

Effect of Entrepreneurship Education and Entrepreneurial Characters Toward Entrepreneurial Intention with Business Motivation as Intervening (Study of Students in the Department of Business Administration, Faculty of Administrative Sciences, Brawijaya University, Malang)

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Abstract

This study aims to determine the effect of entrepreneurship education and entrepreneur characters on entrepreneurial intention, besides, it is also aimed to understand the role of business motivation as a mediator in this study. The population of this study consists of college students from the Department of Business Administration, Faculty of Administrative Sciences, Brawijaya University, Malang, East Java, with a sample of 66 respondents. Sampling techniques were using a proportional simple random technique. This study uses Path analysis techniques. Results of this study indicate that entrepreneurship education has a significant effect on entrepreneur characters and entrepreneurial intentions. Entrepreneurship education also has direct and indirect influence through business motivation as its intervening variable.

Keywords : entrepreneurship, entrepreneurship education, entrepreneur characters, business motivation, entrepreneurial intention

INTRODUCTION

According [1] There is solution for any economic problems, such as through the development of entrepreneurship, especially to pursue economic growth and technology development. One indicator of progress in entrepreneurial activities can be seen from percentage of the population who choose to be entrepreneurs. According [2] states that for a country to prosper, a minimum of 2% is needed, this is indicating that Indonesia as developing country should increase their entrepreneur's population to improve national economy. Indonesia was only capable of having 1.73% of its populations as entrepreneurs compared to total population of approximately 260 million people. Under high population in Indonesia but low number of entrepreneur, a new problem emerge namely unemployment.

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The following is the latest data of open unemployment in Indonesian:

Table 1.1 Indonesian unemployment in 2016-2018

Education	Year		
	2016	2017	2018
University	7%	8%	8%
Diploma I.II.III / academy	4%	3%	4%

Source: 2018 BPS (processed data)

Based on Table 1.1 it was found out that contribution of higher education graduates in Indonesia toward unemployment is quite large and tends to increase annually. In 2016 university graduates contribute to 7% of Indonesia's open unemployment, and then it rose up to 8% in 2017. The same thing happened to diploma graduates who suppose to be lower but unemployment actually rose from 2017 to 2018 as much as 1%. This shows that graduates from higher education did not ensure less number of open unemployment in Indonesia. This is a problem that should be resolved by all stakeholders, particularly higher education itself as an education provider to reduce unemployed people from those who have graduated from college.

According to [3] suggest that up to 82.2% of college graduates work as employees. College graduates tend to be job seekers and only a few of them become entrepreneurs. The waiting period for college graduates from 6 months to 3 years is a major problem that automatically increases the number of educated unemployed people in Indonesia. One good solution was taking the role of entrepreneurs to create new and larger jobs that absorb labor in a country. Regarding entrepreneurship under the spotlight for many parties, theories were supporting the existence of entrepreneurship within a country. The theory of "Penta Helix" emphasizes the synergy between Civil Society, Government, Entrepreneur, Media and also University in this case universities which includes academics with various scientific backgrounds. From the five parties described in the Penta helix theory, more attention was focused on the role of higher education institutions or universities to form capable entrepreneurs with the background of higher education graduates.

The role of the university can be maximized by developing a specific curriculum with increasing awareness and skills in entrepreneurship under entrepreneurship education. According to [4] suggest that entrepreneurship education is the stages in which people would pass through started with information regarding the entrepreneurial world, provide expertise in entrepreneurship potential and skill as well as provides incentives for entrepreneurs to start a business. Stimulation for entrepreneurs certainly aims to grow higher motivation, starting from one's goal when entering college to get a better job in the future and during the educational process changing its mindset to be a jobseeker into one entrepreneur to create jobs. This is a form of entrepreneurship education that creates motivation for one to choose entrepreneurship as a goal in life. According [5] said that motivation to become entrepreneurs can be formed with a systematic and measurable pattern of entrepreneurship education in its process.

Regarding motivation, everyone certainly has different responses to stimuli that will influence motivation. One of them is the difference in the entrepreneur character of someone. According [6] suggest that entrepreneur character is an identity that is inherent within a person based on the social environment, family, culture, and education

obtained. Besides, entrepreneur character according to [7] is a psychological process that influences entrepreneurship in acquiring, consuming, and receive goods and services and experience. Based on the description of these theories, it can be seen that entrepreneur character is an attitude inherent in entrepreneurship with all various diversity and becomes a person's identity in his social life. The role of education and character developed to increase motivation will lead to entrepreneurial intentions in making decisions to become entrepreneurs. The level of entrepreneurial intentions is the final goal to be attained by educational institutions, for example, to encourage a higher education graduate to become an entrepreneur.

