

# **The Influence of Entrepreneurship Education in Campus Environment and Entrepreneurship Workshop towards Entrepreneurial Attitudes (A Case Study on a group of Students of the Entrepreneurial Program)**

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**Abstract:** *This study was aimed to figure out: (1) the influence of entrepreneurship education in campus environment on entrepreneurial attitudes, (2) the influence of entrepreneurship workshop on entrepreneurial attitudes, and (3) the influence of entrepreneurship education in campus environment and entrepreneurship workshop on entrepreneurial attitudes. The study was ex-post facto research. The population of this study was 160 students who joined student's entrepreneurial program at Gorontalo State University in 2015. The sampling technique used in this study was proportional random sampling. Based on its calculation, there were 114 samples. Data gathering was done by documentations and questionnaires methods. The data then was analysed by multiple regression analysis. The results of this study showed that: (1) entrepreneurship education in campus environment positively and significantly influenced students' entrepreneurial attitudes; (2) entrepreneurship workshop positively and significantly influenced students' entrepreneurial attitudes; (3) entrepreneurship education in campus environment and entrepreneurship workshop simultaneously influenced students' entrepreneurial attitudes positively and significantly.*

**Keywords:** *entrepreneurship education in campus environment, entrepreneurship workshop, entrepreneurial attitudes*

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## **I. Introduction**

Conditions of higher education graduates in our country are still very far from good conditions. It can be seen in data issued by Central Bureau of Statistics stating that the open unemployment rate in Indonesia in February 2016 reached 7.02 million persons and the number of higher education graduates reached 944,666 persons (695,304 scholars and 249,365 diplomas) which increased from last year's. Unemployment seems to be a problem that is waiting for its solutions. Referring to that fact, the role of entrepreneurship is considered very important for students. After they graduate, they are expected to be able to be entrepreneurs and survive so that the number of unemployment will be decreased and also be able to create new jobs for their society.

The above condition was also supported by the fact that most of higher education graduates tend to be jobseekers instead of job creators. The applied learning system in higher education is suspected to be the reason since it still focuses on how to prepare students to graduate and get a job, not to create a job.

Entrepreneurial attitudes become an important topic in research of entrepreneurship because entrepreneurial attitude is seen to be the better approach to describe entrepreneurship compared to personalities and demography (Robinson et al, 1991: 13). Attitudes and knowledge of entrepreneurship are possibly able to form mind set and one's tendency to start something new including abilities to create a new business. Moreover, Beugelsdijk (2004: 200) stated that entrepreneurial attitudes are important factor to explain the difference of countries' economic growth. Relatively high score of entrepreneurial attitudes are correlated to relatively high level of regional's economic growth. Therefore, the measurement of entrepreneurial attitudes is considered as an appropriate benchmark to reflect one's success of being an entrepreneur.

To develop entrepreneurial attitudes and increase entrepreneurial activities so that students will become job creators, Directorate General of Higher Education has developed various regulations and programs. One of the programs is Students Entrepreneurial Program - SEP SEP becomes a part of entrepreneurship education strategies in higher education, which is to facilitate students who have interests in entrepreneurship and start their business by having basic knowledge, technology and arts. The offered facilities cover entrepreneurship education and training, internship, business planning, capital support and guidance, and also business sustainability. This program is expected to be able to support government's visions and missions to actualize national independence by creating jobs and empowering human resources.

Besides, entrepreneurship education in campus environment is important since by having such education, students are expected to spread the mind set and entrepreneurial attitudes to others students. Even though many existed entrepreneurs were successful by not having formal higher education, yet it required long

time to succeed. Therefore, entrepreneurship can be accelerated to experiences and mind-sets, which will developed students' entrepreneurial attitudes and respond to future challenges (Ade Suyitno, 2013).

Entrepreneurship education is defined as education to create new goods or new services in order to generate higher economic values (Hansemark, 1998: 32). Along with the different types of entrepreneurship education, there are four research streams of entrepreneurship education research (Bechard & Gregoire, 2005): the first stream focuses on the role of entrepreneurship program on the individual and society. The second research stream is concerned with the systemization of entrepreneurship programs, for example, the use of multimedia environments or curriculum development. The third stream researches the content and its delivery in entrepreneurship programs, and the fourth stream concentrates on the needs of individual participants in entrepreneurship programs.

Entrepreneurship education will create more entrepreneurs by giving more knowledge on business and forming psychological attributes such as: self-confidence, self-esteem, and self-efficacy. Generally, entrepreneurship education is an educational process which applies principles and methodologies for developing life skills to students through integrated curriculum.

