

ENTREPRENEURSHIP EDUCATION AFFECTING ENTREPRENEURIAL ATTITUDES AND INTENTIONS (CASE STUDY STUDENTS OF IBM CIPUTRA UNIVERSITY)

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ABSTRACT

This study aims to 1) test the entrepreneurship education significantly influence entrepreneurial attitude; and 2) test the entrepreneurial attitudes significantly influence entrepreneurial intentions. This study uses a quantitative approach to the analysis of the Structural Equation Model (SEM), which aims to determine the effect of entrepreneurship education (x1) effect on entrepreneurial attitudes (Y1) and entrepreneurial intention (Y2). In this study belong to the entire student population is IBM's UC class of 2010 through 2012 sample in this study was 90 respondents were obtained through the approach of the sample size. Data retrieval technique using a questionnaire. The results of this study showed that entrepreneurship education (x1) effect on entrepreneurial attitudes (Y1) and entrepreneurial attitudes affect the entrepreneurial intention (Y2). The magnitude of the direct effect of entrepreneurship education on entrepreneurial attitudes of 0.811. The direct effect of an entrepreneurial attitude towards entrepreneurial intentions of 0.572.

Keywords: Entrepreneurship Education, Entrepreneurial Attitudes, Entrepreneurial Intentions

INTRODUCTION

Indonesian state currently has the percentage of entrepreneurs in figure 0.28%, according to data from the department of SMEs and cooperatives that percentage is below the ideal limit of 2% of the total population. The number of small, medium and large enterprises around 683 383 units of the 240million population of Indonesia This shows that people prefer to focus become or be an employee and public servant. Formal education is required to establish a new mindset of each individual. Thought to be the focus of a public servant or employee should start diverted. Education can be one tool to transmit entrepreneurship. Ciputra University has been established since 2006, has a vision to be the university that is able to produce graduates with the capability of world-class entrepreneurship has excellent character and a major positive impact for the nation. While the mission of the University of Ciputra is

- 1) Establish a graduate who has the mindset of an entrepreneur.
- 2) Provide support for the formation of graduates who have a superior character.
- 3) Provide support for awakening the spirit of entrepreneurship.

- 4) Developing graduates who have skills - skills to be professional and entrepreneur in the field.
- 5) Managing research - research that can improve academic potential and entrepreneurship.
- 6) Encourage the establishment of a sense of social responsibility among university.

IBM Department of the Ciputra University has a structured program of up to half of the seventh semester for entrepreneurship, the Entrepreneurial Project. The purpose of this course makes the students feel the real atmosphere of doing business. Each semester the students have learning stages and targets appropriate learning period.

