



## **Online Parenting Classes for the Interest of Midwifery Entrepreneurship Students**

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### **ABSTRACT**

*In order to foster entrepreneurial interest and prepare midwifery graduates to become job creators through entrepreneurship to create their own jobs, this can be done in the form of health service parenting education programs. This program can be given to parents wherever they are, not limited by distance and place. The implementation of the parenting education program is an online parenting classes. This activity was carried out to assess the effect of implementing online parenting classes on the entrepreneurial interest of midwifery students. The activity is pre-experimental by using one pretest group-posttest design. The number of samples is 10 midwifery students determined by purposive sampling. The intervention was carried out by establishing and implementing an online parenting classes program. Data collection was carried out through a questionnaire in the form of a Google form that was given before and after the intervention. Data analysis used the SPSS paired t-test. The result obtained is a p-value of 0.000 which means <math><0.05</math>. From this it shows that there is an influence of implementing online parenting classes on the entrepreneurial interest of midwifery students.*

**Keywords: Entrepreneurship, Interest, Midwifery Students**

## **INTRODUCTION**

Midwifery education is a level of higher education for health workers that produces professional midwives. From year to year, the midwifery profession has quite high demand, so that there are some midwifery professions that are not accommodated by the existing formal sector jobs. An alternative to overcome this problem is to create their own jobs or entrepreneurs where the perpetrators will have the freedom to apply knowledge and skills according to the opportunities that exist without dependence on existing jobs. Changing the mindset of the younger generation who so far are only interested in being job seekers is a challenge. Entrepreneurial knowledge includes a theoretical basis regarding the concept of entrepreneurship, especially in terms of forming the attitude, behavior and mindset of an entrepreneur. As a preparation for students to start a new business through the integration of experience, skills and essential knowledge to develop and expand a business. Entrepreneurship is the ability to create something new and different (Suryana, 2014).

Cultivating an entrepreneurial spirit in students is an alternative to preparing for and reducing the problem of unemployment because these graduates are

expected to become educated young entrepreneurs who are able to start and develop independent businesses. Universities have a responsibility to educate and provide entrepreneurial skills to graduates as well as motivation to dare to choose entrepreneurship as their career (Wiratno, 2012).

Entrepreneurial interest is the tendency of the heart in the subject to be interested in creating a business which then organizes, manages, bears risks and develops the business it creates. 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. 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 can be based on a person's attitude to start a new business. The existence of an interest in entrepreneurship will make a person more active in finding and taking advantage of

business opportunities and optimizing existing potential (Subandono, 2007).

In order to get a decent job there will definitely be competition. Midwifery education perceives this situation as a problem that requires resolution, and one way is by preparing midwifery graduates to become job creators through entrepreneurship. Health services, especially those related to midwife competencies, can be developed into a form of midwifery entrepreneurship, one of which is through parenting education programs. The parenting education program is an activity aimed at parents or other family members in order to harmonize knowledge and skills to carry out their roles in improving nutrition and health, care, parenting, education and protection at home so that children can grow and develop optimally, according to age and stages of development. On the basis of these things, parenting becomes an activity that needs to be carried out continuously, continuously, and is not limited to age and level of education (Saepudin & Ulfah, 2014).

Parenting activities can be held in various means or media. At present, technological sophistication provides unlimited access for humans to obtain various kinds of educational information. Opportunity for parents to learn independently and explore parenting material information as widely

as possible. This ease of access needs to be put to good use to explore learning experiences. So that various innovations continue to be developed to make educational activities more efficient and effective by utilizing the sophistication of information and communication technology. The method of carrying out parenting activities uses learning techniques that utilize the sophistication of internet technology (Sugiyono et al., 2018).

E-learning is the use of internet and web technologies to create learning experiences. E-learning is a type of teaching and learning media that allows information to be conveyed using internet media, or other computer network media. One of the e-learning facilities can be applied in learning parenting activities (Husain & Basri, 2021). Utilization of e-learning learning is applied in learning based on online exposure. The availability of online exposure activities aims to provide facilities for parents to study independently anywhere, anytime on an ongoing basis. This continuous learning process will have a significant effect or impact on learning outcomes and achievement of learning objectives. So far, parenting learning activities have been carried out on an ongoing basis (Yen et al., 2011).