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Gorontalo State University is one of state universities that have accommodated students to be entrepreneurs by educational process of entrepreneurship course in some study programs based on study program's curriculum requirements and governmental program by having workshop on Students Entrepreneurial Program in which students are equipped by entrepreneurship theories and entrepreneurial practices of creating products and marketing strategies. By having those activities, students are expected to have entrepreneurial attitudes so that it can minimize the rate of employment in Indonesia.

On SEP implementation, there were some stages of it. One of them was holding workshop for selected students as new prospective entrepreneurs. The selection included interests, entrepreneurial motivation, feasibility, and soft skills. The workshop was expected to give not only trainings, but also business support services to these prospective entrepreneurs and consultants to assist them how to increase their business effectiveness which at the end, the problem solving could be done independently by them.

This study tried to examine some identified factors based on preliminary observation of entrepreneurship education in campus environment and workshop on entrepreneurial attitudes of SEP students at Gorontalo State University. Based on preliminary data, the increment of students or groups in SEP for the last two years indicated the good responses from Gorontalo State University students on entrepreneurship activities. Therefore, researcher was interested to study this case through following formulation: "The Influence of Entrepreneurship Education in Campus Environment and Entrepreneurship Workshop on Entrepreneurial Attitudes of Students Entrepreneurial Program (SEP) students at Gorontalo State University.

The research hypotheses are as follow:

H1: There are positive and significant influences of entrepreneurship education in campus environment on entrepreneurial attitudes.

H2: There are positive and significant influences of entrepreneurship workshop on entrepreneurial attitudes.

H3: There are positive and significant influences of entrepreneurship education in campus environment and entrepreneurship workshop on entrepreneurial attitudes.

## II. Research Method

The research was aimed to describe and analyse the correlation between three variables. The research framework applied by researcher in this study was *ex post facto* research by using multiple regression analysis. Below is the research design:

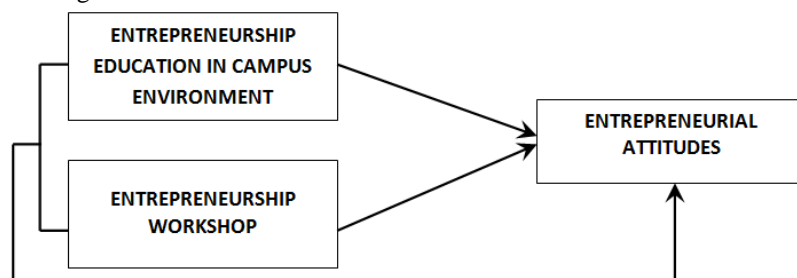


Figure 1: Research Design

The population of this research was 160 students of Students Entrepreneurial Program at Gorontalo State University in 2015. Sampling was done using Taro Yamane’s formula (Riduwan & Kuncoro, 2007).Based on the calculation, there were 114 samples. Data was gathered by documentations and questionnaires methods.

**Research Instruments**

Research instruments were developed from some variable indicators based on the results of theoretically study, framework of thinking, and operational definition which was deemed appropriate to the research contexts. Variables of entrepreneurship education in campus environment included: (1) entrepreneurship knowledge; (2) entrepreneur’s characters forming; (3) entrepreneurial skills (Hansemark: 1998, Kourilsky & Walstad: 1999, Kuratko: 2003)

Meanwhile, variables of entrepreneurship workshop included:(1) goals and objectives of trainings; (2) trainers or instructors; (3) training materials; (4) training methods; (5) training facilitation; (6) trainees (Mangkunegara: 2005, Sumantri: 2001; As’ad:1987). Variables of entrepreneurial attitudes included: (1) achievement;(2) locus of Control; (3) self-esteem; (4) innovation (Robinson et al (1991).

**III. Findings And Discussions**

**The Influence of Entrepreneurship Education in Campus Environment on Entrepreneurial Attitudes**

Based on the result of hypothesis 1 testing, it was proved that there were positive and significant influences of entrepreneurship education in campus environment on entrepreneurial attitudes on students of Students Entrepreneurial Program (SEP) at Gorontalo State University in 2015.

**Table 1.** The Analysis Result of Entrepreneurship Education in Campus Environment on Entrepreneurial Attitudes

Variable		Standardized	Sig	Note
Independent	Dependent	Beta		
Entrepreneurship education in campus	Entrepreneurial Attitudes	0.371	0.000	Significant

Based on above table, it can be seen from column Beta that the coefficient of the influence entrepreneurship education on entrepreneurial attitudes was 0.357 with significance 0.000. From this analysis, it meant that H<sub>0</sub> was rejected. Thus, there were positive and significant influences of entrepreneurship education on entrepreneurial attitudes on students of Students Entrepreneurial Program (SEP) at Gorontalo State University in 2015.

