

The Development of an Instrument to Measure the College Student Entrepreneurship Skills

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ABSTRACT

This study aims to (1) produce an instrument for measuring college student entrepreneurial skills; (2) describe the quality of the measurement instrument for college students' entrepreneurial skills; (3) describe the practicality of the measurement instrument for college students' entrepreneurial skills. The method used in this study is the development of the Retnawati procedure (2017). The steps in this research are instrument planning, instrument testing, and measurement. This research was conducted at four universities in Yogyakarta, Indonesia. With the number of respondents as many as 300 college students. The characteristics of the assessment instrument developed were based on content validity, construct validity, and the reliability and practicality of using the instrument. Content validity uses expert judgment with the Aiken V formula and is calculated using Ms. Excel. Construct validity was carried out using two methods, namely EFA and CFA. Reliability using Cronbach's Alpha formula. The results showed that (1) the college student's entrepreneurial skills measurement instrument has five aspects, namely technopreneur, ecopreneur, sociopreneur, edupreneur, and entrepreneur management that will be developed; (2) the quality of the instrument was tested well by using two approaches, namely content and construct validity; The test results of the content validity instrument > 0.7 so that the results of the validity test are declared valid. Construct validity, the result of KMO value is $0.960 > 0.05$. Criteria for the model fit test (good of fit) because the p-value is $0.16722 (p > 0.05)$, the RMSEA is $0.016 (RMSEA) < 0.08$. Reliability $0.919 (\geq 0.7)$; (3) practicality in developing the instrument has a very practical value in terms of clarity of instructions, use of instruments, clarity of sentences/language, adequacy of time, skills to be measured, and clarity of scoring instructions. Instruments practicality test show 85% very practical, 11% practical, 3% quite practical, 1% impractical, and 0% very impractical category

Keywords: College Student, Entrepreneurship, Measurement, Skills

INTRODUCTION

Entrepreneurship education is widely recognized as the driving force behind the establishment of new businesses. A systematic framework for promoting effective learning in entrepreneurship education in higher education institutions as a means of developing successful entrepreneurs (Ghina, 2013). As a driving force for the establishment of new businesses, entrepreneurship education inevitably has to keep up with changes in human life in the 21st century, namely challenges over the boundaries of space, time, geography, and increasingly rapid changes. Education which is an agent of change will help improve the quality of human life (Idris et al., 2012). Intuitively, this drive should naturally bring universities and employers together for the mutual benefits that collaboration can provide. However, only a few universities have succeeded in collaborating with their local communities and benefiting greatly from these actions. Some universities are still reluctant to work with employers due to lack of experience by faculty in such collaborations, lack of company guidelines, and lack of support from university administration (Jehanzeb & Bashir, 2013).

The problem of developing academic entrepreneurs in universities for developing countries is still hampered by

the scarcity of resources, ineffective incentive structures, new entrepreneurial culture in the early stages of formation (Tampubolon, 2020). Another problem is that the results and research products produced by universities are numerous, but most of them are still exposed to ideas or the highest inventions (findings) (Raharja, 2018). Furthermore, the problems faced by universities, the experience that has been passed by universities related to start-ups is still lacking (Kemkominfo, 2020).

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Entrepreneurship education in higher education that is currently being implemented is something that needs to be developed to provide solutions to unemployment for graduates. In the past ten years, entrepreneurship education (entrepreneurship) in Indonesia has become a trend (Kasih, 2013). This is an effort for universities to include entrepreneurship courses in the curriculum as compulsory subjects in 2 semesters (Nugraha & Rifa'i, 2019). As evidence of the spirit of the entrepreneurial movement, entrepreneurship education is generally given in the form of entrepreneurship courses with a weight of 2-3 credits. Entrepreneurship curriculum is an important thing to be developed in higher education (Hasbi & Mahmudah, 2020).

