THE INFLUENCE OF PSYCHOCYBERNATIC INTEGRATION AND ENTREPRENEURIAL TRAINING ON THE MOTIVATION OF ENTREPRENEURSHIP

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ABSTRACT

KEYWORDS
psychocybernatic, entrepreneurial training, entrepreneurial motivation

Indonesia is a country with the fourth most populous population in the world, with a large population causing a depletion of jobs. Furthermore, with fewer jobs, many people become unemployed. One way to reduce unemployment is by entrepreneurship. However, without motivation, entrepreneurship will not work. Thus, this study aims to determine the effect of psychocybernatic integration and entrepreneurial training on the entrepreneurial motivation of students of the Economics Education Study Program STKIP Persada Khatulistiwa Sintang. The research was conducted using a descriptive method with a quantitative approach. The results of the research conducted show that the effect of psychocybernatic integration (X1) on entrepreneurial motivation (Y) has a significance value of 0.154. So that means psychocybernatic integration has a negative effect on entrepreneurial motivation. Then, the effect of entrepreneurship training on entrepreneurship motivation has a significance value of 0.003. So that means entrepreneurship training has a positive and significant effect on entrepreneurial motivation

INTRODUCTION

The imbalance in the number of jobs compared to the growth of the productive age population is one of the causes of the large number of unemployed in Indonesia. Unemployment is a common problem facing every country. In Indonesia, the highest number of unemployed is precisely from the educated group. The number of unemployed is usually in line with the increase in the population and is not supported by the availability of new jobs or is not interested and intends to create minimal employment for itself (Maharani et al., 2022).

One way that can reduce unemployment is by entrepreneurship. According to Hendro in Noviantoro & Rahmawati, (2017) entrepreneurship is an ability to manage something that exists in oneself to be improved to be more optimal so that it can improve the standard of living in the future. With entrepreneurship, it can create broad jobs, not rely on others to get jobs and can help the government in reducing unemployment by creating jobs.

Without motivation, it will also not produce anything for the running of an entrepreneurship. Motivation is an impulse that exists in a person to do something, including the drive in entrepreneurship. Mulyasa (2003) defines motivation as a driving force or puller that causes behavior towards a certain goal. Entrepreneurship is developed through the spirit of wanting (motivation) entrepreneurship the ability to take risks the ability to read opportunities (Maryani et al., 2019). Sardiman (2006) suggests that motivation is the driving force from within to carry out activities to achieve goals.

Kusumastuti (2013:94) states that motivational factors have a positive and significant effect on entrepreneurial interests (Daniel & Handoy, 2021).

One of the external factors that can be used to build motivation to become an entrepreneur is through the world of education. In the world of education, especially for entrepreneurship education, the learning process should use the concept of educational curriculum innovation that focuses on the process of creating values together that produces sustainable relationships in this case is programmatic business development and synergizing academically. The learning outcomes are an assessment that is assessed and viewed comprehensively related to skills, habits, knowledge, and behavioral ethics (Pranatasari, 2020).

The economic education study program at STKIP Persada Khatulistiwa shows that the campus environment affects the motivation for entrepreneurship through psychocybernatic integration and entrepreneurial training.

The purpose of this study was to determine the influence of psychocybernatic integration and entrepreneurial training on the entrepreneurial motivation of students of the economic education study program of STKIP Persada Khatulistiwa Sintang.

Based on the description above, the author is interested in conducting research with the title "The Influence of Psychocybernatic Integration and Entrepreneurial Training on the Motivation of Entrepreneurship of Students of the Economic Education Study Program STKIP Persada   Sintang Equator".

The research hypotheses to be tested are:

H_0: Psychocybernatic integration negatively affects entrepreneurial motivation

H_1: Psychocybernatic integration positively affects entrepreneurial motivation

H_0: Entrepreneurship training negatively affects entrepreneurial motivation

H_1: Entrepreneurship training positively affects entrepreneurial motivation

LITERATURE REVIEW

a. Psychocybernatic Training

Psycho-cybernetics training, which is a form of cognitive intervention by paying attention to cognitive and affective aspects, is chosen to be administered to be able to improve the condition of subjective well being individuals. Training as an educational part that concerns the learning process to acquire and improve skills outside the applicable education system in a relatively short time. Training is a vehicle to build Human Resources towards an era of globalization that is full of challenges. Therefore, training activities cannot be ignored, especially in entering the era of increasingly fierce, sharp, heavy competition in this century.

