

BUILDING ENTREPRENEUR BEHAVIOR IN STUDENTS THROUGH ENTREPRENEURSHIP EDUCATION

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ABSTRACT

Entrepreneurship education has an important role in changing the mindset of students. Entrepreneurship education is given to Trunojoyo Madura University students because it can change the mindset of students, who have been interested only as job seekers and not as students who are ready to create jobs. With this entrepreneurship education, in addition to changing the mindset of students, is also expected to change student behavior. Behavior is the motivation of achievement, unyielding, risk-taking, creative and innovative. To realize the change of mindset of students is very necessary role of Trunojoyo Madura University in the implementation of entrepreneurship education. In addition, the role of college graduates in motivating young graduates to become entrepreneurs is very important in growing the number of entrepreneurs. With the rise of entrepreneurs from among scientists will reduce the number of unemployed and even increase the number of jobs.

Keywords : *Enterpreneurship, Enterpreneurship Education, Trunojoyo Madura University*

INTRODUCTION

The problem of the low interest and motivation of students to entrepreneurship today is a serious thought many parties, both government, education, industry, and society. Various efforts are made to foster entrepreneurial spirit, especially changing the mindset of students who have been interested only as job seekers. So this is a challenge for Trunojoyo Madura University as a graduate-producing institution.

Growing entrepreneurial spirit of the students through entrepreneurship education becomes the task of Trunojoyo Madura University because by growing entrepreneurship spirit is one alternative to reduce unemployment rate, because scholars are expected to become self-employed and educated young entrepreneurs. The number of young entrepreneurs in Indonesia is still less than 2%. This amount is considered not ideal because the consensus of a country in order to be advanced ideally has entrepreneurs 2% of the total population, and if this can be achieved can be the competitive advantage of the nation. Thomas Zimmerer (1996) states that one of the factors driving the growth of entrepreneurship in a country lies in the role of the University through the implementation of entrepreneurship education. The University is responsible for encouraging and educating and providing entrepreneurship skills to its alumni and motivating its alumni to dare to decide that entrepreneurship is a good career choice for them.

Universities need to apply a concrete entrepreneurship learning pattern by taking into account the empirical input to equip students with good knowledge in hardskill and softskill in order to foster student interest in entrepreneurship. While universities are faced with the problem of how to grow student interest (intensi) for entrepreneurship and what factors affect the interest (intention) to choose a career as an entrepreneur after they graduate later. Based on various studies that have been done on student interest, it can be concluded that one's entrepreneurial interest is influenced by a number of factors that can be seen in an integrated framework involving various internal factors, external factors, and contextual factors. Internal factors derived from self-entrepreneurs can be character traits, as well as demographic socio factors, such as age, gender, and others that may affect one's entrepreneurial

behavior (Nishanta, 2008). While external factors come from outside the entrepreneur self-perpetrators that can be elements of the surrounding environment such as support from parents, friends, and so forth.

Entrepreneurship education not only provides a theoretical foundation on the concept of entrepreneurship but shapes attitudes, behaviors, and mindset of an entrepreneur. It is an investment of human capital to prepare students in starting a new business through the integration of essential experience, skills and knowledge to develop and expand a business. Entrepreneurship education can also increase students' interest in choosing entrepreneurship as a career option in addition to career options to be private employees, civil servants, or state-owned employees where it can significantly guide attitudes, behaviors, and interests toward entrepreneurship. Attitudes, behaviors, and interests toward a student's entrepreneurship are influenced by consideration of various aspects of career choice as an entrepreneur. Consideration of these career choices may vary depending on the preference for the risk they will incur later. Students who are afraid to take risks tend to choose to be a private employee, civil servant, or state-owned employee as a career choice whereas for risk taker students to leave the comfort zone will likely choose to become an entrepreneur as their career choice. The lack of entrepreneurs is a common problem with the Indonesian people. The responsible parties are not only the government, but the entire citizens of Indonesia. This is what causes the need for young entrepreneurs in Indonesia. The question arises, how to create a young entrepreneur-entrepreneur? According to McMullan & Gillin (1998) in Wiratmo (2005) says that 87% of entrepreneurial graduates start a business. So entrepreneurship needs to be given to someone in a good educational system and is expected to have great potential to become an entrepreneur.

Kourilsky and Walstad (1998) mentioned that the influence of entrepreneurship education has been considered as an important factor to cultivate and develop passion, soul, and entrepreneurship behavior among the young generation. For that, it takes the role of the world of education including universities to always build and directing the ability and interest of college graduates to move and develop entrepreneurship so that little jobs are not a problem for graduates, as they are already able to run their own business.

