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THE IMPACT MODELS OF ENTREPRENEURSHIP EDUCATION PROGRAMS AND STUDENTS' INDIVIDUAL ATTITUDES ON STUDENTS' ENTREPRENEURIAL INTENTIONS

Albertus Daru Dewantoro[1*], Lucia Ina Trisjanti[2], Diio Rivaldo[3]
[1,3]Prodi Teknik Industri Universitas Katolik Darma Cendika
Jl. Dr. Ir. H. Soekarno 201 Surabaya, 60117, Indonesia
[2]Prodi Arsitektur Universitas Katolik Darma Cendika
Jl. Dr. Ir. H. Soekarno 201 Surabaya, 60117, Indonesia

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ABSTRACT

Generating unemployment is something that is not desired by every university. The history of the economy in Indonesia proves that entrepreneurship has a positive impact on the resilience and economic growth of the nation, therefore most universities require their students to take entrepreneurship courses. University academic support in terms of entrepreneurship education is expected to be able to foster students entrepreneurial intentions, so that the target of increasing the number of entrepreneurs can be realized. Entrepreneurial intention is also influenced by individual students attitudes factors. This research was conducted by surveying 155 students at two universities in Surabaya, to answer the purpose of this study we use the analysis of independent sample test and multiple regression. This study found evidence that the type of education (vocational and non-vocational), and the background of parents' work (entrepreneurial and non-entrepreneurial professions) did not have a significant difference affecting students entrepreneurial intentions. This study also found evidence that factors of students individual attitudes and entrepreneurship education programs had a positive and significant effect on growing students entrepreneurial intentions.

INTRODUCTION

Entrepreneurship is able to make a positive contribution to development and economic growth, according to McClelland in Kasali, et al., 2010, one factor that causes a country to become developed is when the number of entrepreneurs in the country is at least 2% of the population. The Minister of Research and Technology of Higher Education who in his remarks

* Corresponding author
E-mail address: albertus.daru@ukdc.ac.id
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stated: "Based on data obtained from the Ministry of Cooperatives and Small and Medium Enterprises in 2016 showed that the ratio of growth of Indonesian entrepreneurs is still less, that is only 1.6% of the population of Indonesia when compared to neighboring countries, such as Singapore, the number of entrepreneurs accounted for 7% of the population, while Malaysia is 5% of the population, Thailand 4.5% of the total population, and Vietnam for 3.3% of the population are Small and Medium Enterprises (SMEs) entrepreneurs. But in 2017 the Indonesian Ministry of Cooperatives and Small and Medium Enterprises recorded an entrepreneurial ratio from 1.65 percent in 2016 to 3.1 percent in 2017, the contribution of SMEs to Gross Domestic Product (GDP) increased from 1.7 percent increased to 4, 48 percent.

Higher education has a role in increasing the growth of entrepreneurs in a country through the process of providing education (Zimmer, 2003). Higher education must have a business process that aims to produce graduates who are able to improve the competitiveness of the nation, not produce graduates who become unemployed. Graduates generally make entrepreneurial activities only as an alternative job when they do not get a job within a certain period. At this time, most universities have made Entrepreneurship courses are subjects that must be attended by all students of study programs, it is expected that by taking these courses, graduates have knowledge in entrepreneurship and foster entrepreneurial intentions on students. In the process of education at the university, students are given knowledge and concrete examples of entrepreneurial spirit, by mastering science and concrete examples of entrepreneurship are expected to be able to encourage students to become entrepreneurs when they graduate from college (Wu & Wu, 2008).

The purpose of this research is to conduct an empirical study to find out the influence model of the entrepreneurship education process and individual attitude factors that can influence student entrepreneurship intentions. The study was designed as an explanatory type of research to examine the relationship between variables, so the information obtained can provide information that entrepreneurial intentions can be influenced by individual attitude factors and the educational process experienced by students in entrepreneurship courses. Specific objectives to be achieved from this research are to find out the following matters:

a. Students from vocational and non-vocational education have differences regarding student's entrepreneurial intentions
b. The profession of parents who are entrepreneurs and not entrepreneurs have differences related to student's entrepreneurial intentions.
c. The entrepreneurship education programs has a significant effect on students entrepreneurial intentions
d. Individual attitudes factors significantly influence student's entrepreneurial intentions.

RESEARCH METHOD

This type of research is explanatory research which aims to explain the influence of one variable with another variable (Sugiyono, 2006). The unit of analysis in this study were students from Universitas Katolik Darma Cendika and Stikes Katolik St. Vincentius A Paulo Surabaya who has taken the Entrepreneurship course. The survey was conducted using two methods, namely by way of online and offline by filling out questionnaire sheets.