In line with the ongoing implementation of entrepreneurship education Irwansyah & Tripalupi (2018) stated the results in the field that most college graduates were still oriented to find work and experienced a long waiting period for work even though they had completed entrepreneurship courses. This shows that entrepreneurship education is not as simple as imagined (Wardani & Surabaya, 2021). To foster an entrepreneurial spirit and spirit, especially to produce graduates who are able to create jobs, it cannot be done only in the short term (one or two semesters) let alone only 2-3 credits, but must be done continuously through continuous education and development activities (Murtini, 2020).

The problems that exist in the field, students and college graduates in building an entrepreneurial spirit are not easy problems because this cannot be separated from mentality (Ruswanti et al., 2013), culture (Santosa, 2014), norms (Wiratno, 2012), tradition (Mavianti, 2019), the principle of life and the value of the social-society view that being a worker (Zeng & Honig, 2016). In line with these problems, entrepreneurship education must be directed to increase the spirit and develop skills and knowledge among students so that they have the provisions after becoming a graduate. So it is important for all academics to invest in improving their understanding and skills (Mahmudah & Putra, 2020).

Another problem that occurs related to entrepreneurship education in universities is related to the old mindset regarding the relevance between the educational process at universities and the needs of the labor market (Cui et al., 2021), become a new mindset to fulfill the ability of universities to produce job creator graduates (Raposo & Paço, 2011). The entrepreneurship curriculum needs to be relevant to the current need to produce graduates who are able to create job opportunities by practicing theories through home industry practices. From these problems, the need to strengthen innovation and entrepreneurship education will be one of the most important directions for future higher education reform, underscoring the deep impact innovation and entrepreneurship education have comprehensively improved the quality of higher education (Zhu et al., 2017).

From the description of the problems of entrepreneurship education in universities, entrepreneurship education is not a new concept. Policies often seek more entrepreneurship, and policymakers are eyeing the education sector to fulfill this. The pedagogical challenge is that entrepreneurial competencies are more holistic and psychologically oriented than traditional subject-matter skills. Entrepreneurial skills are learned through pragmatic real-life development projects. Therefore the importance of measuring college student skills instrument. The development of this instrument is a novelty of various existing problems. The various problems above, the research questions of this study are:

1. What is the instrument for measuring college student entrepreneurship skills that can be used?
2. How big is the quality of the measurement instrument for college students' entrepreneurial skills?
3. How high is the practicality of the measurement instrument for college students' entrepreneurial skills?

METHOD

Research Design and Procedure

The type of research used is the development of an instrument for measuring the entrepreneurial skills of college students. The reason for choosing this type of research is to determine the reliability of the instrument that will be used in measuring the entrepreneurial skills of college students. This research uses development Retnawati (2017) which consists of

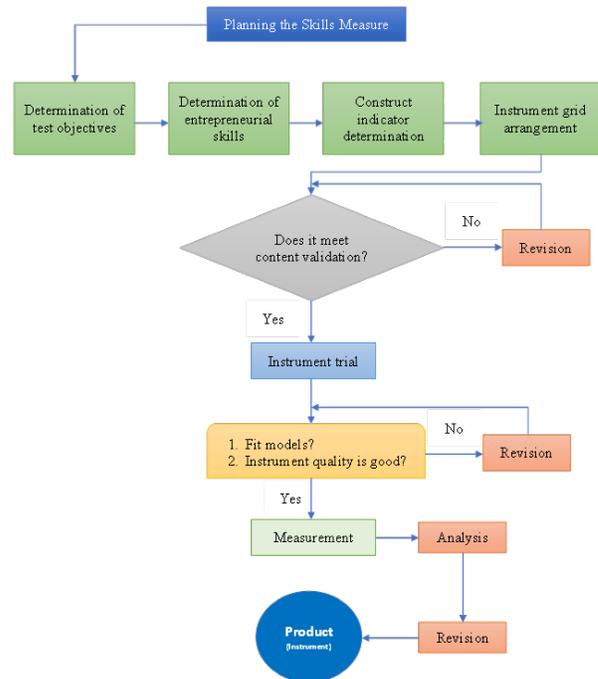


Fig. 1: Research Procedure

(1) determining the purpose of the instrument preparation; (2) search for relevant theories; (3) developing indicator constructs; (4) compiling instrument items; (5) content validation (expert judgment); (6) revision based on validator input; (7) conduct trials on respondents; (8) perform analysis; (9) assemble the instrument. The nine steps of research and development above are described as in Figure 1.:

