

Entrepreneurship Forming Through Entrepreneur Education

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Abstract—This study aims to determine the effect of entrepreneurship education to the entrepreneurial intention and the influence of entrepreneurship education in establishing the students' entrepreneurial intention at Ganesha University of Education. This study uses causalitative research design. The population in this study is all students of Ganesha University of Education (Undiksha) who have taken entrepreneurship courses with a total of 1861 students, while the sample taken amounted to 329 students. The data were collected by questionnaire method. The data obtained were analyzed by simple linear regression analysis. The results of this study indicated that entrepreneurship education plays a role in establishing the students' entrepreneurial intention at Undiksha, the effect of education in establishing the entrepreneurial spirit is 10.9% and the rest is influenced by other factors that are not included in the research.

Keywords—*Entrepreneurs; Entrepreneur Education; Entrepreneurial Intention*

I. INTRODUCTION

University is an institution to educate students in order to gain adequate intellectual ability and skill as their provision for future life. This is what has been stated in 1945 Indonesian State Constitution on the effort to develop nation's intellectual, that every citizen of school age ranging from elementary level to higher level must be educated. In the vision of development, the government targets the realization of a sovereign, independent, and personified country based on mutual cooperation by creating a nation that has competitiveness (Nasir, 2016). Thus, higher education has a very strategic role in preparing human resources for developing nation.

Superior human resources will encourage the growth of the nation in the field of science, technology and economic sector. Good economic growth should be sustained by the cooperation of the government and the entrepreneur sector, so both sectors must grow together (Thaddeus, 2012). Because the real economic growth is closely related to the ability of the Country to build human, financial, capital, physical and natural resources to produce marketable goods and services (Al-Mubarak & Busler, 2013). Relating to that, university needs to prepare graduates who are able to create these opportunities. The more college graduates who can create their own jobs, the more rapidly the economic development grow, especially in providing jobs. Almost every country in the

world has a way to develop the entrepreneurial intention of the community (Gangi & Timan, 2013). This is in line with the government program as one of the programs of the Nawacita that is to realize economic independence by emphasizing the strategic sectors of the domestic economy (Nasir, 2016).

Generally, education yields an influence on the establishment of entrepreneurial intention (Robinson & Sexton, 1994). Entrepreneurship has opportunity that ensures undergraduate students to earn his own income and helps creating jobs for others. According to Alma (2005: 6) "with the provision and idealism that is obtained on higher education in university, it is expected that they can be entrepreneur". Entrepreneurship education provides students with the motivation, knowledge and expertise to make a successful business (Minniti & Lévesque, 2008). Therefore, it is necessary to instill entrepreneurial intention to the students by providing entrepreneurship knowledge, either by including entrepreneurship education into the core curriculum or by providing entrepreneurship trainings.

Many researchers argue that entrepreneurship is such an unlimited field with no clear conceptual framework (Bruyat & Julien, 2001; Busenitz et al., 2003; Ireland & Webb, 2007; Shane & Venkataraman, 2000). However in general an entrepreneur can be defined as someone who is able to organize, manage and assume risk in a business (Wolf, 1980). Simply, an entrepreneur (entrepreneur) is a person who has the courage to take risks in creating a business in a various occasions. It reflects an independent and courageous mentality. According to Basrowi (2014: 4), "entrepreneurs are people who have the ability to examine appropriate actions to reach success." Kasmir (2006), said that entrepreneurs are courageous people who take risks to build a business on various occasions. In the courage of taking risks to build a business would require creativity and innovation by examining existed opportunities. Besides that, it also requires the critical think.

Nevertheless, entrepreneurship cannot be easy develop just like that. It requires a serious effort in order to make it grow. It can be conducted by offering entrepreneurial course, either by incorporating entrepreneurship education into the core curriculum or by providing entrepreneurial trainings. As well as educational programs or trainings which involve the

development of personal qualities, entrepreneurship education can provide a stimulus in the development of entrepreneurial spirit (Fayole et al, 2006). Entrepreneurial course through education is expected to establish the students' entrepreneurial spirit. It is also able to build and lead the ability and interest of undergraduate students to move and develop entrepreneurship so that they will not feel worried about little jobs are because they have been able to run their own business. .

Solomon and Fernald (in Merry, 2007) and Hisrich and Peters (in Bell, 2008), stated that entrepreneurship education still focuses on the preparation of business plans, how to obtain funding, business development processes and small business management. In addition, the education also provides knowledge on entrepreneurial principles and technical skills on how to run a business. However, knowledge of the principles of entrepreneurship and business management can not exactly create a successful entrepreneur. Therefore, they need to be equipped by various attributes, skills and behaviors that can improve their entrepreneurial skills. Thus, entrepreneurship courses need to be specifically designed to be able to develop entrepreneurial characteristics that it requires a change in the entrepreneurship education system. Challenges in running the education system is on how the learning system can develop themselves in terms of skills, attributes as well as the characteristics of an entrepreneur's behavior among students.

Universitas Pendidikan Ganesha (Undiksha) as one of the universities in Indonesia is also trying to participate in creating entrepreneurs among young people. Entrepreneurship courses have been incorporated into the core curriculum. The entrepreneurship course is required for students from various departments. This is one proof that Undiksha participates to produce graduates with entrepreneurial intention. The entrepreneurship education is expected to develop entrepreneurial characteristics among students.