According [8] suggests that the intention toward entrepreneurship awareness is a form of one's awareness to conduct entrepreneurship with more focus. This study also developed from several differences in results prior studies of (5) which suggest that results of research related to entrepreneurship education and motivation have insignificant results, while for other researchers. According [6] it turned out to have positive or significant results. Due to these differences, this study utilizes these research gaps (conclusive). The process of entrepreneurship education in various universities has been developed to support the competitiveness of college graduates. One of the institutions that have implemented it is UB Faculty of Administrative Sciences (FIA UB), Malang. The institution established in 1963 has various study programs, one of which is Business Administration.

Various higher education institutions that use the main tagline Business would be more focused on entrepreneurship education curriculum and thus making the theme of business became more interesting to be developed. In this regard, FIA UB is better in making entrepreneurship education an important focus compared to other institutions. However, so far most FIA UB students have various problems in determining their future. Different student's character has made the process of directing education for students became more difficult to focus. Raising the theme of one of its departments, namely business administration, should be a challenge for FIA UB to sharpen the quality of related-to-business education or forming new entrepreneurs souls produced by graduates of

FIA UB. Based on the author's analysis, the problem of career choice has become something difficult for any FIA UB students, on one hand, the students want to become employees in the company because they have the knowledge about corporate governance during their study, but on the other hand there are career choices as business people when making decisions to take higher education at FIA UB.

Furthermore, problem formulations in this study were as follows:

1. Does entrepreneurship education has significant effect toward business motivation?
2. Does entrepreneur character has significant effect toward business motivation?
3. Does entrepreneurship education has significant effect toward entrepreneurial intentions?
4. Does entrepreneurial character has significant effect toward entrepreneurial intentions?
5. Does business motivation have significant effect toward entrepreneurial intentions?
6. Does Entrepreneurship Education have an indirect effect toward entrepreneurial intentions?
7. Does Entrepreneurial Character have an indirect effect toward entrepreneurial intentions?

LITERATURE REVIEW

This study developed a theory about entrepreneurship education according [9] from three factors, namely:

1. Cognitive aspects are aspects of insight and knowledge that become a skill when studied by entrepreneurs
2. Affective aspects, namely aspects of feeling or stimulus of entrepreneurship to creates a sense of interest in a particular field or science
3. Psychomotor aspects, namely entrepreneurial abilities that develop cognitive and affective to become a practice or implementation on the field.

Business education in higher education includes worker education, distribution and marketing and understanding economic concepts, and applied in a real business venture. Business education can actually implement in any level of education, from basic education to higher education. In vocational higher education, business education would greatly

contribute to preparing their graduates to become proficient business workers and able to lead a business venture. According to [1] entrepreneurship education is an attempt to internalize the soul and mentality of entrepreneurship both through educational institutions and other institutions such as training and so on.

Furthermore, according [10] suggests that "the process of transmitting entrepreneurial knowledge and skills to students to help them exploit a business opportunity" (the process of transmitting entrepreneurial knowledge and skills to students to help them take advantage of business opportunities). Based on expert explanations, it can be concluded that entrepreneurship education is a systematic effort planned to provide knowledge related to wide-open business opportunities and growth until now. Various sources obtained by entrepreneurs related to entrepreneurship education are through universities that have included entrepreneurship courses in their learning process. This is in line with the current government's vision and mission which is to develop the entrepreneurial world for the nation's successors through a process of more entrepreneurial education in all higher education institutions. Even though college graduates would have varying backgrounds with different professions but entrepreneurship learning has been applied to various scientific fields or majors [2].

The role of the government through regulations that focused more on developing the entrepreneurial world in higher education institutions does not mean changing the entire vision mission and the character of an institution into a business school or business university. Entrepreneurial character according to [9] is an inherent characteristic of entrepreneurship and becomes the identity of each person. According to [6] Entrepreneurial character was related to entrepreneurial attitudes that can be seen from several demographic variables such as gender, age, social background, and ethnic background. Entrepreneurial character theory according to [9] suggests that an entrepreneur must have an entrepreneurial character known as 10D, Namely: Dream, Decisiveness, Doers, Determination, Dedication, Devotion, Details, Destiny, Dollars, and Distribute. Business education in higher education includes worker education, distribution and marketing, and understanding economic concepts, and applied

in a real business venture. Business education can implement in any level of education, from basic education to higher education. In vocational higher education, business education would greatly contribute in preparing their graduates to become proficient business workers and able to lead a business venture. According to [1] entrepreneurship education is an attempt to internalize the soul and mentality of entrepreneurship both through educational institutions and other institutions such as training and so on.