This research procedure includes:

1. Planning the Skills Measure, the researcher carried out activities for the preparation of the initial draft of the development of the college student entrepreneurial skills measurement instrument. This plan consists of:
 - a. Determination of test objectives, carried out by seeking university information and reviewing literature reviews related to entrepreneurial skills. The purpose of this test is to measure the extent of problem solving skills related to entrepreneurship faced by college students.
 - b. Determination of entrepreneurial skills, in this step researchers determine the basic competencies and skills that college students need to have in entrepreneurship.
 - c. Construct indicator determination, this stage is the compiler of the indicator construct used in testing the test instrument. The preparation of the indicator construct is as follows in Table 1:

Table 1: Construct Indicator

No.	Component	Indicator	Item
1.	Technopreneur	Utilization of technology	2
		E-commerce	2
		Innovation technology	2
			6
2.	Sosiopreneur	Relationship development	2
		Consumption culture shift	2
			4
3.	Ecopreneur	Environmental progress	2
		Regional potential development	2
			4
4.	Edupreneur	Entrepreneurial attitude	2
		Entrepreneurial leadership	2
		Emotions of independence	2
			6
5.	Edupreneur Management	Planning	2
		Development	2
		ROI	2
			6
Item total			26

d. Instrument grid arrangement, the next step is compiling an instrument grid based on an assessment of the indicator construct. For each indicator that already exists, one item of questions will be made and indicators that have a wider scope will be made up of more than one item.

2. Content validation, this step is carried out to examine entrepreneurial skills, indicators, grids, and sola items through expert judgment. This activity is carried out to obtain content validity in order to meet the requirements in terms of concept, construction, and language.
3. Repair of instruments, carried out to rearrange instruments that have been validated by expert judgment. It aims to improve the quality of the instruments that have been compiled.
4. Instrument trial, the procedure carried out at this stage is to test the instrument developed in a limited way to obtain the empirical data needed to test whether the entrepreneurship instrument developed is included in the validity criteria based on empirical data, reliability, and good item parameters. The implementation of the trial aims to obtain an estimate of college students' entrepreneurial skills in understanding test items, knowing the fit of the model, estimating item parameters, and possible obstacles in the implementation of the test.
5. Measurement, the last procedure of developing this research instrument is measurement. This procedure is carried out to determine the entrepreneurial skills of college students. This measurement was carried out in Yogyakarta, Indonesia.

Sample and Data Collection

This research was conducted in Yogyakarta, Indonesia. The subject of the trial was carried out at one university and the subject of the measurement was carried out at three universities in Yogyakarta. The trial subjects and measurement subjects were 300 college students. The technique of selecting test subjects and measurement subjects in this study was using purposive random sampling. This technique is used because it has the aim of determining college students who already have a business/do entrepreneurship both on a small scale and in development and are carried out randomly. This is as conveyed by Mahmudah (2021) that purposive random sampling is the determination of research subjects who already have clear objectives and are carried out randomly.

The technique used in collecting data on the test subjects and measurements is a questionnaire. Questionnaires are one of the data collection techniques that are often used in research (Gall et al., 2003). Often also referred to as a questionnaire

(Hadi, 2015). The questionnaire used in this study is closed. The reason for using a closed questionnaire is that the answer in the statement has been determined by the researcher and the respondent chooses one answer according to the actual opinion and conditions. The dissemination technique in this study was carried out in two ways, namely offline and online through the google form platform. Alternative answers in this questionnaire include “strongly agree”, “agree”, “disagree”, “disagree”, “strongly disagree”. The scale used in the questionnaire is the Likert scale.

The questionnaire used in this study was prepared to determine the practicality of using the instrument in measuring college student entrepreneurial skills. Practicality in question is the ease of use of the instrument, the clarity of the instructions for using the instrument, the effectiveness of the use of language, and the adequacy of the time provided. This research questionnaire consists of 5 indicators and 26 items.