This study uses two control variables, namely the type of education and work background of parents. For the variable "type of education" can be divided into two namely vocational education and non-vocational education, while for the second control variable is the background of parents' work, this variable is distinguished based on the work of parents whether entrepreneurial or not entrepreneurial. Predictor variables in this study were students individual attitudes and entrepreneurship education programs. Individual students attitudes variables use Theory Planned Behavior developed by Gurbuz & Aykol, 2008 related to individual students attitudes in terms of autonomy / authority, economic challenge, and self realization. Another predictor variable is the entrepreneurship education programs, the researcher uses the Autio scale instrument developed by Gurbuz & Aykol, 2008. The dependent variable in this study is the students entrepreneurial intentions, this variable refers to the instrument developed by Gerry et

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al. 2008. To be able to explain the effect of one variable with another variable, this study uses the analysis of independent sample test and multiple regression.

The questionnaires distributed there were 23 questions consisting of: 5 questions to measure autonomy / authority attitudes, 5 questions to measure economic challenge attitudes, 4 questions to measure self realization attitudes, 6 questions to measure in terms of the entrepreneurship education programs and 3 questions to measure students entrepreneurial intentions. All questions use a Likert Scale (1 = Strongly Disagree, 2 Disagree, 3 = neutral, 4 = agree and 5 = strongly agree).

RESULTS AND DISCUSSION

Researchers distributed questionnaires as a population, at the Universitas Katolik Darma Cendika distributed 166 questionnaires and at Stikes Catholic St. Vincentius A Paulo Surabaya was informed to fill a survey of 44 students, the total 210 surveys distributed, 155 returning surveys consisted of 152 well-filled questionnaires and 3 questionnaires that were not properly filled out. Profile of respondents consisted of : 38.8% men, 61.2% women, 85.5% of nonvocation education and 14.5% of vocational education, 27.6% students who had parents as entrepreneurs and 72.4% were not entrepreneurs.

Validity and Reliability Test

Measurement instruments in the research questionnaire must be tested for their level of validity and reliability so that they can be continued in the subsequent analysis process.

Table 1. Validity and Reliability Test

Variabel	*Pearson Correlation*	*Cronbach Alpha*
INDIVIDUAL ATTITUDES		
Autonomy and Authority		
most of the decisions I make are from my own judgment	0,709**	0,756
I have the freedom to determine the type of work	0,746**	
I want a job that allows me to be a corporate decision maker	0,709**	
In each job, I prefer to be independent in solving it	0,654**	
The type of job I choose is the type of job that has the freedom to perform.	0,752**	
Economic opportunity and challenge		
The challenging job is the job I want the most	0,634**	0,718
I'm passionate about work that can inspire and direct others	0,701**	
I think that performance on the job is an important factor in determining the amount of compensation you receive	0,660**	
The job that earns a lot of money is the job I want	0,682**	
I want a job that can realize my ability	0,766**	
Self realization and participation		
I want to create something new in society	0,828**	0,815
I want a job that prioritizes creativity	0,849**	
I prefer to choose work that is structured and organized	0,723**	
I want a job where I can be involved in every process of business activity	0,807**	
ENTREPRENEURSHIP EDUCATION PROGRAMS		
The university has courses that enable me to understand entrepreneurship knowledge	0,857**	0,756
The university implements entrepreneurial practices that can enhance entrepreneurial understanding	0,891**	

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In entrepreneurship courses, students are encouraged, when they graduate to be able to become entrepreneurs	0,902**	
In the entrepreneurship courses implemented, the campus encourages students to create business ideas that originate from each student	0,894**	
In the entrepreneurship course, students are given exemplary information from successful entrepreneurial figures as motivational motivations to become entrepreneurs.	0,859**	
The University provides facilities and infrastructure that supports the implementation of lectures on entrepreneurship courses	0,789**	
STUDENTS ENTREPRENEURIAL INTENTIONS		
being an entrepreneur is my career choice	0,879**	**0,828**
I would rather be an entrepreneur than a company employee	0,893**	
I estimate, within 1 to 3 years I will have my own business	0,816**	

** *Correlation is significant at the 0.01 level (2-tailed)*

The results of testing with the pearson correlation approach in table 1 show that all items are declared valid, so that all empirical indicator items can be used for further data processing. The reliability of our items is based on the cronbach alpha (α) value, the results of the analysis show that the Attitude variable, Entrepreneurship Education variable and the Entrepreneurship Intention variable studied were stated to be reliable because all variables had a Cronbach alpha value (α) > 0,60. (Sekaran, 2000).

This study uses an independent sample test analysis approach used to determine whether the type of education and work background of parents can distinguish the level of entrepreneurial intentions.

Table 2. Results of Independent Sample Test of entrepreneurial intention levels between Vocational and Non Vocational Education

		t-test for Equality of Means			Vocational	Non Vocational
		t	df	*Sig.*		
entrepreneurial intention	*equal variances assumed*	.915	150	.362	83.9%	16.1%

Table 3. Results of Independent Sample Test of entrepreneurial intention levels between Parents' Work Background as an entrepreneur and a profession other than entrepreneurship

		t-test for Equality of Means			as an entrepreneur	as a profession other than entrepreneurship
		T	df	*Sig.*		
entrepreneurial intention	*Equal variances assumed*	.278	150	.781	27.6%	72.4%

The equal variances assumed portion of the analysis output table 2, the Sig. (2-tailed) 0.362> 0.05, thus indicating no significant differences related to student entrepreneurial intentions from vocational and non-vocational education, these results are not in line with the results of research conducted by Sinha, 1996, but this research is in line with research conducted by Novian, 2017.

