

ENTREPRENEURSHIP EDUCATION IS A MUST

Wiwin Purnomowati, Iwan Nugroho
Widyagama University, Malang, Indonesia

Abstract

In 2004 – 2007 university graduated unemployment reach more than 50% compared with Diploma graduated unemployment. In this situation, unemployment problem will impact negatively to social stability. This condition is supported by fact that the most of university graduated unemployment are job seekers than job creators. It is happened because learning system in universities is focused on how to prepare the students graduate fast and get job, not to prepare them as job creator. So, it's very important for universities to motivate their students be young entrepreneurs. One effort to overcome and prevent unemployment among the educated, especially the students, is a need to prepare for entrepreneurial generation seriously since elementary school. It will create the young generation as job creators, not job seekers.

Changing students' mindset from job seeker to be job creator is not easy. At least there are two ways for changing students' mind set, namely developing an entrepreneurship curriculum and entrepreneurship project. The entrepreneurship curriculum need to ensure contact/interaction with the real world, balance between knowledge and the application, have long term orientation and fulfill all relevant stakeholders. In the other side, entrepreneurship project is an effective way to change mindset and develop entrepreneurship traits and life skill. It gives students real and personal entrepreneurship experience, an opportunity to test a business, training to manage success and failure.

1. Introduction

The economic crisis that began in 1997 has devastated the various systems and joint life of the nation of Indonesia. One is the economic sector in which many large companies went bankrupt has caused discharging of employees everywhere. This condition is exacerbated by rising fuel prices that encourage increased production costs so it has impact on rising prices, reducing consumer purchasing power, increasing unemployment and increasing numbers of poor people. This condition caused the employment growth slower than labor force growth, so it creates unemployment and has an impact on poverty.

To overcome the limitation on government ability in creating employment opportunities, an effort to solve the increasing number of unemployed and poor population is by empowering communities to be entrepreneur through developing SMEs (small medium enterprises), because there are 44,693,759 small medium enterprises or 99.84% of business unit able to absorb labor by 82.2 million workers (88.64%) of the total labor force in Indonesia (BPS, 2005). In addition, SMEs have also proven more resistant (surviving) in facing of economic crisis than big business. The results of National Socioeconomic Survey (SUSENAS) conducted by the Central Statistics Agency (BPS) in March 2006 suggested that the number of poor people in Indonesia as much as 39.05 million or 17.75 percent of its total 222 million population. Poor population increase four million people compared with it recorded in February 2005. Then, total population of Indonesia in 2007 is 224.904.900, and based on the national employee survey, about

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10 million people is categorized as unemployment, 30.4 million is categorized as half-employed that worked less than 35 hours per week (ILO, <http://www.ilo.org/global/>).

The unemployment rate is in the range of 10.8 percent to 11.5 percent of the total population who entered the labor force category. Even they have graduated from college more difficult to get jobs because there is not much expansion of business activities. During the period 2004 - 2007 college graduate unemployment reached more than 50 percent when compared with Diploma graduate unemployment. High unemployment rate indicates that the undergraduate degree is still a problem. This problems should be concerned by all parties, universities and other parties having an interest to overcome the problem of unemployment. One effort to overcome and prevent unemployment among the educated, especially the students, is a need to prepare for entrepreneurial generation seriously since elementary school. It will create the young generation as job creators, not job seekers.

Entrepreneurship education or training in Indonesia has been supplemented into many education curriculums. But mostly the majority of the implementation still emphasizes on teacher centered not students centered, with limited number of session hours or credits. On the other hand, entrepreneurship education abroad have been implemented sophisticatedly in terms of curriculum and learning strategy, and also enhanced not only by the support and commitment from the university or college concerned, but also supported by government and private companies. The type of learning activities will certainly be influenced by the way and how the educational objective is designed.

Entrepreneurship education has been widely applied in many universities abroad and inside the country. This occurs because the benefits are not just as catalyst some branch of science of economics and business (such as accounting and financial, management, marketing, business etc) when students create business plans, but also has inspired creation of curriculum and teaching methodology other subjects. In addition, the impact on individuals and the community environment strengthen more the importance of entrepreneurship education for students who incidentally is the younger generation who will become the actors in the economy of a country.