In carrying out this training, there are several factors that play a role, namely instructors, participants, materials (materials), methods, training objectives and a supportive environment. There are several factors that need to be considered and play a role in training according to Veithzal Rivai (2004: 240) which the author uses as an indicator, including: (1)Required Material. The material is compiled from the estimated needs of the objectives of the exercise, the needs in the form of teaching specific skills, presenting the necessary knowledge. (2) Methods Used. The method chosen is to be adjusted to the type of training to be carried out. (3) Training Instructor Ability. Look for other sources of information that may be useful in identifying training needs. (4) Learning Facilities or Principles. Guidelines where the learning process will run more effectively. (5) Trainees. It is very important to take into account the type of worker and the type of worker to be trained. (6) Training Evaluation. After conducting the training, the results

should be evaluated in the training, taking into account the level of reaction, level of learning, level of work behavior, level of organization, and final grades.

b. Entrepreneur Training

One way to increase one's knowledge and motivation is through entrepreneurship training. As a discipline, the science of entrepreneurship can be learned and taught, so that every individual has the opportunity to appear as an *entrepreneur.* Even to become a successful entrepreneur, having talent is not enough, but you also have to have knowledge of all aspects of the business that you will be engaged in. Entrepreneurship training tailored to the characteristics of deaf individuals is expected to increase their knowledge and motivation to become an entrepreneur.

This entrepreneurship training is a process of transferring knowledge and skills from source to recipient to improve one's spirit, attitude, behavior, and ability to handle a business or effort to find, create, and apply ways of working in a business activity to obtain greater profits (Purnomo, 2017).

A good empowerment program that is also able to bring out various unique potentials of the community and develop assisted by new systems, tools, or technologies and the role of a companion or facilitator that will accelerate the empowerment process so that it has high added value, as well as a process to facilitate and encourage the community to be able to place themselves proportionally and become the main actors in utilizing their strategic environment to achieve a sustainable development for long-term (Rumawas, 2018).

c. Entrepreneurial Motivation

To become a reliable entrepreneur is embraced by high entrepreneurial motivation. The role of motivation in entrepreneurship can be analogous to the driving fuel of the engine. Adequate entrepreneurial motivation will encourage active behavior in entrepreneurship, but too strong motivation can actually negatively affect the effectiveness of the business. Most successful people in this world have strong motivations that drive their actions. Motivation to develop new businesses is needed not only by self-confidence in terms of their ability to succeed, but also by their ability to access information about entrepreneurial opportunities (Amadea & Riana, 2020).

The factors that affect the motivation for entrepreneurship according to Susanti, (2021) are as follows:

1) Profit Can determine how much profit is desired, profit received, and how much will be paid to other parties or employees.
2) Freedom Free to manage time, free from supervisors, free from stressful rules and free from organizational/corporate culture.
3) Personal Dreams Free to achieve the expected standard of living, escape from the repetitive work routine, because they have to follow the vision, mission, dreams of others.
4) Independence, Ihave a sense of pride, because he can be independent in everything, such as capital, independent in management or management, independent in supervision, and be a manager of himself.

RESEARCH METHODS

The descriptive method is a research method used in this study. Sugiyono in Jayusman & Shavab, (2020) explained that descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or linking with other variables. Meanwhile, the approach used in this study is a quantitative approach, because the data in this study is in the form of numbers and data management using descriptive statistical analysis to the conclusion of the research results. The quantitative approach is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what we want to know (Djollong, 2014).

Quantitative descriptive research approaches are often used in survey research. A study that presents concise and simple data to find out the description of a symptom, phenomenon or fact (Martasari et al., 2018). Data processing using SPSS software version 22. Then the data is analyzed until a conclusion is reached.

RESULTS AND DISCUSSION

Hasil research at STKIP Khatulistiwa Sintang obtained the following characteristics of respondents.

Table 1
Characteristics of Respondents

Gender	Number (n)	Frequency (%)
Man	7	28
Woman	18	72
Total	**25**	**100**

Based on table 1, it shows that those who participated were 25 respondents with 7 people or 28% male and 18 people or 72% gendered female.

On the questionnaire distributed using an assessment with a Likert scale. The Likert scale is a psychometric scale commonly used in questionnaires, and is the most widely used scale in research in the form of surveys. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. With the Likert Scale, the variables to be measured are described as variable indicators (Suwandi et al., 2019).

Likert scale with value weights as follows.