Analyzing of Data

Instrument Content Validity

Content validity is carried out to test the test items as a whole by contacting expert judgment. According to Mardapi (2008) validity is defined as a test conducted to test the test items as a whole. Validation is done by proving between the grids that have been prepared and the items that have been prepared. The assessment is done by giving a mark on the validator’s assessment. The results of this validation aim to be evidence that the content of the test is in accordance with the material to be measured and tested. The validity formula used is the Aiken V Index (Aiken, 1980).

$$V = \sum s [n(c-1)]$$

Information:

- s = r-lo
- lo = lowest score of validity assessment (in this case – 1)
- c = highest score of validity assessment (in this case – 5)
- r = the number given by an appraiser

Construct Validity

Construct validity in this study is used to test the extent to which the instrument can measure certain constructs. There are two kinds of construct validity, namely EFA (exploratory factor analysis) and CFA (confirmatory factor analysis). The analytical tool used in the EFA construct is SPSS version 23 and CFA uses Lisrel 8.80.

EFA was conducted to test the adequacy of the model using the Kaiser-Meyer-Olkin (KMO) value, the analysis can be continued if the decision of KMO 0.5 (Sarstedt & Mooi, 2012). Then the Bartlett test (Bartlett test of sphericity) was carried out. The purpose of the Bartlett test is to determine whether there is a correlation between variables or not. The analysis

can be continued if the Bartlett test value is significant 0.05. The next step is unidimensional analysis by knowing the scree plot on the most dominant graph (Hanlbleton et al., 1991).

The CFA in this study was conducted to test the suitability of the construct model used to measure the entrepreneurial skills of college students. The results of the model fit test are seen in the chi square which measures the model fit. The chi square value of 0 indicates that the model has a perfect fit. The chi square probability is expected to be significant at the p-value 0.05 (Toit & Toit, 1939). In this CFA analysis, it can also be seen the results related to the criteria, namely the Root Mean Square Error of Approximation (RMSEA) value measuring the deviation of parameter values in a model with a population covariance matrix. The RSMEA value 0.08 indicates the fit model, while 0.08 indicates the model does not fit (Toit & Toit, 1939).

Instrument Reliability

Reliability is the level of consistency or constancy between two measurement results on the same object (Sarstedt & Mooi, 2012). Reliability is indicated by the value of the correlation coefficient between the two observed scores obtained from the measurement results using parallel instruments (Ambrosio, Prato, & Mennucci, 2011). Reliability estimation aims to determine whether the instrument is consistent and stable for measuring constructs. The reliability of the instrument from the reliability index, which is calculated statistically, is referred to as the reliability coefficient. Estimation of reliability using the Cronbach’s Alpha formula using SPSS version 23. The instrument is said to be reliable if it has a general reliability coefficient 0.7 (Sarstedt & Mooi, 2012). The formula used is as follows:

$$\sigma = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Information:

- σ = instrument reliability coefficient
- k = the number of questions in the instrument
- ∑σ = total variance of instrument items
- σt² = total score variance

Instrument Practicality Test

Table 2: Practical Analysis of College Student

Questionnaire score	Criteria
X ≥ 48	Very Practical
48 > X ≥ 36	Practical
36 > X ≥ 24	Practical enough
24 > X ≥ 12	Not Practical
X < 12	Very Impractical

The practicality test in this study was conducted to make it easy for college students to measure entrepreneurial skills. Criteria meet practicality, among others, the instrument has been validated by an expert, the user can use the instrument, and the user can use it easily (Akker et al., 2017). The practicality test in this study assessed the entrepreneurial skills of college students whose questionnaires were distributed via google form to all college students in four universities in Yogyakarta, Indonesia. The practicality of this instrument can be assessed if 60%.