The objectives of this paper is to study that : first, entrepreneurship is one solution to overcome the

unemployment in Indonesia; second, the importance of entrepreneurship education; third, the research result about factors affecting entrepreneurship characteristics of students at Widyagama University of Malang.

2. The Theory and Implementation of Entrepreneurship Education

2.1. The importance of Entrepreneurship Education

According to Ciputra : “*An entrepreneur is a person who has the ability to change feces and wreckage into gold*”. He said that the definition of entrepreneur is not only related to business. It is also related to other fields. According to him, there are four groups of entrepreneur:

- Business Entrepreneur. This group is divided into two groups. There are owner entrepreneurs and professional Entrepreneurs. Owner entrepreneurs are the creators and owners of the business. A professional entrepreneur is a person who has an entrepreneur’s soul, however he/she works as an employee in a business.
- Government entrepreneur. A government entrepreneur is a leader of a country who is able to manage and grow the entrepreneur spirit of his/her citizens. An example of a government entrepreneur is Lee Kuan Yew, an ex president of Singapore.
- Social entrepreneur. People who are included in this group are the founding fathers of social organizations in the world who are successful in collecting funds from society in order to do social work. An example of someone from this group is Mohamad Yunus, an establisher of Grameen Bank and a noble achiever in 2006.
- Academic Entrepreneur. People who are in this group include academics who teach at school or arrange educational organizations with entrepreneurship style. Harvard and Stanford University are universities which arrange the educational world with an entrepreneur’s style.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Ciputra explained that there were 5 important reasons why entrepreneurship should be taught at school. **First**, many people of the young generation did not grow up in

entrepreneurship culture. In Indonesia, inspiration and business exercises were not taught at school. **Second**, the numbers of unemployed in Indonesia are high. **Third**, the numbers of opportunities for employment are limited. Job opportunities are not equal with the numbers of unemployment. **Forth**, the growth of entrepreneurship can create opportunities for employment; and can also create social welfare in society widely.

According to David McClelland, a great sociologist, a country will develop if there are entrepreneurs at least 2% of the citizens. According to the report which was published by Global Entrepreneurship Monitor; in 2005, the number of entrepreneurs in Singapore was about 7.2% of the population. Indonesia only has 0.18% from the number of its citizen. It is not strange the income of Singapore increases tens times more than Indonesia.

Fifth, Indonesia is very rich with natural resources, however, the natural resources are not arranged well. It happens because Indonesia has less human resources (entrepreneur) who are able to change feces and wreckage into gold.

Ciputra said that the people who are more ready to be taught and exercised as entrepreneur are students. According to him to create enough entrepreneurs in Indonesia, Indonesia should do a quantum leap. There are three ideas in the quantum leap. **First**, in the primary and secondary level there should be curriculums that teach about entrepreneurship. **Second**, entrepreneurs should be created and developed in the graduate level. **Third**, there should be national entrepreneurship training movements done by the government and people in order to teach a wider group of people.

In the developed countries, entrepreneurship education in colleges is popular because of 5 reasons (Charney & Libecap, 2000), namely:

- a. Making the business plan directs students to combine accounting, economics, finance, marketing and other business disciplines, so it can enrich their knowledge.
- b. Entrepreneurship education can promote the establishment of new enterprises by graduates or strengthening employment prospects and the success of graduates in the labor market
- c. Entrepreneurship education can promote technology transfer from universities to the market through the development of technology-based business plans.

- d. Entrepreneurship education creates a relationship between the business community and community colleges. Entrepreneurship education is viewed by business leaders as a useful approach to application to study business and economics, and they have opened themselves to fund entrepreneurship programs and provide a place for an apprenticeship.
- e. Because there is no standard approach to entrepreneurship education, so it's very possible to make trial and error in its curriculum.

2.2. Can entrepreneurship be learned and taught?

In the past patterns of entrepreneurial development was not considered systematically produce entrepreneurs. Entrepreneur is more determined by individual talent or character, or congenital birth, not the process that is planned. Now the phenomena show that entrepreneurship is a discipline that can be learned and taught. According to Ciputra (2008), entrepreneurship can be taught if using the exact methodology. Peter Drucker said : "*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.*"

Higher education, need to teach the three competencies to students, which creates an opportunity (*opportunity creator*), creating new ideas are original (*innovator*) and dare to take risks and be able to count (*calculated risk taker*). The role of higher education are: (i) internalization of the values of entrepreneurship, (ii) improved skills (*knowledge transfer*) in the aspect of marketing, financial, and technology, and (iii) support for entrepreneurship (*business set-up*) (Vallini and Simony,2007).