Formulation of the problem

Trunojoyo Madura University as one of the State Universities in Madura Island is committed to developing clusters of six (6) sector so that Trunojoyo Madura University has different characteristics compared to other universities located in East Java. In order to prepare graduates from Trunojoyo University Madura ready to compete with other college graduates, the students of Trunojoyo Madura University are equipped with creative and entrepreneurial economics lecture materials.

In addition, various efforts are continuously conducted by Trunojoyo Madura University to encourage and foster interest and entrepreneurship among students, either through external grants programs such as DIKTI (Ditlitabmas), cooperation with government agencies and funding sources from internal. Silabi, learning design, and learning methods of entrepreneurship subject are always refined and adjusted to the changing demands of the situation and conditions. Trunojoyo Madura University establishes a separate unit that handles student entrepreneurship activities and the development of soft skills that support students' skills.

Basic Concepts of Entrepreneurship

According to Zimmerer (1996) entrepreneurship is a combination of creativity, innovation and the courage to face the risks that are done by hard work to form and maintain new products. While entrepreneurship according to Drucker (1990) in Segal et al., (2005) is a spirit, ability, attitude, individual behavior in handling business / activity that lead to searching, creating, applying work, technology and new product by increasing efficiency in order to provide good service and or gain greater benefits. Another definition by Koh (1996) explained that entrepreneurship is the process of doing something new (creative) and doing something to create wealth for people and added value to society. Meanwhile, according to Dollinger (1999) in Segal et al., (2005) defines entrepreneurship as the creation of an innovative economic organization organization that aims to gain added value, initiative or development in risky and uncertain conditions. Basically the formation of entrepreneurial spirit is influenced by internal and external factors (Priyanto, 2008) in (Suharti and Sirine, 2011). Internal factors that come from within the entrepreneur can be personal traits, attitudes, willingness

and ability of individuals who can give the power of individuals to entrepreneurship. While external factors come from outside the entrepreneur self that can be elements of the environment such as family environment, business environment, physical environment, socio-economic environment and others. Meredith (1998) specifically sees entrepreneurs as people who enjoy working, and are dedicated to what they do, turning heavy work into exciting, exciting and empowering jobs. Meredith (1998) further adds that entrepreneurs are people who have the ability to see and evaluate business opportunities, gather the resources needed to take advantage of them and take appropriate action to achieve success.

In another definition of entrepreneurship according to Sukidjo (2011) reflects the spirit, attitude, and behavior as examples in the courage to take risks that have been calculated based on the will and ability itself. People who have these attitudes are said to be entrepreneurs or entrepreneurs. What an entrepreneur does is an attempt to achieve a targeted goal. The success will be largely determined by achievement motivation, profit-oriented, strength and fortitude / tenacity, hard work, energetic, and initiative (Hunger and Wheelen, 2003). Furthermore, taking risks is characterized by an individual (entrepreneur) who must know the probability of failure (where the source of failure and how much chance of failure), so the risk can be reduced. Based on several definitions of entrepreneurship described above, it can be concluded that entrepreneurship will involve the formation of attitudes, skills development, and knowledge sharing. In other words, entrepreneurship is one's potential to be developed through education and training in the form of experience, challenge, and courage to take risks in working and / or creating jobs.

Entrepreneurship Education

Entrepreneurship education can shape the mindset, attitude, and behavior of students into a true entrepreneur thus directing them to choose entrepreneurship as a career choice. Education will shape entrepreneurship by increasing knowledge of business and establishing psychological attributes such as self-confidence, self-respect and Self-Efficacy (Kuarilsky & Waistrad, 1998). Entrepreneurship education on campus aims to develop academic potential and student personality, mastering science and technology, according to the needs and developments in the world of work. This is explained also by Sukidjo (2011) that the goals of entrepreneurship development in schools, colleges and communities are 1) Increasing the number of qualified entrepreneurs. 2) Realizing capability and memantabkan entrepreneur to produce ability and prosperity of society. 3) To cultivate enthusiasm, attitude, behavior and entrepreneurship among students, students and society in general. 4) Fostering a strong and strong entrepreneurial awareness and orientation towards students, students and society at large.

Based on research conducted by Ahmad, et al (2013), explaining through education, an entrepreneur can be taught and created. Education entrepreneurship is experiential or experiential-based education, which focuses on field practice supported by basic knowledge in the classroom. And the results obtained that there is influence of entrepreneurship education on entrepreneur behavior of students, which can be demonstrated by having the behavior of achievement, personal control and self-esteem after students get entrepreneurship education.