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Dedication, Devotion, Details, Destiny, Dollars, and Distribute.

Character or characteristics possessed by an entrepreneur can be a strong inherent character act as a distinctive feature from others. These characteristics can be shaped through various stimuli and its output would be useful for one's career selection process. According [10] also suggest that an entrepreneur's character can be possessed by someone due to various factors such as family background, social background, environment, and many others. These factors would create a strong character to entrepreneurship and become a specific characteristic that has been inherent in oneself. Based on the explanation above, this study uses the theory of entrepreneurial character developed by Brave, which is 10D about the character of entrepreneurship that should be possessed.

This research also develops business motivation as a theoretical review. Motivation is defined by [4], namely internal and external effects toward entrepreneurial behavior in the real life. This means that internal and external factors were factors that can push but also can be the pulling factor for someone, in this case, to cultivate entrepreneurial motivation. According to [4] motivation is an internal condition that arouses us to act, encourages us to achieve certain goals, and keeps us interested in certain activities. Then according to [1] motivation can be interpreted as an internal and external impulse within a person indicated by; passion and interest; encouragement and need; hopes and ideals; appreciation and respect. Based on expert explanations, it can be concluded that motivation is a pushing and pulling factor that influences a person to do something with a set goal. Business Motivation in this study was developed from theories in [11], namely Personal attitude, Perceived Social Norm, and Self-Efficacy.

This study also discusses entrepreneurial intentions The intention to conduct entrepreneurship can be defined as the ability to change the mindset, behaviors and through the interest gained from various pushing factors [7]. A person's tendency to do or to not doing something, such as choosing entrepreneurship as a career choice, can be predicted by the Theory of Planned Behavior (TPB). According to [8] TPB is suitable to explain various behaviors in entrepreneurship.

As stated by [4], TPB is suitable to explain any behavior which requires planning, such as entrepreneurship. [4] suggest that entrepreneurship education is a training process and directs someone to become more familiar with entrepreneurship. Appropriately arranged entrepreneurship education can stimulate someone who is not familiar with the world of entrepreneurship to become more interested or motivated in starting entrepreneurship.

According to [12] also suggest that entrepreneurship education emphasizes skill improvement and knowledge about entrepreneurship, but it is more important to grow motivation to entrepreneurship and start a business. Based on the relationship developed, the research hypothesis would be:

H1: entrepreneurship education has a significant effect on business motivation.

Entrepreneurial characters according to [5] were interests, attitudes, and needs to be achieved in the planned goals. The entrepreneurial character in this study emphasizes learning obtained from formal education or directly from one's experience. According to [13] entrepreneurial character can be measured by the learning process about entrepreneurship which can increase one's motivation in running a business. The inherent character can also be seen through one's social factors such as family background, gender, age, business experience, or education level. This is a variety of factors that can affect one's motivation to start entrepreneurship. Based on the relationship developed, the research hypothesis would be:

H2: Entrepreneur character has a significant effect on business motivation.

According [8] suggests that entrepreneurship education and training play a major role in growing attitudes and intentions for entrepreneurship. The educational process aims to direct someone based on the goals to be achieved, to achieve these goals a learning system is developed to encourage entrepreneurial intention. [11] suggest that the educational process consists of 3 processes, namely learning, training, and succeeding. To achieve success, one must go through a learning process related to the insight of entrepreneurship; the training process could only be done through direct training (practicing) so that one would feel the process of entrepreneurship through the first-hand experience. Intention to become entrepreneurs

is higher during the training process because the goal is clear and encouraging one to become more interested in the world of entrepreneurship. Based on the existing relationship, the hypothesis in this study was:

H3: entrepreneurship education has a significant effect on entrepreneurial intentions.