FINDINGS

Based on the analysis that has been done, the following are the results obtained related to the development of the instrument used to measure the entrepreneurial skills of college students:

Table 3: Instrument Content Validity Results

No	Rater						Σs	$n(c^{-1})$	V	Information
	1	2	3	S1	S2	S3				
1	4	5	4	3	4	3	10	12	0,833	Valid
2	4	5	5	3	4	4	11	12	0,917	Valid
3	4	5	5	3	4	4	11	12	0,917	Valid
4	3	5	5	2	4	4	10	12	0,833	Valid
5	3	5	5	2	4	4	10	12	0,833	Valid
6	4	5	5	3	4	4	11	12	0,917	Valid
7	3	5	5	2	4	4	10	12	0,833	Valid
8	3	5	5	2	4	4	10	12	0,833	Valid
9	3	5	5	2	4	4	10	12	0,833	Valid
10	4	5	5	3	4	4	11	12	0,917	Valid
11	4	5	5	3	4	4	11	12	0,917	Valid
12	4	4	5	3	3	4	10	12	0,833	Valid
13	4	5	5	3	4	4	11	12	0,917	Valid
14	4	5	5	3	4	4	11	12	0,917	Valid
15	4	4	5	3	3	4	10	12	0,833	Valid
16	4	5	4	3	4	3	10	12	0,833	Valid
17	3	5	5	2	4	4	10	12	0,833	Valid
18	3	5	5	2	4	4	10	12	0,833	Valid
19	4	5	5	3	4	4	11	12	0,917	Valid
20	4	5	5	3	4	4	11	12	0,917	Valid
21	4	4	5	3	3	4	10	12	0,833	Valid
22	4	5	5	3	4	4	11	12	0,917	Valid
23	4	5	5	3	4	4	11	12	0,917	Valid
24	4	5	5	3	4	4	11	12	0,917	Valid
25	4	4	5	3	3	4	10	12	0,833	Valid
26	4	5	4	3	4	3	10	12	0,833	Valid
Average Aiken V Index									0,872	Valid

Instrument content validity

The validity of the content of this instrument is done by contacting expert judgment to assess the instrument grid and items to be used in developing the instrument. There are three experts involved in the assessment. Items assessed in content validity consist of 26 items using a Likert scale (1-5 scale). The following are the results of content validity:

Based on table 2, it can be concluded that the 26 items assessed by expert judgment have a high category. This means that the range of the number V from the analysis results has a range between 0 to 1.00, then all the values of the V results above have good coefficient values. So that the item has good content validity and supports the overall test content validity.

Construct Validity

EFA

The EFA in this study was to test the adequacy of the sample used in the analysis of the development of the entrepreneurial skills instrument. Existing data were analyzed using SPSS version 23. The sample was 300 college students with a test length of 26 items. The following are the results of the EFA analysis that has been carried out:

The results of the above analysis can be concluded that the KMO value is $0.960 > 0.05$. This means that the instrument used has a sufficient model. So it can be continued for analysis.

Table 4: KMO and Bartlett's Test Results

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.960
Bartlett's Test of Sphericity	Approx. Chi-Square	3411.485
	df	325
	Sig.	.000

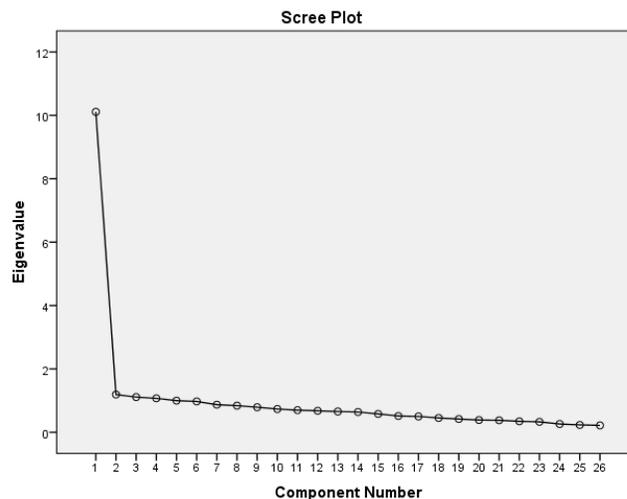


Fig. 1: EFA result scree plot

The result of the next analysis is to see the number of factors contained in the instrument can be known from the scree-plot. The following are the results of the scree plot analysis (Fig. 1):

Based on the picture (Fig. 1), it can be concluded that the eigenvalues start to slope at the 2nd factor. This shows that there is a dominant factor in the student college entrepreneurial skills measurement tool. These results prove that the instrument meets the unidimensional assumption or in other words only measures 1 dominant factor. Furthermore, the eigenvalues can be seen in the following table:

Based on the results of the analysis in table 4, it can be concluded that the cumulative percentage of the first factor eigenvalues is 38.891%. This percentage has exceeded 20% of the criteria, so the instrument against the facilitators is proven to only measure one factor or unidimensionality.

