

Economic Literacy And Entrepreneurial Literacy As Factors Driving Interest In Entrepreneurship

Diliza Afrila¹, Zuhri Saputra Hutabarat^{*2}

^{1,2}Universitas Batanghari Jambi, Indonesia

*E-mail korespondensi: zuhri2saputra1hutabarat9@gmail.com

Abstract

The purpose of this study is to analyze economic literacy and entrepreneurial literacy as factors driving interest in entrepreneurship. The method used in this study is a literature study that functions as a guide in examining a research problem (review of research). The results of this study: 1) Economic literacy as a factor driving interest in entrepreneurship, states that economic literacy influences interest in entrepreneurship, where individual economic literacy becomes an entrepreneur based on experience, so that he has an entrepreneurial spirit and character. 2) Understanding of entrepreneurship in students is included in the good category, although based on the description of the variable understanding of entrepreneurial literacy obtained a good category in its implementation which reflects effectiveness in operational aspects, student collaboration, and social interaction. Students who have a basic knowledge of economics and the wider the student's entrepreneurial knowledge, entrepreneurial literacy tends to contribute and be active in the final harvest project, because it has a factor driving interest in entrepreneurship.

Keywords: Wo Economic Literacy, Entrepreneurial Literacy, Interest in Entrepreneurship

INTRODUCTION

Literacy is very important to solve increasingly complex problems in life. Economic problems are problems faced by almost everyone. Including in Indonesia, a country with a high population, causing an increase in unemployment, poverty, and public welfare (Marlika, 2019). Good economic literacy skills are needed to overcome some of these economic problems in order to formulate solutions based on the concepts and situations that occur (Nadia Putri & Canda Sakti, 2023). Everyone who wants to be a young entrepreneur must have entrepreneurial literacy, which is a requirement that must be met.

Economic knowledge that begins with literacy is needed so that fund management is easier, making the best assessments for welfare and managing economic stability requires understanding and education in economic literacy (Dian Theodora, 2016). Becoming an entrepreneur certainly does not only require material capital, but also requires a lot of entrepreneurial knowledge. Schools as institutions that organize the learning process have included entrepreneurship education lessons in the applicable curriculum. Thus, students can obtain material about entrepreneurship since they were in school (Ekonomi et al., 2024).

The community must realize the importance of fostering entrepreneurial interest before expanding the number of entrepreneurs and then reducing unemployment. Interest is very important in the lives of students to see their attitudes and behavior. Especially entrepreneurial interest will make someone active in taking advantage of existing opportunities (Hutabarat, 2023). Interest is a person's tendency to be interested or like something. Therefore, if someone has an interest in something, they will enjoy learning it

(Murniatiningsih, 2017). Entrepreneurial interest is an awareness that arises from within a person to become an entrepreneur because he likes it and makes him happy to do it. Factors that influence entrepreneurial interest are education, family environment, expenses and age.

Among these factors, education is a factor that has a dominant influence on entrepreneurial interest. Jambi University has an important role in preparing the knowledge, attitudes, and skills needed in real life. Jambi University has an important role in fostering entrepreneurial interest through learning about entrepreneurship that has been included in the entrepreneurship curriculum. However, in reality, not all graduates of Jambi University are able to continue their education to higher education and it is possible that students prefer to become employees or work (Wiranti et al., 2023). It is time for the younger generation to change their perspective, don't just think about becoming employees after graduating from secondary education institutions, becoming an entrepreneur needs to be considered as an option.

Through learning in schools, especially lessons related to economics, it is hoped that it can improve students' economic literacy. A good understanding of economics can help them understand the phenomena and economic situations that exist in society (Wulandari et al., 2021). In addition, through entrepreneurial literacy, it is hoped that it will be able to form students who are ready to become entrepreneurs as a whole, including knowledge and concepts, personality, and skills to run a business. The hope is that when students finish school, they will no longer depend on job vacancies, but can start becoming entrepreneurs who can ultimately create jobs. Starting an activity must of course be based on the interests of each person. Without interest, a person will not be motivated or interested in doing an activity (Marlika, 2019) and (Mayasari et al., 2024).

LITERATURE REVIEW

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RESEARCH METHOD

Literature review research is the result of analyzing various conceptual information and qualitative and quantitative data from various previously published scientific articles. The method used in this research is a literature study which functions as a guide in examining a research problem (review of research) (Mulyadi, 2012). In this literature

review research, international journals and national journals that have been summarized and analyzed are used. This literature review research was conducted from August to October 2024.

RESULTS AND DISCUSSION

RESULTS

Students' economic literacy can be used to make wise choices, both for their business and for themselves. Based on the results of the researcher's analysis that economic literacy as a driving factor for entrepreneurial interest, states that economic literacy influences entrepreneurial interest, where individual economic literacy becomes an entrepreneur based on experience, so that he has an entrepreneurial spirit and character. Therefore, entrepreneurial practice is very important to provide students with experience in entrepreneurship (R. Rosmiati & Hutabarat, 2019) and (Ferdian et al., 2022).

Economic literacy is the capital for students in running a business, but students must be able to see the real conditions that occur in the field or in the market so that they can determine good tips for starting a business. Furthermore, another reason why economic literacy and students' entrepreneurial interest can occur is because economic literacy is not the main knowledge for students to have in starting a business, so that directly economic literacy and students' entrepreneurial interest. The main knowledge that students must have in starting a business is entrepreneurial knowledge (Ekonomi et al., 2024).

DISCUSSION

The project to strengthen the profile of economic students with the theme of entrepreneurship is an entrepreneurial project that can improve students' critical thinking skills, be able to see problems from various perspectives in the field of science, think contextually and be able to apply them to real situations, practice utilizing information technology, practice caring and mutual cooperation between group members. So that entrepreneurial literacy is not only limited to theory, but can be meaningful for students and generate interest in entrepreneurship (Senduk, 2016).

Based on the results of data processing, it can provide an understanding of entrepreneurship in students, including in the Good category. Although based on the description of the variable, the understanding of entrepreneurial literacy obtained a Good category in its implementation which reflects effectiveness in operational aspects, student collaboration, and social interaction. However, this has not been able to encourage or generate interest in student entrepreneurship. This can happen because entrepreneurial interest is a characteristic that develops through a longer process and requires greater influence, such as in-depth practical experience, inspiration from mentors, or real experience in the business world (Nadia Putri & Canda Sakti, 2023).

Thus, although the understanding of entrepreneurial literacy is considered good in terms of implementation, the duration or depth of the activity is not enough to significantly influence entrepreneurial interest. In addition, good entrepreneurial literacy assessment criteria may focus more on involvement and technical aspects of activities than on students' entrepreneurial interest. This is because entrepreneurial literacy measures more on activity procedures than psychological or motivational outcomes (Z. S. H. Rosmiati, 2016), (Ekonomi et al., 2024) and (Murniatiningsih, 2017).

CONCLUSION

With economic literacy and entrepreneurial literacy that is owned can obtain comparable benefits if students are able to apply it especially in entrepreneurial activities. Because the understanding of entrepreneurial literacy students gain knowledge about entrepreneurship both conceptually and practically, it can also increase entrepreneurial values and students' interest in entrepreneurship. Students who have a basic knowledge of economics and the wider the student's entrepreneurial knowledge, entrepreneurial literacy tends to contribute and be active in the final harvest project, because it has a driving factor for entrepreneurial interest.

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