In the sophisticated millennial era, many entrepreneurs are developing their

businesses with supporting technology. With advances in information and communication technology, now people can carry out various activities anywhere, anytime, with anyone (Eko Kuntarto, 2017). Information and communication technology has affected almost all aspects of human life. The reality is now that media such as Facebook, YouTube, Twitter, Instagram, WhatsApp, and the like are the most popular media of communication and information. Likewise other aspects of life continue to develop and innovate as a result of the demands of changing times, especially information and communication technology (Chalim & Anwas, 2018).

On the other hand, seeing the cases of the pandemic caused by the corona virus (Covid-19) that have occurred in Indonesia since the end of 2018, the government has shifted various activities that were previously carried out in person to online activities as part of efforts to stop the spread of the corona virus (Covid-19). Seeing the problems and opportunities that exist, an online parenting classes is formed to foster entrepreneurial interest in students who are prospective entrepreneurs in midwifery practice (Zaenudiin et al., 2021).

## **METHOD**

The activity of establishing and implementing online parenting classes is pre-experimental by using one pre-test group – post test design to determine the effect of implementing online parenting classes on midwifery students' entrepreneurial interest. The activity was carried out at the Blora Poltekkes Semarang Ministry of Health Midwifery Study Program from October to November 2022. The number of samples was 10 midwifery students determined by purposive sampling. The inclusion criteria are midwifery students who have received entrepreneurship lectures and have an interest in joining the formation and implementation of online parenting classes. Data collection was carried out through a questionnaire in the form of a google form which was given before and after the formation and implementation of online parenting classes. The process of data analysis was continued using the SPSS paired t-test with a significance level of  $\alpha = 0.05$ .

## **RESULTS AND DISCUSSIONS**

### **Result**

The following are the characteristics of the participants in the formation and implementation of online parenting classes:

Table 1. Characteristics of participants in online parenting classes implementation activities

Type of Education	F	%
Midwifery Student	10	100
Total	10	100

Source: Primary data, 2022.

Based on the table above, it can be seen that the number of participants in the implementation of online parenting classes to foster student entrepreneurial interest is 10 midwifery students.

For the student participants, a pre-test was carried out before the online parenting classes was carried out and a post-test was

carried out after the online parenting classes was carried out.

The normality test of the pre-test and post-test data was carried out with the results of the data being normally distributed, and then the SPSS paired t-test was carried out. The following are the results of the pre test and post test of the activity participants:

Table 2. Pre-test and post-test results for online parenting classes activities to foster entrepreneurial interest in midwifery students

	Mean	N	Std. Deviasi	Std. Error Mean
Pre test	36.8000	10	1.47573	.46667
Post test	54.5000	10	1.08012	.34157
Pre test – Pos test				Sig. (2-tailed) .000

Source: Primary data, 2022.

Based on the table above, it can be seen that the pre-test has an average value (mean) of 36.8000 from 10 data. The data distribution (Std. Deviation) obtained is 1.47573 with a standard error of 0.46667. Post test scores have an average value (mean) of 54.5000 from 10 data. The data distribution (Std. Deviation) obtained is 1.08012 with a standard error of 0.34157. This shows that the post test data is higher than the pre test, but the distribution range of the post test data is smaller and with a smaller standard error. The significance value (2-tailed) was 0.000 ( $p < 0.05$ ), so that the results of the pre-test and post-test

experienced significant changes (meaning). Based on descriptive statistics, the pre-test and post-test proved to be higher. It can be concluded that online parenting classes activities can increase midwifery students' entrepreneurial interest.

**Discussion**

The profession of midwives has a fairly high demand which has made the number of midwives increase rapidly, while employment opportunities are limited so that there are midwifery graduates who cannot be accommodated by existing formal sector jobs. In the end there is a

high level of competition to get a decent job. It is a challenge to change the mindset of the younger generation who have only been interested in being job seekers (Agustin, E. A., & Tu'sadiah, 2021).

Creating their own jobs (entrepreneurship) where the perpetrators will have the freedom to apply knowledge and skills according to the opportunities that exist without dependence on existing jobs is an alternative that can be done. Fostering the entrepreneurial spirit of midwifery students is one way to reduce the problem of unemployment in the future because these graduates are expected to become educated young entrepreneurs who are able to pioneer and develop independent businesses (Budiati, E., Putri, D. U. P., & Setiaji, 2022).