CFA

Table 5: Unidimensional Test Analysis Results of Development Instruments

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	10,112	38,891	38,891
2	1,192	4,585	43,476
3	1,111	4,275	47,751
4	1,071	4,120	51,871
5	1,000	3,846	55,717
6	,973	3,742	59,459
7	,871	3,351	62,810
8	,841	3,235	66,045
9	,792	3,045	69,090
10	,734	2,822	71,912
11	,699	2,690	74,601
12	,678	2,608	77,209
13	,656	2,524	79,733
14	,640	2,460	82,193
15	,580	2,230	84,423
16	,516	1,984	86,407
17	,501	1,926	88,333
18	,454	1,746	90,079
19	,419	1,613	91,692
20	,388	1,494	93,186
21	,380	1,461	94,647
22	,348	1,337	95,984
23	,331	1,272	97,255
24	,263	1,011	98,266
25	,233	,896	99,163
26	,218	,837	100,000

The CFA test of the entrepreneurial skills measurement instrument was developed to measure the instrument's construct consisting of five indicators, namely (1) technopreneur; (2) sociopreneur; (3) ecopreneurs; (4) edupreneur; and (5) edupreneur management. The five indicators were tested through the CFA. This construct validity test was conducted to answer research questions related to the quality of the instrument that met the validity and reliability.

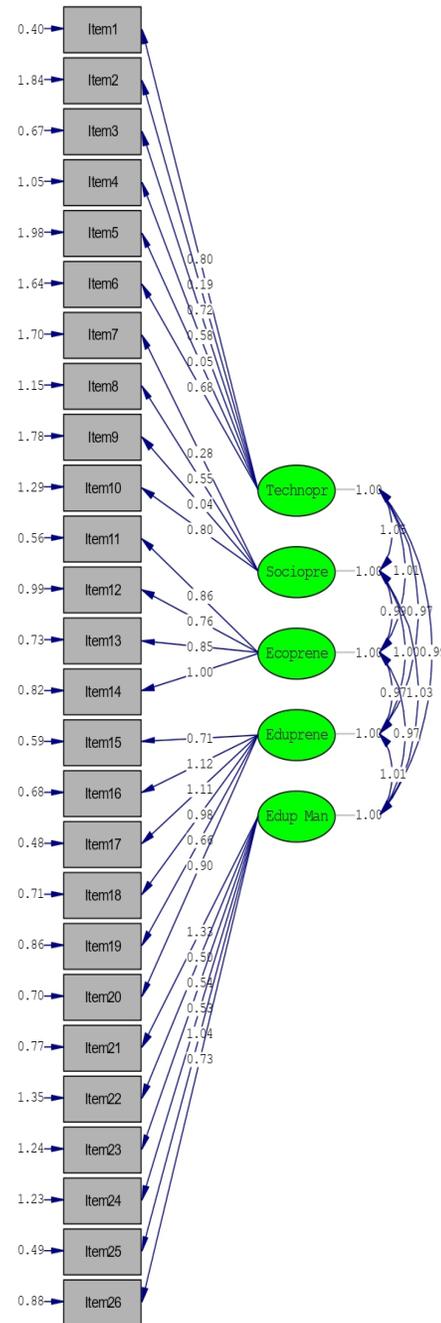


Fig. 2: CFA First Order test results

The CFA in the measurement instrument of entrepreneurial skills developed consists of 26 items. Here are the test results:

Based on the results of the analysis in Figure 3 above, the results of the fit test of the instrument measuring the entrepreneurial skills of college students meet the criteria for the model fit test (good of fit) because the p-value is 0.16722 ($p > 0.05$), the RMSEA is 0.016 (RMSEA). 0.08) (Jöreskog & Sörbom, 1993). Thus, the instrument for measuring college students' entrepreneurial skills based on theoretical studies is compatible with empirical data in the field.