According to Ashe Higher Education Report (2007), a student study success is determined by two measures, namely (i) the amount of time and effort to engage students in the learning process and (ii) the ability of universities to provide resources, curriculum, facilities and program activities that attract participation students to enhance the actualization, satisfaction and skills. In the context of entrepreneurship education, it appears that participation and the ability of college students need to be synergy, in order to provide the best service delivery to

student entrepreneurs. Thus, through education can be planned in both quantity and quality needs of entrepreneurs.

2.3. The goals of Entrepreneurship Education

Basic setting goals in general education that has been known is Bloom's Taxonomy, which is based on Benjamin Bloom's concept (1956) who developed 3 basic domains into the realm of educational goals of cognitive, affective, and psychomotor. Each sphere contains a category hierarchy starting from the simplest to the most difficult, meaning that the first difficulty level (basic) must already be mastered before working on the next level objectives.

Cognitive domains include knowledge and intellectual skills development which consists of 6 categories, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Affective domains include emotional behavior in the face of something like the feeling, appreciation, enthusiasm, motivation and attitude. In this tiered affective domains include 5 categories of behavior of the simplest to the most complex, namely : accept, respond, and assess the phenomenon, organize and compare the values, and internalize values.

Psychomotor domains include movement and physical coordination, and use aspects of motor skill that requires practice and is measured by speed, accuracy, distance, procedures, or techniques for implementation. There are seven main categories starting from the simplest to the most complex, namely: perception, readiness to act, directed response (imitation and trial and error), the mechanism (custom made), complete response, adaptation, originality (creating a new movement).

Entrepreneurship education is a combination of knowledge, skills and attitudes (Galoway, 2005). Besides Heinonen and Poikkijoki (2006) depicts that entrepreneurship education is a unifying goal-blend of skills and attributes or characteristics of an individual entrepreneur to the entrepreneurial process and behavior. Appear in the image that the process of entrepreneurial learning is the combination of individual entrepreneur who must have skills and attributes through the process which behavioral formed. Skills include problem solving, creativity, persuasion, planning, negotiation and decision-making. Attributes include self-confidence, independence, outcome orientation, flexibility, dynamic and resourceful. Then the process involves the desire, the search and discovery of opportunities,

the decision to exploit opportunities. Behavior consists of innovation, change, initiative, problem solving, persuasion, and commitment.

2.4. Entrepreneurship Education since early age

Entrepreneurship education should be started as early as possible from elementary to senior high schools levels. The curricular developed should be in a comprehensive and coordinated framework towards higher education institutions (World Economic Forum, 2009). Entrepreneurial characters are designed to know, to do, and to be entrepreneur. The roles undertaken are: (i) internalization of the values of entrepreneurship, (ii) improving skills and knowledge transfers) in terms of marketing, financial, and technology; and (iv) support for entrepreneurship (*business setup*) (Vallini and Simony, 2007).

Entrepreneurship spirit can be instilled by parents when their children at early age. Entrepreneurship leads to mental changes. So, do not have contested, whether the entrepreneurial skills thanks to the talents or educational outcomes. To become an entrepreneur needed a reliable leading characters, which include:

1. The introduction of yourself (Self Awareness)
2. Creative
3. Ability to think critically
4. Ability to solve problems (Problem Solving)
5. Can communicate
6. Able to bring themselves in different environments
7. Appreciate the time (Time Orientation)
8. Empathy
9. Want to share with other people
10. Able to handle stress
11. Able to control emotions
12. Able to make decisions

These characters will be formed through a long process. In this process, the child's parents need to take the role. Parents need to supervise children by giving good example and keep his words with action. In addition, parents participate to motivate children, evaluate, and give children an appreciation for his accomplishments. Building the entrepreneurial spirit is very important, especially with the increasing number of educated unemployment.

For some people, education can be a driving factor for the success of entrepreneurship. Someone did not need to predicate of scholars to be an entrepreneur, but with a background of academic education, it will open many opportunities. So, the main problem in building the entrepreneurial spirit is a lack of awareness of the importance and urgency become an independent and youth entrepreneurship. So, early stage that must be done in empowering the youth is to build an independent young people and instill the spirit of entrepreneurship alive so easy to build self-reliance. In this context, education should not just to print the generation of highly skilled and competent, but also must be able to print the entrepreneurial generation.