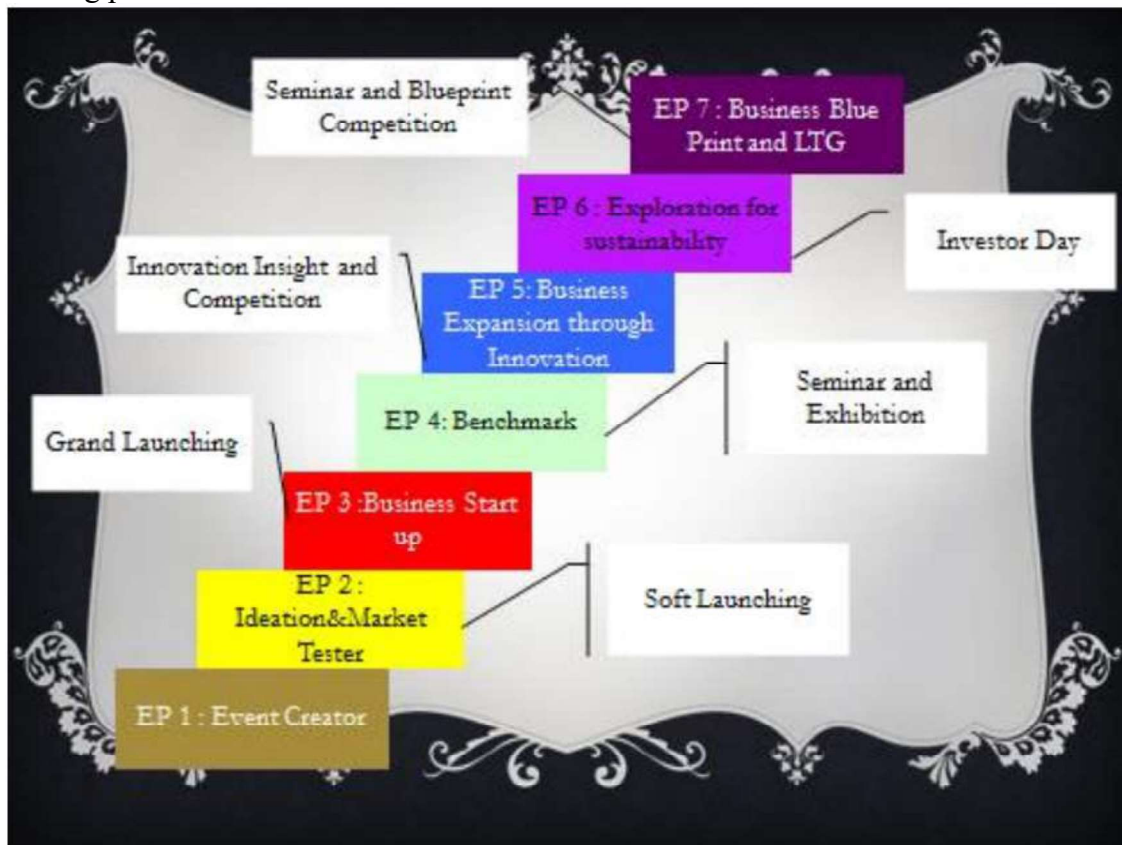


Figure 1 Stages of Entrepreneurial Learning Project at the University of Ciputra IBM

Based on the description above, the researcher wants to conduct an analysis of entrepreneurship education in the IBM study program for students who have gone through the course of Entrepreneurial Project 2, because the students have started to learn about how the business trip of the 1st half and the 2nd half got deepening both in theory and practice. The importance of this is to understand the business processes can begin to think they are going to run.

CONTEXT AND REVIEW OF LITERATURE

Understanding of Entrepreneurial Intention Intentions according to the definition by Fayolle, Gailly, and Lassasclerc (2006) in Mwakujonga and Sesabo (2012: 18) is the knowledge of a person's readiness to perform a particular behavior and is considered

precede behavior. The process to determine the readiness is also used to look at the condition of a person to address entrepreneurship. Initial understanding of entrepreneurial intentions by Peng et al. (2012) is a mental orientation as wishes, desires, and expectations influence their choice of air-entrepreneurship. Entrepreneurial intentions, according to Lee and Wong (2004) in Suharti and Sirine (2011), is the first step of a process of establishment of a business that is generally long term. Entrepreneurial intentions, according to Bird (1988) has the goal is not only to create new businesses but also to create new value for existing firms. This explanation proves that the entrepreneurial intention is not just to start a business but also to support business growth. According Suharti and Sirine (2012) is to choose a career as an entrepreneur rather than working for others. In its development, entrepreneurial intentions are not only measured on the individual intentions that would open a business but also to the growth of a business, as expressed by Fini et al. (2009) in Mappigau and Maupa (2012). Forming indicator of entrepreneurial intention is a career as an entrepreneur and to continue a company that has been running.

UNDERSTANDING OF ENTREPRENEURIAL ATTITUDES

Entrepreneurial attitude and Spinelly according to Timmons (2011: 45) is the attitude that emphasizes taking initiative and responsibility, determined to survive and resilient and able to adapt, instead of focusing on personalities but rather on what they do. Another understanding of the entrepreneurial attitude, according to Ajzen (1988) and Robbins et al. (1991) in Chen et al. (2012) is a positive and a negative one's intention in seeing a new business and can be measured through cognitive, affective, and the intention of the perpetrators. Indicator forming an entrepreneurial attitude adopted on entrepreneurial attitudes orientation (EAO) as designed by Robinson et al. (1991) in Harris and Gibson (2008) is a business achievement, innovation, control of business outcomes, and self-perceived in the business. Understanding of Entrepreneurship Education Entrepreneurship education, according Tanan and Ciputra (2008: 85) has a sense of establishment mindset, character, and certain life skills that ultimately produce skills to create chances, innovate, and measured risk-taking. In educating an entrepreneur, not only to teach about entrepreneurship theory or have skills - a skill like that done by the entrepreneur, but should be able to encourage someone to believe the entrepreneurial choice, because it needs now is entrepreneurs who will be able to create jobs for themselves and others. In an impact on student behavior requires education that prepares candidates for potential entrepreneurs and real, in Steeter et al. in Ciobotaru (2013) and was able to make education at the university closer to the realities of the market (Powel and Ozorhon, Mars et al., Tartari et al., and Bourellos in Ciobotaru (2013)). Entrepreneurship education needs criteria, in Soehadi et al. (2011: 31),

- 1) experience actively trying,
- 2) learn from others, and 3) learn from formal sources.

Hypothesis The hypothesis in this study is

- H1 : Education entrepreneurship significant effect on entrepreneurial attitudes.
H2 : Entrepreneurial attitudes significant effect on entrepreneurial intentions.