Entrepreneurial intentions can be influenced by various factors of a person. According [11] suggest that social background can become the reason for someone to be involved with entrepreneurship. These factors might be the family backgrounds involved in running a business, or educational background that focuses on entrepreneurship. Such characters will be able to push someone to become more interested in the field of entrepreneurship. [12] also suggest that entrepreneurial intentions can be developed from behavior or perceived feasibility, entrepreneurial behavior can be obtained from stimuli derived from entrepreneurial insights related to the entrepreneurial world. Based on the existing relationships then the hypothesis in the study was:

H4: an entrepreneurial character has a significant effect on entrepreneurial intentions.

According [5] suggest that a person's motivation to start a business can be influenced by intrinsic (internal) and extrinsic (external) factors. Internal factors could be based on curiosity about the business world and also a great optimism in self to run a business. External factors might be obtained through environmental conditions such as seeing the success of other's businesses in their surrounding environment might increase the interest in having entrepreneurial intentions [7]. In addition, [11] also suggests that business motivation might increase entrepreneurial intention through three factors, namely personal attitude, perceived social norm, and self-efficacy. Based on the existing relationship, the hypothesis in this study was:

H5: business motivation has a significant effect on entrepreneurial intentions

This study uses a model compiled and developed from several prior empirical studies The description of this research model as follows:

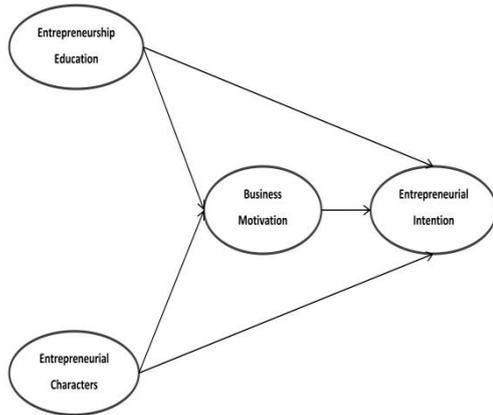


Figure 1 : research model

METHOD

Method used was an explanatory study. Sample used was 66 students of FIA UB in Malang, East Java. Questionnaire was distributed using Likert scale. Entrepreneurship Education was measured by indicators such as cognitive, affective, and psychomotors according to seven items that adopt research from [9] on the theory of 10 D, and also [4] and [8]. Entrepreneur character was measured by [9] through theory 10D, and [14], [3]. Business motivation was developed from the findings of [5], [7] and [6] with indicators of Personal Attitude, Perceived Social Norm, and Self-Efficacy. Entrepreneurial intention adopts research from [11].

RESULTS AND DISCUSSION

H1: The results of the study showed that entrepreneurship education had a significant effect on business motivation with a coefficient value of 0.318 $P \leq 0.005$, accepted. Results of this study suggest that entrepreneurship education toward students as respondents proved to significantly influence business motivation. This is by several prior researchers such as [4] that suggest entrepreneurship education is a training process and direct someone to become more familiar with entrepreneurship. Suitable entrepreneurship education can stimulate someone who is not familiar with entrepreneurship to become more interested or motivated to start their own business. Besides, the basic theory of entrepreneurship education of [9] suggests that education to create business people is the right method both through formal and informal with direct experience.

H2: The results showed that entrepreneur character had a significant effect on business

motivation with a value 0.599 $P \leq 0.05$, accepted. This result suggests that entrepreneur character had a significant effect on motivation. This was by several prior studies such as [5] that to express interests, attitudes, and needs to be achieved in the planned goals. Entrepreneur character in this study emphasizes learning obtained from formal education or from one's experience directly. According to [13] entrepreneur character can be measured by the learning process about entrepreneurship which can increase one's motivation in running a business. The inherent character can also be seen through one's social factors such as family background, gender, age, business experience, or education level.

H3: entrepreneurship education in the study also had a significant influence on entrepreneurial intentions with a coefficient 0.226 $P \leq 0.05$, accepted. The results of this study are by [8] study which suggests that entrepreneurship education and training play a major role in developing attitudes and intentions for entrepreneurship. The intention is a collection of stimuli that lead to interest or purpose if the stimulus is carried out systematically and continuously.

The educational process aims to direct someone based on the goals to be achieved, to achieve these goals a learning system is developed that supports someone's intention in the field of entrepreneurship. According [11] suggest that education process consists of 3 processes, namely learning, training, and succeeding.