The paradigm that schools only seeking knowledge, then find a job, should be changed to seek knowledge and apply it in the field. Thus, national education should be able to bring a generation educated to create jobs. Entrepreneurship education is taught from primary school can change the type of our national education that had already become insecure due solely focused bureaucracy to print a new generation that just to fill the offices only.

With the fact that the more educated unemployment rate jumped from year to year, now it's time since elementary school children are taught to recognize the various types of entrepreneurship, as an alternative to face the future beyond the ideals of a civil office. Mental aristocracy as a consequence of bureaucratic self-conscious, which has been the type of education our nation, must begin to be removed, because the facts show that job vacancies in the office are always limited, by contrast, employment opportunities outside the office is wide open for all generations.

2.5. Model of Entrepreneurship Education at College

2.5.1. Entrepreneurship at Babson College

Entrepreneurship is more than just an academic discipline at Babson, It's a way of life. Connecting theory with practice, Babson infuses entrepreneurial thought and action throughout its curricula and co-curricular activities. Three overall questions to consider in developing entrepreneurship curricula and pedagogy :

- Do the learning process, activities and curricula ensure contact/practical collisions/interaction with the real world?
- Does it value the dignity of practical knowledge?

- Does it view entrepreneurship as long term value creation, enhancement and realization for all relevant stakeholders – not just founders and investors?

The skills learned through entrepreneurship programs are vital to the success of any business – large or small, public or private, corporate or nonprofit, local or global. Babson are forever committed to trying innovative things in its integrated, experience-based learning environment. Its campus is a living laboratory, where the students experiment, improve and evolve how to teach entrepreneurial process and foster entrepreneurial mindsets. Babson then take what its learn from its students' and executive clients' experiences to accelerate the ever-extending outer frontier of the field of entrepreneurship education

2.5.2. Entrepreneurship Education of Universitas Ciputra Entrepreneurship Centre (UCEC)

Table 1. Model of Entrepreneurship Education

Education scope	Education set-up	Institutional characteristic	Outreach
1. business plan as subject of study	1. modern teaching method	1. special budget for entrepreneurial development	1. Cooperate with financial institution
2. entrepreneurial research	2. practitioner involvement	2. activities among faculties	2. mentorship
3. entrepreneurial training	3. cooperate with company	3. special facility	3. business plan competition
4. S1 special for entrepreneurship	4. developing the potency of entrepreneurial student		
5. at least 5 subjects of study in S1	5. special training for entrepreneurship lecturer		
	6. lecturer with entrepreneurial experience		
	7. vision and mission of entrepreneurship		

Source : TOT of Entrepreneurship Education (Denpasar Bali, 2009)

3. Implementation of Entrepreneurship Education

3.1. In Indonesia

The existing curriculum in high school probably caused the graduates are not ready to choose self-employment career, or started their own businesses because they are only prepared to continue to college. Similarly, college graduates are generally prepared to work as employees. Choosing an entrepreneurship career are exceptional cases, except for those who have a family background of entrepreneurs, especially among ethnic descent. Therefore, entrepreneurship education may be part of the solution to overcome the unemployment problem. According to the Global Entrepreneurship Monitor's (GEM, 2008), entrepreneurship process includes the phase of conception, the birth of their operations, and sustainable stage. Similarly, students in entrepreneurship education are at the conception stage as a potential entrepreneur who can identify opportunities and have knowledge and skills. Then, if they're facilitated by government programs, the graduates will start entrepreneurship and became the owner / manager of new business (the birth stage), then grow to be the owner / manager of an established company (survival stage).

In terms of the policy of the Indonesian government is actually already aware of the importance of entrepreneurship in economic development by issuing a Presidential Decree No.4 of 1995. Various programs have been launched to develop a good entrepreneurship by various departments or ministries, including state-owned or private sector participation through the CSR (*Corporate Social Responsibility*) program. Within the scope of the national education, many universities insert entrepreneurship into the curriculum. Entrepreneurship education program was included in the curriculum with a range of weights per semester between 2 to 3 credits, with the meetings / sessions in the class 1.5 to 2.5 hours per week, while in the polytechnic system could mean 2 times within 3 hours of class attendance one week. The lecture implementation will not be much different from teaching other subjects in the form of giving the theory in the classroom where students generally represents a passive participant. Yet in each of the learning process to be effective, learners or students should be involved in the learning experience (American Assembly, College of International Business, was quoted by Lawrence et al, 2005).