Entrepreneurial interest is not taken for granted, but can be nurtured and developed. One factor that is very important and becomes a person's drive to entrepreneurship is motivation. Motivation can be interpreted as an encouragement from within a person that encourages that person to do something, including becoming a young entrepreneur (Dzulfikri & Kusworo, 2017).

The development of midwifery entrepreneurship services can be done through the form of health services, one of which is the parenting education program. The parenting education program is an

activity aimed at parents or other family members in order to harmonize knowledge and skills to carry out their roles in improving nutrition and health, care, parenting, education and protection at home so that children can grow and develop optimally, according to age and stage of development. Parenting is an activity that needs to be carried out continuously, continuously, and is not limited to age and level of education (Saepudin & Ulfah, 2014).

Parenting activities can be held in various means and media. At present, technological sophistication provides unlimited access for humans to obtain various kinds of educational information. Opportunity for parents to learn independently and explore parenting material information as widely as possible. This ease of access needs to be put to good use to explore learning experiences. So that various innovations continue to be developed to make educational activities more efficient and effective by utilizing the sophistication of information and communication technology. The method of carrying out parenting activities uses learning techniques that utilize the sophistication of internet technology (Sugiyo et al., 2018).

E-learning is the utilization or use of internet and web technology to create learning experiences. E-learning is a type

of teaching and learning media that allows educational information to be conveyed using internet media, or other computer network media. One of the e-learning facilities can be applied in learning online parenting activities which aim to provide facilities for parents to study independently anywhere, anytime on an ongoing basis (Yen et al., 2011)(Yen et al., 2011).

Online parenting classes is a form of digital parenting classes which in its implementation method utilizes internet services through the media provided on a special website (Hapsari et al., 2020). Online parenting classes activities through social media, namely whatsapp groups, were formed and run by midwifery students. Whatsapp group – online parenting classes is held with the aim of improving the skills of midwifery students in communicating and providing educational information to parents. In the group are parents who want to get parenting information and education. This activity is a form of activity to train student skills in communicating, providing information and education to parents so that in the end it can foster entrepreneurial interest in midwifery students (Halimahturrafiah, n.d.).

Participation in entrepreneurial activities has the background to the level of knowledge of a person, in this case a

midwifery student. While participating in the activity, midwifery students gain new information and experiences related to entrepreneurship. Information has a major influence in the formation of opinions and beliefs. Experience as a source of knowledge is a way to obtain the truth of knowledge by repeating the knowledge obtained in solving problems encountered in the past. Learning experiences and new information at work that are developed will provide professional knowledge and skills. This learning experience as a driver of behavior optimally encourages individuals to achieve the goals they want or get satisfaction for their actions (Herdiani & Apriani, 2020).

The factors that encourage someone to become an entrepreneur are the desire to experience free work, self-achieved success, and tolerance for risk. Freedom in work is a work model where a person does little work but gets great results. An entrepreneur will have freedom of time for himself, not bound by working hours like employees in the company (Kusumo & Setiawan, 2017).

Internal factors, namely motivation and mental entrepreneurship, have a positive and significant effect on students' interest in entrepreneurship. The more entrepreneurial motivation and mentality increases, the interest in entrepreneurship for students will increase (Ariyanti, 2018).

A person's motivation depends on the strength of his motives. Motives with enormous power will determine a person's behavior. This strong motive often diminishes after achieving satisfaction or failure. In order to develop the interest of midwifery students to have careers as entrepreneurs, efforts are needed to improve their personality factors, one of which is the courage to make decisions and self-confidence (Nurtini, Made Ni, Noriani, Ketut Ni, Dewi Purnama, 2557). Personality factors in midwifery students can be fostered and improved through experience and soft skill development in providing health services, one of which is in the form of online parenting classes so that they can increase entrepreneurial interest in students according to their scope, namely one form of entrepreneurship in midwifery practice (Safrudin, S. Mulyati, 2019). This has the same meaning that student's interest in entrepreneurship is influenced by understanding of running a business and experience (Dzulfikri & Kusworo, 2017).

## CONCLUSION

Online parenting classes can foster entrepreneurial interest in midwifery students with a significance value of 0.000 ( $p < 0.05$ ).

For students it is expected that apply and utilize the knowledge gained to become an

entrepreneur who can be trained while still in college so that it can be applied optimally after graduating from midwifery education.

For parents it is expected that they can take advantage of online parenting classes activities to obtain parenting information and education.

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