H4: Results of this study indicate that entrepreneurial character has a significant effect on entrepreneurial intentions with a coefficient of 0.322 $P < 0.05$, accepted. This result suggests that entrepreneurial character could have a significant effect on entrepreneurial intentions, according to some prior researchers Entrepreneurial intentions can be influenced by various factors within the self. This study supports the results of [13] suggest that social background could be the basis for someone to start entrepreneurship. These factors were, for example, family backgrounds that have experienced in running a business, or factors in educational background that highly focused on entrepreneurship. These characters would be able to bring someone to become more interested in entrepreneurship. According [11] also suggest that entrepreneurial intentions can be developed from behavior or perceived

feasibility, entrepreneurial behavior can be obtained from stimuli derived from entrepreneurial insights related to the entrepreneurial world.

H5: Results of this study showed that business motivation has a significant effect on entrepreneurial intentions with a coefficient of 0.445 $P \leq 0.05$, accepted. Results of this study support the study of [5] that suggests a person's motivation to start a business can be influenced by intrinsic (internal) and extrinsic (external) factors. Internal factors might be based on curiosity about the business world and also a great optimism in self to run or start a business. External factors might be due to environmental conditions such as seeing the success of other's businesses in their surrounding environment which can increase the interest in having entrepreneurial intentions [7]. Besides, [11] also suggests that business motivation can increase entrepreneurial intention through three factors, personal attitude, perceived social norm, and self-efficacy. Based on needs theory, Maslow suggests that one of the peaks was when one has fulfilled his basic needs, then one would focus on self-actualization through the needs of achievement, recognition, luxury, or freedom in time management therefore entrepreneurial intention becomes higher.

Besides, direct and indirect influences in this study were presented in the following.

Table 1.2 Direct and Indirect Test Results

Variable Influence	Direct Influence	Indirect Effects Through Y1	Total Influence
X1 - Y1	0.318	-	0.223
X2 - Y1	0.599	-	0.259
X1 - Y2	0.226	-	0.377
X2 - Y2	0.322	-	0.383
Y1 - Y2	0.445	-	0.234
X1 - Y1 - Y2	-	0.141 + (0.318x 0.445)	0.282
X2 - Y1 - Y2	-	0.266 + (0.599 x 0.445)	0.532

Source: Processed Primary Data 2019

CONCLUSION

Based on the formulated problems and the results of the hypotheses analysis and testing carried out in the previous section, we could infer several things. Results showed that the entrepreneurship education variable had a positive and significant effect on the business

motivation; this result could be used as the guideline that entrepreneurship education was needed by students as a forum to improve their soft skill quality and competitive entrepreneurship. Results also showed that entrepreneurial character variables have a positive and significant effect on business motivation, which means that one way to increase student's business motivation was by training and stimulus methods that would develop one's character into a true entrepreneur. It also could encourage progressive business enthusiasm and not easily discouraged. These results showed that the entrepreneurial education variable has a positive and significant effect on entrepreneurial intentions, which means that behavior in the final process of the education system at FIA UB is expected to foster self-development through business could increase the entrepreneurial intention of each student, therefore developing each individual to increase potential, confidence or hard work and could increase their business motivation to achieve success. This result showed that the entrepreneurial character variable has a positive and significant effect on entrepreneurial intentions, which means that the education program conducted by FIA UB was able to direct students to be more focused or oriented towards the business world. Results showed that the business motivation variable has a positive and significant effect on entrepreneurial intentions, meaning that students must continue to develop their abilities and motivations in their daily life through training or gathering and discussion with fellow entrepreneurs to increase their focus or interest in the business world as a career.

Based on the conclusions above, several suggestions were deemed to be useful for FIA UB and another stakeholder. The suggestions in this study include: FIA UB as a higher education institution that focuses on the business world should maintain and improve Entrepreneurship Education because the entrepreneurship education variable has a significant influence on business motivation and entrepreneurial intentions. Based on the results of this study, it is expected that the development of research with the topic of entrepreneurship education on problems that have been faced so far is used as a guideline for further research. Given that independent variables in this study were very important in affecting entrepreneurial

intention, it was hoped that results of this study can be used as references for other researchers to develop this study by considering other variables such as social capital, innovation, and entrepreneurial orientation which haven't been included in this study.

This study has several limitations such as, the sample being used was only students from the Business Administration Department, which of course there were still many other majors and other faculties within the University of Brawijaya that have not been sampled. Variations in research variables concerning entrepreneurship education were still lacking in-depth, and thus entrepreneurship education method to be use and its effect or study concerning evaluation toward education program should be developed.

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