Though late, in 2010 government plans to include entrepreneurship in the public high school's curriculum. Entrepreneurship teaching and learning process if not designed effectively using appropriate pedagogical approach will only lead the traditional teaching-learning process which remains centered on the teacher, the focus on "*hard-skill*" and ignore the "*soft-skills*" that are very important for entrepreneurial learning (Nesta, 2007).

Challenge of Indonesian higher education today is how to change the paradigms of college graduates from job seekers to job creators. According to Ciputra, anticipate the limitation of current employment is to become an entrepreneur. Individual must be capable of creating opportunities (*opportunity creators*), able to create things or new ideas are original (*innovator*) and the latest must have the courage to take risks and able to calculate (*calculated risk taking*).

According to him, entrepreneurship is not something that can not be learned. The college became one of the most fitting place to do it. For entrepreneurship education, the Directorate General of Higher Education (Higher Education) Ministry of National Education make entrepreneurship program as a national priority programs to be executed by all universities in Indonesia. The program is named Program Mahasiswa Wirausaha (PMW) as a entrepreneurship project. According to the Director General of Higher Education, entrepreneurship is one solution to overcome the scholars who are unemployed after graduating from higher education. Therefore, this entrepreneurship program will be continually developed on campuses.

3.2. Entrepreneurship Education Globally

Entrepreneurship has never been as important as it is today when the world is confronted with big challenges that extend well beyond the global economy. Entrepreneurship is a tremendous force that can have a big impact in growth, recovery, and societal progress by fuelling innovation, employment generation and social empowerment.

The globalization era is more develop today and it needs good human resources to support it. People with no skill will feel difficult to survive because this era is a period where people

always compete to be the best and to live better in this world. Most people think about being an entrepreneur because they think that this skill can be useful in this era. People can build their own business and looking for some employees with good skill to develop their business. On the other hand, an entrepreneur should have entrepreneurship skill which will support their business.

While it clear that the world is in need of more entrepreneurial societies who can address more complex, interlinked and fast changing problems, greater awareness is needed about the critical role education has in developing the next wave leaders, innovators and entrepreneurs who can not only create jobs and value for society, but also empower others to dream of a better future. Within this conviction, in 2008 the Global Education Initiative launched a workstream to advance Entrepreneurship Education Globally as one of the key drivers of sustained social development and economic recovery.

The workstream has 4 main objectives :

1. highlight and raise awareness of the importance of entrepreneurship education in spurring economic growth and in achieving the Millennium Development Goals.
2. consolidate existing knowledge and good practices around the world in the forum of a report to enable the development of innovative new tools, approaches and delivery methods
3. provide recommendations to governments, academia, the private sector and other actors on the development and delivery of effective education programs for entrepreneurship
4. launch a process in which the recommendations can be discussed on the global, regional, national and local levels and implemented with the involvement of key stakeholders.

3.3. Entrepreneurship Education at Widyagama University

Development of entrepreneurship at the University of Widyagama Malang organized by the Center for Entrepreneurship Development (P2K or Pusat Pengembangan Kewirausahaan). Entrepreneurship center at university is needed because of three reasons : *first*, campus is a main gate for young educated generation to be educated employee. University become the last place to coin entrepreneur. *Second*, campus is the best place to develop human resources. Everyone come to campus has mindset to learn and improve their self quality.

Third, campus has educated human resources and researchers, that have commitment and ability to develop the potency of young generation. Since 2005, P2K provides extra-curricular program for the student entrepreneurial competencies. Competency program objectives include to know, to do, and to be an entrepreneur. Its pattern is similar to PMW (Program Mahasiswa Wirausaha), where students acquire training materials (provisioning), apprenticeship, get capital for starting up business (entrepreneurship project) and business assistance.