Instrument Reliability

The reliability test was carried out using the Allfa formula from Cronbach. The steps taken by researchers in determining this reliability are estimating each item and the total variance. The results of the next reliability coefficient are as follows in Table 6.:

Based on the results of the reliability analysis above, it is 0.919 (≥ 0.7). Obtaining the results of the reliability analysis shows that the level of reliability of the test instrument measuring the entrepreneurial skills of college students is in a very good category.

Table 6: Instrument Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.919	26

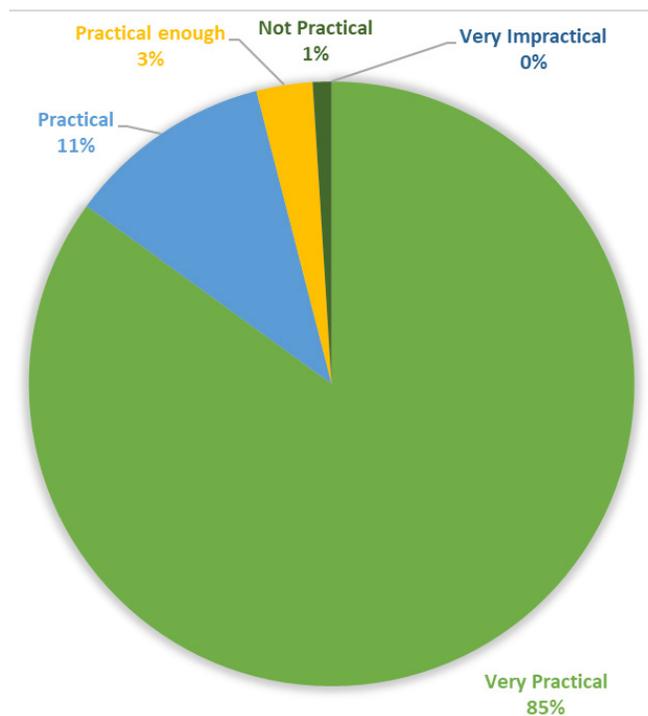


Fig. 3: Practicality Test Results of Developed Instruments

Instrumental Practicality

The results of the questionnaire that have been distributed through the google form consist of aspects of the practicality of the instrument instructions, ease of use of the instrument, and the practicality of using the instrument as many as 26 items. The practicality test in the instrument for measuring college student entrepreneurial skills is as follows in Table 3:

The calculation results from the picture above show that college students' responses to the use of entrepreneurial skills measurement instruments show 85% very practical, 11% practical, 3% quite practical, 1% impractical, and 0% very impractical category.

DISCUSSION

Based on the results of the analysis above, it can be understood that the instrument for measuring the entrepreneurial skills of college students has complied with the rules for compiling items in a comprehensive and proven fit and can be used to measure entrepreneurial skills. The results of measuring the entrepreneurial skills of college students on 300 people who were processed using program R showed that students were located in the interval -4 to 4. This showed that the entrepreneurial skills of college students were very varied. This conversion process uses the skills presented in Hambleton's theory that abilities generally lie in the interval -4 to 4. After being converted using the formula, college students worked on a closed questionnaire that had been prepared by the researcher. With scores presented in the form of very high, high, moderate, low, and very low categories (Miller et al., 2009). The value of entrepreneurship skills of college students with the highest frequency is sufficient. This is influenced by several factors that need to be developed by college students, especially those related to entrepreneurial attitudes.