It was in line with the research done by Hatten (1995) and Hansemark (1998) stating that entrepreneurship education in formal environment had been indicated to be able to form students’ attitudes of entrepreneurship. The similar results said by Shariff and Saud (2009:129), Rasheed (2000:15) and Harris (2009) in difference test stated that the group who was given entrepreneurship education had higher scores in entrepreneurship attitudes compared to control group.

**The Influence of Entrepreneurship Workshop on Entrepreneurial Attitudes**

Based on the result of hypothesis 2 testing, it was proved that there were positive and significant influences of entrepreneurship workshop on entrepreneurial attitudes on students of Students Entrepreneurial Program (SEP) at Gorontalo State University in 2015.

**Table 2.** The Analysis Result of Entrepreneurship Workshop on Entrepreneurial Attitudes

Variable		Standardized	Sig	Note
Independent	Dependent	Beta		
Entrepreneurship Workshop	Entrepreneurial Attitudes	0.275	0.001	Significant

Based on above table, it can be seen from column Beta that the coefficient of the influence entrepreneurship workshop on entrepreneurial attitudes was 0.275 with significance 0.001. From this analysis, it meant that H<sub>0</sub> was rejected. Thus, there were positive and significant influences of entrepreneurship workshop on entrepreneurial attitudes on students of Students Entrepreneurial Program (SEP) at Gorontalo State University in 2015.

The result of this research proved the relevance of theories stated by Green (1972) that there were predisposition factors of the entrepreneurial actions, such as knowledge, attitudes, beliefs, values, and traditions. Furthermore, the experts also gave the definition training. Training is an educational process that is planned and design to improve measurable performance in knowledge, attitudes, and social behaviour. It also is an introductory effort to improve job performance in order to change attitudes, skills and behaviour(Pattanayak, 2002; Noe *et.al*, 2003; Bernardin and Russell, 1998). This research result was in line with the previous result

which stated that there was direct influence of education or training on behaviour (Mulyadi, 2010; Kourilsky and Walstad 1998).

### The Influence of Entrepreneurship Education in Campus Environment and Entrepreneurship Workshop on Entrepreneurial Attitudes

Based on the result of hypothesis 3 testing, it was proved that there were positive and significant influences of entrepreneurship education in campus environment and entrepreneurship workshop on entrepreneurial attitudes on students of Students Entrepreneurial Program (SEP) at Gorontalo State University in 2015.

**Table 3.** The Analysis Result of Entrepreneurship Workshop on Entrepreneurial Attitudes

ANOVA <sup>b</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.344	2	3.672	<b>20.232</b>	<b>.000<sup>a</sup></b>
	Residual	20.146	111	.181		
	Total	27.491	113			
a. Predictors: (Constant), Workshop of Entrepreneurship						
b. Dependent Variable: Entrepreneurial Attitudes						

Based on above table, it can be seen from column *Sig.*, the influence entrepreneurship education in campus environment and entrepreneurship workshop on entrepreneurial attitudes was  $0.000 < \text{significance value } 0.05$ . From this analysis, it meant that  $H_0$  was rejected. Thus, there was simultaneously positive and significant influence of entrepreneurship education in campus environment and entrepreneurship workshop on entrepreneurial attitudes on students of Students Entrepreneurial Program (SEP) at Gorontalo State University in 2015. This was in line with the theory stated by Drucker (1996): *The entrepreneurial mystique? It's not magic, it's not mysterious, and it has nothing to do with the genes. It's a discipline. And, like any discipline, it can be learned.* Entrepreneurship can be learned through entrepreneurship education in campus and also workshop of entrepreneurship.

Entrepreneurial attitude that can be learned through education and trainings at school is confidence. Meanwhile, the other entrepreneurial attitudes, such as motivation, innovation, and creativity are family education factors or family environment factors (Winarno, 2010).

Furthermore, Winarno (2010) said that entrepreneurship values: 1) are not inborn; 2) are always correlated with the objects; 3) focus on one or a group of objects; 4) may take longer or shorter of time. Therefore, it is not impossible that after receiving entrepreneurship education and workshop, the entrepreneurial attitudes of creativity, innovation and motivation will develop.

## IV. Conclusions And Recommendations

Based on findings it is possible to conclude that 1) Entrepreneurship education in campus environment influenced entrepreneurial attitudes positively and significantly; 2) Entrepreneurship workshop influenced entrepreneurial attitudes positively and significantly; 3) Entrepreneurship education in campus environment and entrepreneurship workshop simultaneously influenced entrepreneurial attitudes positively and significantly. Based on research finding the researcher would like to recommend the following thing. 1) The SEP workshops in Gorontalo State University need to be often done and concern more on training components, especially on training facilitation component; 2) The trainees who join SEP activities are supposed to have interests in entrepreneurship so that trainees will seriously follow the activities so that the goals of SEP can be achieved; 3) To the further researcher, it needs to consider other different variables to gather deeper data and it is also suggested to use other methods.

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