Besides P2K, other extra curricular that able to develop entrepreneurship of students is WIGAPALA. Activities of systematic extra-curricular student is expected to build motivation and mental attitude of the entrepreneur. The students activities of nature lovers who are organized in Widyagama Pecinta Alam (WIGAPALA), also contain characters of entrepreneurship education. Members of WIGAPALA get a standard training in terms of general knowledge about the nature, personality building, and mental strengthening. They are also trained about travel management, collaboration, self esteem, climbing, night traveling and survival. Those trainings are expected to provide the students with creativities and innovations as the main energy for entrepreneurship. They may be able to prove themselves as successful entrepreneur in the community after completing their study. We have already researched to learn the entrepreneurial characters of the students at Wigapala.

An experience to organize and take apart in various activities has generated a certain technical skills that are business-oriented as well. This indirectly introduce a entrepreneurial character and a practical business experience to the students. The technical skills of a nature lovers world has helped a outbound service to the community. In a activity, the student prepare a Wigapala attribute and implement procurement and administrative mechanisms independently. The technical skills in printing, crafts, and souvenirs are developed to support an organization activities and community service demand. Handicrafts and souvenirs from a natural or nuanced adventure materials has sold to market.

The experiences in any technical managerial skills successfully provide the

Wigapala member with real entrepreneurial character. The experiences have made of students and alumni to be a person who has characters of hard work, independent, and self confidence. A majority of Wigapala alumni (80 percent) work in a private sector. Some of them become successful entrepreneurs. Interestingly, the successful alumni who are willing to help new graduates who have not graduated or worked.

Two prominent alumni are Edi Nurwanto and Muhammad Asruri Sham. Edi Nurwanto is a 32-year-old, owner of Liza Tour & Travel in Malang. When he started his business in 2004, he still had one car for doing travel business. Nowadays, he has a fleet of 45 various types of vehicles. The business services expand to tours and travel, airfare sales, and outbound training, generating business turnover achieve billions of rupiah per month. The business services are set out from his experience as hobby of adventure and on behalf WIGAPALA chairman in the period 2000 to 2002.

Muhammad Sham Asruri is the manager of Wonosalam Training Center, located at the foot of the mountain Anjasmoro, Wonosalam district, Jombang Regency. Wonosalam Training Center is a Resource Development Institute, which manage outbound services, backpacking, adventures, teamwork, team building and leadership. His business has been running 5 years and has involved 11,000 participants from various sites, including schools, industry or government.

The research method :

The survey was conducted on 68 students. They consisted of 56 participants of the entrepreneurship education program, and 12 students of nature lovers. The observed variables include the characteristics of entrepreneurship, individual background, business practice experiences, and education. Data were collected through interviews using questionnaires. The method of measurement of individual, social and government entrepreneurship employed the CRE (2003) with modifications of Nugroho (2008). This method measures the entrepreneurship in cognitive, affective and psychomotoric realms. The method of analysis used descriptive statistics, followed by multiple regressions:

Entrepreneurship (ki, ks, kp) = f (wp, fak, usaha, ortu, kel) in which:

Ki	Individual entrepreneurship
Ks	Social entrepreneurship
Kp	Governmental entrepreneurship
Wp	Student activity (Nature lover=1; other=0)
Fak	Origin of Faculty (Economic =1; other=0)
Usaha	Business practice (Student entrepreneur=1, other=0)
Ortu	Parent's occupation (civil servant=0; other=1)
Kel	Gender (male=1; female=0)

The five latter variables are the independent variables, in terms of a dummy variable.

Learning the entrepreneurial characters of the students can reveal much information. According to Indarti and Rostiani (2008), the characters are determined by the intention of entrepreneurship students. In view of Vallini and simony (2007), the intention is the initial capital for the process of information search when starting business. Students with the intention of entrepreneurship have a better readiness and progress in business practices than those without intention. Entrepreneurial intentions of students are determined by actualization needs, age and gender, with the contribution of 28.2, 14.2 and 24.8 percent, respectively (Indarti and Rostiani, 2008). Study made by Wharton, Parry and Potter (2003) measured the entrepreneurial aspects of the students in terms of the locus of control, tolerance for ambiguity and the calculation of risk. They demonstrated that the characters of entrepreneurial on female higher than male students. Robinson, Huefner and Hunt (1991) studied the entrepreneurial characteristics concerning with business innovation, achievement in business practices, self confidence and personal control. Education may increase scores in the four characters. Students also can represent the real character of entrepreneur.