The entrepreneurial attitude of students is the foundation for the development of knowledge and actions in entrepreneurship. In general, this attitude becomes a strength for college students to develop themselves in entrepreneurship (Fitzsimmons & Douglas, 2010). There are several indicators that affect the entrepreneurial skills and attitudes of college students such as innovation, vision, research taking, and self confidence (Dewi & Christian, 2017). Education, especially entrepreneurship is the process of building or shaping attitudes or skill to learners (Widayat & Ni'matuzahroh, 2017). Entrepreneurial competence can be developed through skills taught by lecturers and practiced directly by college students (Soltysiak, 2019). These various entrepreneurial attitude skills support the preparation of the college student skill measurement instrument. In this measurement instrument, the attitude of the college student's entrepreneurial skills is also an important reference in developing the instrument used. So that comprehensively the preparation of the measurement

instrument has indicators that can be used as a reference in improving the entrepreneurial skills of college students.

In this regard, the quality of this measurement has been tested with good results. The quality of the instrument consisting of content validity, reliability, construct validity, and item characteristics of the instrument has been tested theoretically and practically. The validity of the instrument consists of three things, namely content, construct, and criteria (Nunnally & Bernstein, 1994). The content validity of the development of the instrument for measuring the entrepreneurial skills of college students uses expert judgment and is tested with Aiken V which has met the standard index. Meanwhile, the construct validity of the measurement instrument has also met the standard. The validity of the criteria was not carried out in the development of this instrument because the researcher did not answer the question of how far the test predicts the entrepreneurial skills of college students. The content validity of the instrument development is obtained from the decisions of each validator. Validity is said to be valid if 99% of the instruments are ready to be used (Lawshe, 1975). It is said to be valid if 0.75 (Aiken, 1980). The preparation and development of this instrument was also carried out several times after going through the revision of the suggestions from the experts, so that the quality of the instrument could be accounted for.

The next validity test is construct. Using CFA with Lisrel 8.80 software tools. This proof sees the standardized loading factor (SLF) number with an accuracy of > 0.3 , then the item has been able to compile the instrument construct (Sarstedt & Mooi, 2012). Theoretically, the construct of the college student entrepreneurship measurement instrument has been logically arranged by the items. Content and construct validity is a very important requirement in the development of the instrument. With the fulfillment of the validity, the instrument is expected to meet the standard test requirements. So that the fulfillment of validity proves that the instrument can be used by lecturers to measure the entrepreneurial skills of college students.

The development of an instrument for measuring college students' entrepreneurial skills also resulted in a practical instrument. Aspects assessed for practicality are clarity of instructions, use of instruments, clarity of sentences/language, adequacy of time, entrepreneurial skills to be measured, and clarity of scoring instructions for both lecturers and college students. This is in accordance with research conducted by Zahro' (2020) that the practicality of product development is determined from the opinion of college students who state that the resulting instrument can be used. The practicality of the instrument includes the ease obtained in using the measurement instrument (Cahyono et al., 2021). The results show that the developed instrument is feasible to use. An instrument is feasible to use if it is declared practical (Akker et al., 2017). A practical measurement instrument if it is able

to meet the valid, easy-to-use, and in accordance with the purpose of the instrument designation.

CONCLUSION

The conclusion of this research is that the development of instruments for measuring college students' entrepreneurial skills can be continued well. This is in line with the results of tests that have been carried out both when measuring the quality of the instrument and the practicality of using the instrument. Indicators of developing entrepreneurial skills instruments have also been compiled based on theoretical studies so that supporting and valid evidence of empirical test results is the result of the research process for developing this instrument.

RECOMMENDATIONS

This research is recommended to lecturers who teach entrepreneurship education in universities to be used in the process of measuring college students' entrepreneurial skills. Likewise, the indicators compiled in the development of this instrument also need to be carefully considered by college students. It aims to be able to develop attitudes, skills, and knowledge about entrepreneurship, so that the college student entrepreneurship process can be profitable and provide significant experience with the conditions of each skill pursued by college students.

LIMITATIONS

This research is still in the form of developing instruments, meaning that this research has only prepared an instrument for measuring entrepreneurial skills that is valid, reliable, quality, and practical as well as theoretically and empirically proven to be of good quality. There is a need for further research that can be used to measure college student skills in a diffuse and intact manner so that this instrument can be used as a standard in the implementation of skills measurement.

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