According to Azwar (2007) the factors that influence attitudes are personal experiences, influence of a considered person, cultural influences, mass media, educational institutions and religious institutions, and the influence of emotional factors. In addition, the formation and change of attitude will be determined by two factors, namely internal factors and external factors (Walgito, 2003). The internal factor (the individual itself) means the individual way of responding to the outside world selectively to accept or to reject. Meanwhile, external factor means circumstance from outsider the individual that is a stimulus to shape or change attitudes. On the other hand, Mednick (1975) stated that the formation of attitudes is influenced by three factors, namely social influences (such as norms and culture), individual personality traits, as well as information that has been accepted by individuals.

The entrepreneurial attitude referred in this study is adopted from the definition given Tawardi (1999), namely the readiness of a person to respond consistently to aspects of

characteristics possessed by an entrepreneur. According to Drucker (1994) wrote that entrepreneurship give more emphasizing on the nature, character, and traits of someone who has a strong will to realize innovative ideas in the business world and can greatly develop them with.

The purpose of this study is to determine the effect of entrepreneurship education in establishing the entrepreneurial intention, and to determine the influence of entrepreneurship education in establishing the students' entrepreneurial spirit at Universitas Pendidikan Ganesha students

II. RESEARCH METHOD

This study uses a causal research design, which determines the effect of entrepreneurship education on the establishment of students' entrepreneurial intention at Ganesha University Education students. The population in this study is all undergraduate of Undiksha. Samples were taken with proportional random sampling. Samples were taken using Slovin formula. Questionnaires are used to collect Entrepreneurship Education data and entrepreneurial readiness.

III. RESULTS AND DISCUSSION

The Effect of Entrepreneurship Education in establishing students' Entrepreneurial Attitudes at Ganesha University Education.

Based on the results of simple linear regression analysis on the influence of entrepreneurship education in establishing the students' entrepreneurship intention at Ganesha University, obtained t of 6.314 with a significant level of 0.000. It can be concluded that H_0 is rejected. This means that there is positive and significant influence of entrepreneurship education in establishing the students' entrepreneurship intention at Ganesha University. The results of linear regression analysis can be shown in the following table.

This shows that the implementation of entrepreneurship education provides positive benefits to the entrepreneurial attitude of the students. The results of this study prove the relevance of the theory proposed by Green (1972) that there are predisposing factors (factors that facilitate) the formation of attitudes such as knowledge, beliefs, beliefs, values, and traditions. In addition to this, the results of this study also reinforce previous research conducted by Mulyadi (2010) who obtained the result (1) education has a positive and significant impact on entrepreneurial attitude; (2) education and attitude directly affect entrepreneurship attitude; (3) education through attitudes have a positive and significant impact on entrepreneurial behavior. Then, another similar study of research was conducted by Kourilsky, M.L. And Walstad

Table 1 Results of Influence Analysis of Entrepreneurship Education in Establishing the Students' Entrepreneurship Intention at Ganesha University

Variabel		Unstand ardized Coeffici ent	t	Sig
Independent	Dependent	B		
Constant	Enterprene	12,934	21, 155	0,000
Enterpreneursh ip Education	urship Intention	0,357	6,314	0,000

Based on the result of the study, it was obtained that the role of entrepreneurship education in establishing students' entrepreneurship intention at Ganesha University of Education is 10.9%, and the rest was affected by other factors. This can be seen from the result of R square as follow:

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.330 ^a	.109	.106	1.96083

a. Predictors: (Constant), Entrepreneur Education

b. Dependent Variable: Entrepreneurship Intention

The influenced factor towards the attitudes are personal experiences, influence of considered person, cultural influences, mass media, educational institutions and religious institutions, and the influence of emotional factors (Azwar, 2007). In addition, the formation and the change of attitude will be determined by two factors, namely internal factors and external factors (Walgito, 2003). The internal factor (the individual itself) means the individual way of responding to the outside world selectively to accepted or to reject, while external factors mean circumstances that exist outside the individual that is a stimulus to shape or change attitudes. Meanwhile, Mednick (1975) states that the formation of attitudes is influenced by three factors, namely social influences (such as norms and culture), individual personality

traits, as well as information that has been received by individuals.

IV CONCLUSION

Based on the results of research, it can be concluded that entrepreneurship intention has established on the on students who have taken the entrepreneurship course. The entrepreneurial intention that appears in students are self-confidence, task-oriented and results, risk-taking, leadership, originality, and future-oriented. The magnitude of the role of entrepreneurship education in establishing the students' entrepreneurial intention at Ganesha University of Education is 10.9% and the rest is influenced by other factors that are not included in this study.

Based on the results of the research, the suggestion which can be given is that the implementation of implementation of entrepreneurship education in Undiksha has to be more improved. The objective of learning should be formulated clearly in the form of behavior or performance so that it can be observed and be followed its effectiveness. In addition, it is necessary to provide adequate learning facilities. The implementation of entrepreneurship education is recommended using multi methods and learning media that can support the achievement of learning objectives.

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