4. Result

The results showed that from the overall 68 students, it is found that the scores of individual, social and government entrepreneurship are 38.59, 20.84 and 18.32, respectively. According to the CRE (2003), individual entrepreneurship of students is classified as spirited entrepreneur. The students also perceive that the community and government have given supports to the entrepreneurship

development. The scores of this study are relatively high compared with those of local people in the national park of Bromo Tengger Semeru of 35.84, 14.61, and 15.33, respectively (Iwan Nugroho, 2008).

Entrepreneurial characteristics based on the observed variables are presented in Table 1. The table can provide early clues factors that affect entrepreneurship characters. Individual entrepreneurship was significantly influenced by business practice activity with a p-value of 0.16. The decrease in p-value means that the dummy variables influence more strongly than ever. Other variables show a greater p-value than the business practice activity. This means that students who do business practices show high scores in terms of the individual entrepreneurship. Meanwhile, social and government entrepreneurs were significantly influenced by gender. Female students showed higher scores of social and government entrepreneurship, with the p-values of 0004 and 0056. The contrary results were found in the individual entrepreneurship, in which male students showed higher scores than women even with the p-value of 0.36.

Table 2. Entrepreneurship Characteristics of Students

	Gender (male=1; female=0)	Student activity (Nature lover=1; other=0)	Origin of Faculty (Economic =1; other=0)	Business practice (Student entrepreneur =1, other=0)	Parent's occupation (civil servant=0; other=1)
Individual entrepreneurship					
Average of 0	38.05	38.34	39.04	36.47	37.75
Average of 1	39.36	39.75	38.33	39.19	38.85
p-value	0.36	0.52	0.64	0.16	0.55
Df	63	14	51	20	22
Social entrepreneurship					
Average of 0	19.47	18.43	18.32	18.53	18.94
Average of 1	16.21	16.75	18.02	18.02	17.88
p-value	0.0040	0.29	0.79	0.64	0.38
Df	46	14	47	30	27
Governmental entrepreneurship					
Average of 0	21.77	21.23	20.20	20.20	20.75
Average of 1	19.50	19.00	21.21	21.02	20.87
p-value	0.056	0.22	0.37	0.54	0.93
Df	44	13	55	23	24

Note:

The Entrepreneur Test (Individual entrepreneurship)

- 40 to 50 Points =Very Entrepreneurial;
- 30 to 39 Points =Somewhat Entrepreneurial;
- 20 to 29 Points =Mixed Entrepreneurial Traits;
- 10 to 19 Points =Limited "E" Traits;
- 0 to 9 Points =Not Very Entrepreneurial

The Community Support (Test social and governmental entrepreneurship)

- 21 - 25 Points = Highly Supportive; 16 - 20 Points = Supportive; 11 - 15 Points = Mixed Support; 6 - 10 Points = Indifferent; 0 - 5 = Hostile

The results of the multiple regression analysis shows that entrepreneurial activity is influenced by the students activities and business practices. Students of nature lover showed a positive influence on the score of individual entrepreneurship (p-values = 0.10). Students entrepreneur also showed highly significant positive impacts on the scores of individual entrepreneurship (p-values = 0.01). Since it is a dummy variable, the relationship can not be quantitatively described.

Social entrepreneurship is significantly influenced by gender and business practices. Male students showed a negative relationship to the scores of social entrepreneurship (p-value = 0.01). Students entrepreneur also showed a negative effect on the social entrepreneurship scores (p-value = 0.01). While the other observed variables did not show significant impacts on the government entrepreneurship.

Table 3. Factors Affecting Individual, Social and Government Entrepreneurship

Variable	Individual entrepreneur	Social entrepreneur	Governmental entrepreneur
Constant	32.107	24.240	22.780
Gender (male=1; female=0)	1.406	-3.807**	-1.911
Student activity (Nature lover=1; other=0)	4.692*	-2.330	-2.091
Origin of Faculty (Economic =1; other=0)	-0.644	-1.363	0.366
Business practice (Student entrepreneur=1, other=0)	5.697**	-2.522*	-0.978
Parent's occupation (civil servant=0; other=1)	1.362	-1.702	-0.333

**significantly at level 0.01; * significantly at level 0.10

The results of the regression analysis generally strengthened the previous description. Student entrepreneur actually have entered into the psychomotoric domain of entrepreneurship. This aspect contributed to the scores of individual entrepreneurship, as asked in the questionnaire, in line with the study of Robinson, Huefner and Hunt (1991). In this study, students entrepreneur were as many as 53 people or 78 percent of those surveyed. That's why the scores of individual entrepreneurship are higher than those of previous studies (Nugroho, 2008; CRE, 2003).