1 = Strongly disagree
2 = Disagree
3 = Indecision
4 = Agree
5 = Very agreeable

Plot Probability Normality Test

The normal probability plot is used to compare the cumulative distribution of the normal distribution by looking at the spread of data (points) on the diagonal axis of the graph (Karjono & Wijaya, 2017). Regression models are said to be normally distributed if the plotting data (dots) that describe the actual data follow diagonal lines.
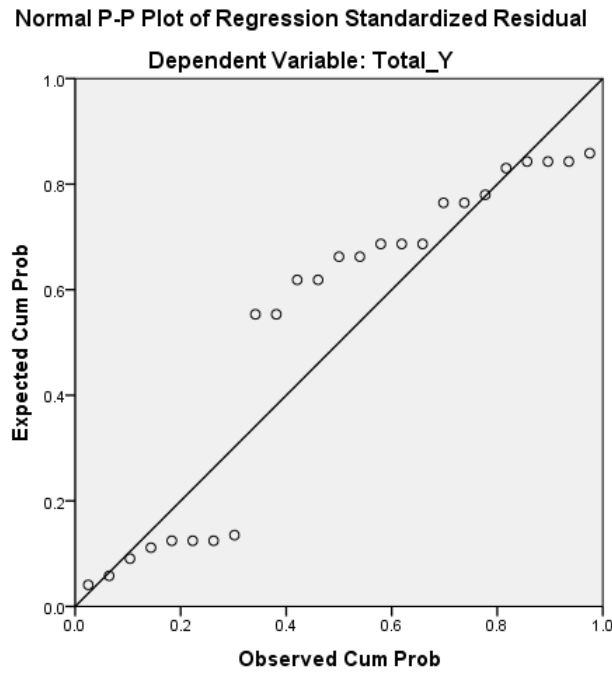
Figure 1
probability plot normality test results

In the picture above, it is known that the data with the Normal P-P Plot on the variable religiosity value used is expressed as normal or close to normal. This is because the points in the distribution image are seen spreading or approaching around the diagonal line and the spread of the data points in the same direction by following the diagonal line

Multicholinearity Test

According to Imam Ghozali in Nurcahyo, (2018) the multicollinearity test aims to test whether the regression model found a correlation between free (independent) variables. How to detect the presence of multicollinearity in the regression model is as follows:

a. Magnitude of Variance Inflaction Factor (VIF), a guideline for a regression model that is free of multicollinearity, namely the value of VIF ≤ 10.
b. The amount of Tolerance guidelines for a regression model that is free of multicollinearity, namely the Tolerance value ≥ 0.1.

Table 2
Multicholinearity test results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	BRIGHT
1	(Constant)	3.704	1.042		3.556	.002		
	Total_X1	.056	.038	.350	1.476	.154	.734	1.363
	Total_X2	-.143	.222	-.153	-.646	.525	.734	1.363
a. Dependent Variable: Total_Y								

Description:
X1 = Psyco chybernatic
X2 =Entrepreneurship Training

Y = Entrepreneurial Motivation

From the results of table 2. the analysis shows that all these variables have a tolerance above 0.1 and VIFs below 10. This shows that there is no multicollenierity problem in the regression model above, which means that there is no high correlation between free variables, so the regression model can be used.

Partial t Test (Bergada Linear Regression)

If the value of Sig. < 0.05 then it means that the independent variable (X) partially affects the dependent variable (Y).

Table 3
t test results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	BRIGHT
1	(Constant)	3.704	1.042		3.556	.002		
	Total_X1	.056	.038	.350	1.476	.154	.734	1.363
	Total_X2	-.143	.222	-.153	-.646	.003	.734	1.363
a. Dependent Variable: Total_Y								

Based on table 3 the results of the t test are as follows.
a. The effect of psychocybernatic integration (X1) on entrepreneurial motivation (Y) its significance value of 0.154. The significance value is greater than 0.05, then H0 is accepted and H1 is rejected. This means that psychocybernatic integration negatively affects entrepreneurial motivation.
b. The effect of entrepreneurship training on entrepreneurial motivation has a significance value of 0.003. The significance value is less than 0.05, then H0 is rejected and H1 is rejected. This means that entrepreneurship training has a positive and significant effect on entrepreneurial motivation.

Supported by research conducted by Sri et al., (2020) which suggests that Entrepreneurship training has a significant effect on Motivathe Entrepreneur. In line with the results of research conducted by Ubaidillah et al., (2021) stated that entrepreneurship training, family environment support, motivation to excel and *self-efficacy* have a partial and simultaneous influence on students' entrepreneurial interests.

CONCLUSION
Based on the results of the analysis it can be concluded that:

Negatively affects psychocybernatic integration on entrepreneurial motivation. Indicated by the results of the t test with a significance value of 0.154 obtained.

Positive effect of entrepreneurship training on entrepreneurial motivation. Indicated by the results of the t test with a significance value of 0.003 obtained.

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