for experience based on his own efforts to take advantage of this experience and develop so as to get very good results (Nurul,2020) . Factors originating from within the entrepreneur can be in the form of personal traits, attitudes, willingness and individual abilities that can give individual strength for entrepreneurship (Ranto, 2017). External factors come from outside the entrepreneur's self which can be in the form of elements from the surrounding environment such as the family environment, the business world environment, the physical environment, the socio-economic environment and others (Azwar, 2013)

Based on thoughts and backgrounds behind stated above, then researchers are interested in doing research about: " THE EFFECT OF EDUCATIONAL DESIGN THINKING IN INTEREST IN ENTREPRENEURSHIP IN SMAN 1 SIMPENAN"

According to Santoso (1993) in Wulandari (2013), defining entrepreneurial interest is a psychological symptom to focus attention and do something about the entrepreneur with a feeling of pleasure because it brings benefits to him (Sungkowati, 2017). According to Mustofa (2014), interest in entrepreneurship is a focus on entrepreneurship because of a sense of liking and accompanied by a desire to learn, know and prove further about entrepreneurship (Marfuah, 2021).

Interest in entrepreneurship arises because of knowledge and information about entrepreneurship which is then continued to participate directly in seeking experience and finally the desire arises to pay attention to the experience that has been gained (Nitami, 2022). As well as having a happy feeling and having the desire to be involved in risk-taking activities, to run a business or own business by taking advantage of existing business opportunities, and creating new businesses with innovative approaches. Entrepreneurial interest is not taken for granted, but can be nurtured and developed (Wijayangka, 2018).

Entrepreneurs are people who see opportunities and then create an organisation to take advantage of these opportunities. The definition of entrepreneur here emphasises everyone who starts a new business. While the entrepreneurial process includes all functional activities and actions to pursue and take advantage of opportunities by creating an organisation (Luthfi et al., 2020).

Design Thinking as a creative strategic process used by designers in the design process.Previously, the definition of *Design Thinking* was put forward as a "process of exploring and designing strategies" in various design areas, and has been recognized as a new branch of design science (Dorst, 2015).

Design thinking approach is a human-centred approach to innovation taken to integrate the needs of people as users, technological possibilities, and requirements for business success (Böckle, M., & Kouris, I. 2023)

METHODS

This research is a *causal associative research,* because this research aims to determine the effect of variable X on Y which is *causal.* According to Sugiyono (2015), *associative* research is research

that aims to determine the relationship between two or more variables. While the causal relationship is a causal relationship, if X then Y. This research was conducted at SMAN 1 Simpenan, which is located at l.Binakarya, Cidadap, Kec. Simpenan, Sukabumi Regency, West Java 43361 academic year 2021/2022. This research was conducted in November 2022. This research consisted of 2 types of variables, namely, the independent variable (free), namely Learning Design Thinking and the dependent variable (tied), namely Interest in Entrepreneurship (Y). The population in this study were all class XII IPS students at SMA Negeri 1 Simpenan for the 2021/2022 academic year, totaling 46 students. While the sampling technique uses *saturated sampling technique.* Data collection techniques using observation techniques, documentation and questionnaires. The analysis technique uses an assumption test, namely the normality test, linearity test, and hypothesis testing using simple linear regression and using the t test to find significance.

RESULT AND DISCUSSION
3.1 Normality Test
The normality test aims to test whether the data used in the regression model for the dependent variable and independent variables are normally distributed or not.

Tabel 1 Normality test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		46
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	3.29317913
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.053
Kolmogorov-Smirnov Z		.539
Asymp. Sig. (2-tailed)		.934

a. Test distribution is Normal.

Based on the *output* above, the sig value of the two variables is 0.934. That means the *significance* value of 0.934 is greater than 0.05 *(0.934 > 0.05).* With an error level of *5% (ÿ = 0.05)* the data meets the assumption of normality, thus the residual data is normally distributed.

3.2 Linieritas Test
The basic linearity test for decision making can be done in two ways, namely by looking at the significance value and the F value

Tabel 2 Linieritas Test ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
minat berwirausaha * pembelajaran desain thinking	Between Groups	(Combined)	232.361	17	13.668	1.237	.300
		Linearity	53.626	1	53.626	4.855	.036
		Deviation from Linearity	178.735	16	11.171	1.011	.474

Within Groups	309.292	28	11.046
Total	541.652	45	

Based on a significance value = 0.474 greater than 0.05, which means that there is a significant linear relationship between the learning design thinking variable (X) and the interest in entrepreneurship variable (Y). Meanwhile, based on the value of F: from the *output* above, the value of Fcount = 1.011 and Ftable = 2.03579 is obtained. Because the value of Fcount is 1.1011 < Ftable 2.03579, it can be concluded that there is a significant linear relationship between the learning variable design thinking (X) and interest in entrepreneurship (Y).

3.3 Simple Regression Analysis

Table 3
Simple regression analysis Coefficients [a]

Model		Unstandardized Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.771	6.662		5.970	.000
	pembelajaran design thinking	.221	.103	.306	2.132	.039

a. Dependent Variable: minat berwirausaha

It can be concluded that the value of a is a constant number of unstandardized coefficients with produces a value of 39.771. This number is a constant number that has meaning that if there is no learning design thinking (X) then the value of Entrepreneurial Interest (Y) is 39.771. While the value of b is the number of the regression coefficient, namely the results the output value is 0.221. Which means that every addition is 1% rate learning design thinking (X), then Interest in Entrepreneurship (Y) will increase by 22.1%. Because the results of the regression coefficient values are positive, then you can it is said that learning design thinking (X) has a positive effect on interest Entrepreneurship (Y), so the regression equation is $\hat{Y} = 39.771 + 0.221 X$.

3.4 Test T

The t test or influence test serves to find out whether the regression coefficient is significant or not by comparing the t count value with t table

Table 4 Test t Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.771	6.662		5.970	.000
	pembelajaran desain thinking	.221	.103	.306	2.132	.039

a. Dependent Variable: minat berwirausaha

It is known that the sig value is 0.039, which is smaller than the probability of 0.05 (0.039<0.05), then H0 is rejected with an error rate of 5% (0.05) meaning that H1 is accepted, which means that the learning variable thinking design (X) has a significant effect on variable interest in student entrepreneurship (Y), based on the

output above it is known that the tcount value is 2.132 and the ttable value is 2.015 . So the tcount value > ttable (2.132 > 2.015), so it can be concluded that there is a significant influence between learning design thinking (X) on interesting entrepreneurship students (Y).

3.5 Coefficient Test

Table 5 Coefficient Test
Determinasi Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306ᵃ	.094	.073	3.375

a. Predictors: (Constant), pembelajaran design thinking

From the output above, the result is an R square value of 0.094. This value implies that the influence of learning design thinking (X) on interest Entrepreneurship (Y) is 9.4% while 90.6% Interest in Entrepreneurship is influenced by other variables outside this study.

CONCLUSION

Based on research that has been carried out on class XII IPS students at SMA Negeri 1 Simpenan We can conclude that we are testing the effect of Design Thinking learning on the interest in entrepreneurship of class XII IPS students of SMA Negeri 1 Simpenan in lesson 2021/2022. It is known that the sig value is 0.039 <0.05, then H0 is rejected with a degree error of 5% (0.05) and H1 is accepted, which means the design

Learning variable thinking (X) has a positive and significant effect on the interest in entrepreneurship variable students (Y).

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