In contrast, students entrepreneur showed a negative impact on the scores of social entrepreneurship. This phenomenon indicates that the student entrepreneur perceived that the community did not maximally support the development of social entrepreneurship. This is understandable for two reasons. First, students develop their own entrepreneurial character, without the help or support from the community. Therefore, they contribute low scores in psychomotoric aspects to social entrepreneurship. Second, students are individuals who are educated, modern, and lived in urban areas. They are more affected by individualistic value compared with social values in economic decision making.

The Gender variable showed a contradictory influence on entrepreneurship. On the one hand, male students negatively affect the scores of social entrepreneurship. On the other hand, it was found that a description of female students showed higher scores on social and government entrepreneurship (Table 1, with p-values 0.004 and 0.056). This phenomenon indicates that the male students perceive the community to be less supportive to the development of social entrepreneurship, while female students perceive the opposite. In other words, more male students affected individualist values, whereas female students still appreciate the social values in the urban and modernization environment. This phenomenon also indicates that female students showed greater potential to participate in public areas. On the other hand, male students showed greater potential in the field of private business. Of course, this still requires further studies. Meanwhile, the study made by Wharton, Parry and Potter (2003) showed that female students have a stronger entrepreneurial character than male, as measured in locus of control, tolerance for ambiguity and the calculation of risk.

Students of nature lover have a positive influence on the scores of individual entrepreneurship. These results are very surprising because it is not well shown in the description. These results prove that the learning process in the activity of nature lovers student is consistent with the entrepreneurship learning. The learning materials of nature lovers student in University of Widyagama Malang are relevant to entrepreneurship education, including the knowledge of nature and environment, the development of personality, travel management, field cooperation, independency, and of survival. Those materials are in line with the entrepreneurial character shown by a study of Wharton, Parry and Potter (2003) and Robinson, Huefner and Hunt (1991).

However, unexpected results are also found. Nature lovers students indicate that scores of social and the government entrepreneurship are lower than other students, although they are not significantly different (p-value 0.29 and 0.22). This shows that the nature lovers students are relatively not different from students in general. They are also affected by individualist values..

Summary

1. One effort to overcome and prevent unemployment among the educated, especially the students, is a need to prepare for entrepreneurial generation seriously since elementary school. It will create the young generation as job creators, not job seekers.
2. Entrepreneurship is a discipline that can be learned and taught. Entrepreneurship is taught by developing 3 basic domains into the realm of educational goals of cognitive, affective, and psychomotor.
3. Entrepreneurship spirit can be instilled by parents when their children at early age. The entrepreneurs' characters will be formed through a long process. In this process, the child's parents need to take the role. Parents need to supervise children by giving good example and keep his words with action. In addition, parents participate to motivate children, evaluate, and give children an appreciation for his accomplishments.

4. There are three ideas to create entrepreneur. *First*, in the primary and secondary level there should be curriculums that teach about entrepreneurship. *Second*, entrepreneurs should be created and developed in the graduate level by implementing entrepreneurship education and entrepreneurship project such as PMW (Program Mahasiswa Wirausaha), where students acquire training (provisioning), apprenticeship, get capital for starting up business and business assistance. *Third*, there should be national entrepreneurship training movements done by the government and people in order to teach a wider group of people.
5. There are 5 reasons why entrepreneurship should be taught at school. *First*, many people of the young generation did not grow up in entrepreneurship culture. *Second*, the numbers of unemployed in Indonesia are high. *Third*, the numbers of opportunities for employment are limited. *Forth*, the growth of entrepreneurship can create opportunities for employment; and can also create social welfare in society widely. *Fifth*, Indonesia is very rich with natural resources, but the natural resources are not arranged well.
6. Entrepreneurship center at university is needed because of three reasons : *first*, campus is a main gate for young educated generation to be educated employee. University become the last place to coin entrepreneur. *Second*, campus is the best place to develop human resources. Everyone come to campus has mindset to learn and improve their self quality. *Third*, campus has educated human resources and researchers, that have commitment and ability to develop the potency of young generation.

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