Looking at previous research which states that entrepreneurship education has a positive effect on student entrepreneurship motivation. So motivation is needed for students, especially to encourage students to want, interested and interested to entrepreneurship. In addition, motivation is no less important in growing the entrepreneurial spirit because most entrepreneurs are motivated by the desire to determine their own destiny is to try as optimal as possible to achieve a goal to meet the needs of life. In another explanation, Yohnson (2003) explains that universities need to apply a concrete entrepreneurship learning pattern based on empirical input to equip students with meaningful knowledge in order to encourage entrepreneur spirit to entrepreneurship. So the importance of this entrepreneurship so that it needs to be applied in the implementation of entrepreneurship education in educational institutions formal education such as a campus to build an independent and disciplined life in facing the challenges of life, so as to create employment opportunities. Entrepreneurship education follows the lifelong educational principles that take place anytime and anywhere, therefore entrepreneurship education must start early and can even start from within the family (Yohnson, 2003). Therefore, the campus needs to be active in entrepreneurial learning. Therefore, the need to be re-enhanced by the guidance of student interest, as well as to intensify the entrepreneurship education

in campus, so that the entrepreneur interest owned by the students can be channeled through the appropriate activities.

Entrepreneur Behavior

Entrepreneurship behavior is seen from the perspective of sociology explains the relationship of human relations, the pattern of community life and the norms and culture of society that shape entrepreneurial behavior. Perspective psychology review entrepreneurial behavior viewed from psychological factors in the form of personal aspects and entrepreneurial motives. Meanwhile, according to Guth & Ginsberg (1990) entrepreneurial behavior is a behavior to run the idea, improve competitiveness, adjust the organization to environmental changes and efforts to achieve better performance (Guth & Ginsberg, 1990). In this case entrepreneurial behavior will be associated with innovation factors, proactiveness and risk taking. Entrepreneurship behavior can be defined as a set of individual activities in terms of innovation, new venturing, and strategic renewal (Zahra, 1996). Furthermore Zahra (1996) explains entrepreneurial behavior as an activity by using imagination, courage, intelligence, leadership, diligence, and determination to pursue wealth, power and position. Based on the results of research conducted by Wijaya (2008), it is practically recommended that the development of entrepreneurship behavior in the community can be through entrepreneurship training. The main factors that need to be attention is the attitude of entrepreneurship and self efficacy by giving the provision of developing attitude in responding to the opportunities and tolerating risk in the business. Self-efficacy can be enhanced by providing knowledge and entrepreneurship skills. In addition, the results of this study can also contribute to the world of education, especially entrepreneurship education to pay attention to entrepreneurial attitudes and self efficacy as an internal factor or personal. Educational patterns need to instill innovative and creative values in responding to opportunities, creating opportunities and entrepreneurial skills and knowledge such as business establishment and business management. Theoretically, this research model can be further developed as considering the personality and demographic factors that determine the uniqueness of individual behavior. Experts suggest that a person has an interest in entrepreneurship because of a certain motive, the achievement motive. According Suryana (2003) motives of achievement is a social value that emphasizes the desire to achieve the best to achieve personal satisfaction. An entrepreneur should be a person who can look to the future more optimistically. Looking forward with thinking and trying. Enterprises take full advantage of opportunities. Future-oriented people are people who have a perception and a future view. Having a long-term view of the future, he will always strive to move and work (Suryana, 2003). The key to the ability to create something new and different from the existing one.

CONCLUSION

Trunojoyo Madura University is a place of learning, including learning entrepreneurship, so it is expected to produce graduates who are not only able and competent to find jobs, but also produce graduates who can compete to create jobs. Students should take advantage of learning opportunities including entrepreneurial learning, and make every opportunity an opportunity.

Based on the discussion that has been done can be concluded that the application of entrepreneurship education in college should continue to be given in order to change the mindset of the students who had been interested only as a job seeker and not a student who is ready to create jobs. . In addition, provision of entrepreneurship education is provided to equip students with life skills and adaptability and social skills (soft skills) to the work environment. The expected behavioral change with entrepreneurship education is that students have achievement motives, unyielding, risk-taking, creative and innovative. For the implementation of entrepreneurship education on campus, not only provide theoretical supplies but also provide examples of entrepreneurial practices that can provide a real picture of entrepreneurship. In addition, to achieve the formation of entrepreneurial behavior in students then practically the development of entrepreneurial behavior on students can be through entrepreneurship training.

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