This study expects the results that the work background of parents who work as entrepreneurs can increase student intentions, but in table 3 of the study, where the Sig. (2-tailed) 0.781> 0.05, there is evidence that there are no significant differences related to student

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entrepreneurial intentions that are influenced by the occupational background of the parents as entrepreneurs or not entrepreneurs, this is not in line with research conducted by Dunn & Holtz-Eakin, 2000; Galloway et al., 2006; Nishanta 2008 and Suharti, 2011.

Table 4. Multiple Regression "The Impact Of Individual Attitude And Entrepreneurship Education Programs On Students Entrepreneurial Intentions

Model		R	R Square	Adjusted R Square	β
1	(Constant)	0,598**	0,357**	0,344**	2.96**
	individual attitude - autonomy and authority				.039
	individual attitude - economic opportunity and challenge				-.098
	individual attitude - self realization and participation				0.570**
2	(constant)	.401**	0.16**	0.154**	6.41**
	Entrepreneurship Education Programs				0.193*
3	(constant)	.611**	0.373**	0.356**	2.476*
	individual attitude - autonomy and authority				.045
	individual attitude - economic opportunity and challenge				-.118
	individual attitude - self realization and participation				0.517**
	entrepreneurship education programs				0.070*

- *model 1 : predictors: (constant), individual attitude (autonomy and authority), individual attitude (self realization and participation), individual attitude (economic opportunity and challenge)*
- *model 2 : predictors: (constant), entrepreneurship education programs,*
- *model 3 : predictors: (constant), entrepreneurship education programs, individual attitude (autonomy and authority), individual attitude (self realization and participation), individual attitude (economic opportunity and challenge)*
- *dependent variable: students entrepreneurial intentions*

The results of the multiple regression analysis show that the variables of authority and autonomy and economic opportunity do not significantly influence students entrepreneurial intentions, but for the variable self realization and participation have a positive and significant effect on students entrepreneurial intentions (model 1), the results of this study are not in line with research conducted by Gurbuz & Aykol (2008), Tjahjono & Ardi (2010) and Suharti, 2011, as well as this study confirming research conducted by Gurbuz & Aykol (2008), Tjahjono & Ardi (2010)) Suharti (2011) that self-realization and participation attitudes, namely attitudes of interest in work related to creativity and creativity have a positive and significant influence on student entrepreneurial intentions. Model 2 in table 4 shows that the entrepreneurship education program has a positive and significant influence on students' entrepreneurial intentions, this was indeed predicted beforehand and in line with research conducted by Kourilsky & Walstad, 1998; Galloway, Kelly & Keogh, 2006; Gerry et al., 2008; Karimi et al., 2012. The third models it is known that simultaneously, individual attitudes and entrepreneurship education programs variables have a significant influence on students entrepreneurial intentions with R2 = 0.373.

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CONCLUSIONS

This study explains that the factors of the type of vocational and non-vocational education do not have significant differences in terms of intention in entrepreneurship, this can be the reason for the differences in the results of research conducted by Sinha, 1996 and Novian, 2017. Research conducted by Sinha shows that students from the type of vocational education has a tendency to have more entrepreneurial intentions compared to students from the type of non-vocational education, but the research conducted by Novian (2017) found a contrast to Sinha's research. The work background of parents who work as entrepreneurs can be an entrepreneurial role model that can shape the intention to do entrepreneurship in the future for their children (Dunn & Holtz-Eakin, 2000; Galloway et al., 2006), this is confirmed by research conducted by Nishanta 2008 and Suharti, 2011. But the research that has been done, shows evidence that there are no significant differences related to student entrepreneurial intentions that are influenced by the background of parents' work as entrepreneurs or non-entrepreneurs.

The research confirms that the variables of individual authority and autonomy and economic opportunity do not significantly influence on students entrepreneurial intentions, this is not in line with research by Gurbuz & Aykol (2008), Tjahjono & Ardi (2010) and Suharti, 2011. However, for self realization and participation attitudes namely the attitude of interest in work related to creativity and creativity of this study is in line with research conducted by Gurbuz & Aykol (2008), Tjahjono & Ardi (2010) Suharti (2011), where this attitude has a positive and significant effect on students entrepreneurial intentions. The empirical studies showing entrepreneurship education influences entrepreneurial intentions (Kourilsky & Walstad, 1998; Galloway, Kelly & Keogh, 2006; Gerry et al., 2008; Karimi et al., 2012) this is in line with research conducted, that the entrepreneurship education programs has a positive and significant influence on students' intentions to become entrepreneurs.

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This research has limitations, especially the scope of research that is not extensive, only at two universities in Surabaya, further research can be done with a broader level of outreach and involves several campuses with different characteristics.

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