RESEARCH METHODS

The approach used in the present study was to use a quantitative approach. Quantitative approach, according to Prasetyo and Jannah (2011: 25) is in the scope of social development that gives primary emphasis to the explanation of basic concepts which are then used as a means of analysis. The total population in this study were all students of the University of Ciputra IBM who have passed courses Entrepreneurial Project 2, which amounts to about 820 students. Sample in this study is determined by the method of sample size. This method uses the calculation of the amount of indicator multiplied by 10 Determination of the number of samples is to use the rule of thumb (Hair et al., 1995 in Djauhari and Rachmansyah (2010) which states the sample size is 5-10 times the number of indicators. Thus the sample in this study is 90 people. sampling technique with a non-probability method is based on the ease (convenience). Methods of data collection in this study using a closed questionnaire on each - each question item. Closed means that respondents are only given a certain answer choices. The type of data in this study are nominal data for gender, ordinal data for education level, and the ratio of data to the questionnaire questions. In this study, using a Likert scale attribute. This scale was first developed by Rensis Likert. The method according to infallible (2009: 81) in Prasetyo and Ali (2013) is a method that uses the distribution of responses scaling agree -disagree as the basis for determination of value. In this study the determination of the value enforced. Variables examined in this study can be divided into three. The first is the exogenous variables, namely entrepreneurship education (X1). The second is an intervening variable, namely the variable entrepreneurial attitude (Y1). The third is an endogenous variable, ie the variable of entrepreneurial intentions (Y2). Data Analysis Techniques SEM Analysis SEM analysis, according to Byrne (2010: 3) is a statistical methodology that takes a confirmatory approach to the structural analysis based on the theory that some of the phenomena. SEM used in this study is as follows:

$$Y1 = \alpha$$

$$1X1 + e1$$

$$Y2 = \beta1Y1 + e2$$

Specification:

Y2 = variable entrepreneurial intentions

$\alpha1$ = coefficient of variable entrepreneurship education on entrepreneurial attitudes

x

1 = variable entrepreneurship education

$\beta1$ = coefficient of variable entrepreneurial attitude towards entrepreneurial intentions

Y1 = variable entrepreneurial attitude

e1, e2 = error

RESULT

Characteristic of Respondent

Table 1 Characteristics of Respondents by Gender and Age

Attributes	Category	Number	Percentage
Gender	Mal	46	51,1
	Femal	44	48,9
Level of education	3 rd semester	6	6,7
	5 th semester	55	61,1
	7 th semester	29	32,2

Source: The study results were processed in 2014

From the table above, it can be seen that most of the respondents by gender is male as many as 46 people (51,1%) and the highest level of education category is 5th semester by the number of 55 people (61,1%).SEM Analysis Based on the research that has been done then obtained the following results:

Tabel 2

Variabel	CeofLane	CR	P value	Description
Entrepreneurship education → entrepreneurial attitudes	0,811	3,376	***	Significant
Entrepreneurial attitudes → entrepreneurial intentions	0,572	2.406	0,016	Significant

Source: The study results were processed in 2014

According to the table above, generated SEM is:

$$Y1 = 0,811 X1$$

$$+ 1 \square$$

$$Y2 = 0,572 Y1$$

$$+ 2 \square$$

SEM above can be explained as follows :

1. The magnitude of the direct effect of entrepreneurship education on entrepreneurial attitudes of 0.811.
2. The magnitude of the direct effect of an entrepreneurial attitude towards entrepreneurial intentions of 0.572.

CONCLUSION

Based on research results that have been discussed in the previous chapter, it can be concluded as follows:

1. Significant effect of entrepreneurship education on entrepreneurial attitudes. The results of the study showed that entrepreneurship education in the learning resources from experience, learning from formal sources, and learn

from the other party an impact on entrepreneurial attitudes. The most important indicator in entrepreneurship education is experience.

2. Entrepreneurial attitude have a significant effect on entrepreneurial intentions. The results of the study indicate that entrepreneurial attitudes on indicators of achievement, innovation, personal control, and self-esteem have an impact on entrepreneurial intentions. The most influential indicator of entrepreneurial attitude is personal control. In the entrepreneurial intentions of the most visible indicator of the continuing company has been running.

Managerial Implication

Before Research	After Research
As a lecturer, educating students since grown is a lesson of life, so it can not only teach the students but also pay attention to the situation.	<ol style="list-style-type: none"> 1. Students in the first level test how his desire to do business and what areas of the interest 2. Lecturer at IBM are given the facility to do business so as to get to know the real dynamics. 3. Lecturer in IBM limited in the amount of teaching in the classroom and given two days for business. 4. The ratio of faculty and students are not obligatory excessive that faculty can optimally monitor and focus on business mentoring students. 5. Procurement subject completely - completely designed according to what is and will be facing in the world of work. 6. Textbooks used is applied and when it allows faculty to publish a book that is incorrect - the students can actually be used as a guide in doing business. 7. Research faculty - professors are required to meet the tri dharma college that can be applied to business students. 8. It is thus crucial involvement of Entrepreneurial Project professors who have real experience in the business to strengthen the educational experience of entrepreneurship.

Table 3 Comparison Before and After Research in the Matter of Entrepreneurship Education

Before Research	After Research
IBM Ciputra University lecturer should provide encouragement for the students to have an entrepreneurial attitude.	<ol style="list-style-type: none"> 1. For those businesses that really - really nice there prestigious awards and has values that are important to students. Here students will awaken pride and as a young child will burn spirit. The award was one of them can be written his name on the billboards. 2. If they can pursue the target with the appropriate path, then they will get used to the scent of a real business competition. 3. From the second half was asked to start preparing for innovation in business since the fifth semester will be given the theme of innovation. 4. Preparing the curriculum and faculty from the beginning when the student wants personal business or to continue the family business. 5. Each lecture is obliged to direct students about the importance of being an entrepreneur. 6. Lecturer shows a real impact on the students who received

Source: The study results were processed in 2014

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