

GROWING ENTREPRENEURIAL BEHAVIOUR THROUGH INTENTION PHASE IN EDUCATIONAL ENVIRONMENT

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Fransisca Desiana Pranatasari
Universitas Ciputra, Surabaya, Indonesia

Abstract: Entrepreneurship is one solution that encouraged the government to promote the nation's economy. The study says that at least 2% of entrepreneurs in a country are required to make the country progress. With the growing number of entrepreneurs, the number of jobs created will also increase, so that the community will grow independently in economic terms. The growth of entrepreneurial figures is done in various aspects; one of them is through education. This study aims to see how to grow entrepreneurial behavior through the phase of intention in the educational environment. This research uses a qualitative method with focus group discussion method, documentation, and observation. The result is a design on how to grow entrepreneurship behavior through the phase of intention in creating entrepreneurship in education.

Keywords: Entrepreneurship, Entrepreneurial Behavior, Intention, Education



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Correspondence Author:
Fransisca Desiana
Pranatasari, Universitas
Ciputra, Surabaya,
Indonesia, Email: Fransisca.
desiana@ciputra.ac.id
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The government has long been seeking the development of the economic sector in Indonesia. One way that is done by the government is developing entrepreneurship to support the availability of employment for the ones who are in a productive age in Indonesia. Entrepreneurship is one of the important instruments in the economic development of a nation (Linan et al, 2005). It should be noted that in Indonesia, based on data from the Central Bureau of Statistics in August 2014, 9.5% of total unemployed people are college graduates (688,660 people) (www.dikti.go.id, 2015). This

becomes a concern to the government since the whole of unemployed people are in productive age and ready to work.

Increase in the number of entrepreneurs in Indonesia is expected to increase per capita income every year. It is proven that from the number of entrepreneurs in last year, amounted to 3.744.000 entrepreneurs or 1.56%; thus the economic growth in Indonesia shows stability (6% per year). However, this number is still quite low compared to Singapore (7.20%), Malaysia (5%), South Korea (4%) and the United States (11.5%) (Central Bureau of Statistics, 2011). Region or country experiencing high increase in the index of entrepreneurship will tend to show a decrease in the unemployment rate (Linan, et al., 2005). Some studies say that approximately 2% of the total entrepreneurs of the total population of a country is required (Ciputra, 2009). Entrepreneurship allows a country to play a role in economic development (Linan, et al., 2005).

Relatively high population and gross domestic product (GDP) of US \$ 878 billion has made Indonesia a potential target for the development of various businesses compared to its neighbors such as Thailand (\$ 366), Philippines (\$ 250), and Vietnam (\$ 142). (SWA Magazine, 2014).

Table 1 Comparison of Number of Population and Percentage of Entrepreneurs

| No. | Country | Number of Population | Percentage of Entrepreneurs |
|-----|-------------|----------------------|-----------------------------|
| 1 | Indonesia | 253.610.000 | 1,65% |
| 2 | Singapore | 5.400.000 | 7% |
| 3 | Malaysia | 30.000.000 | 5% |
| 4 | Thailand | 67.740.000 | 3% |
| 5 | South Korea | 50.200.000 | 4% |
| 6 | Japan | 127.100.000 | 10% |
| 7 | China | 1.355.690.000 | 10% |
| 8 | US | 318.890.000 | 12% |

*)percentage of number of population

Source: Research and Development "Kompas" / IWN, extracted from the page of Ministry of Cooperatives and SMEs, Kompas.com

Government is committed to the growth of the number of entrepreneurs in Indonesia. This is evidenced by several government programs. One of them is National Entrepreneurship Movement (GKN) in 2011. There are 13 Ministries which support GKN activity in order to increase the number of entrepreneurs (Kemenperin, 2015). The Ministry of Cooperatives and SMEs supports GKN program by providing a budget of 88.4 billion rupiahs to be used as business capital and investment in 2015 (www.depkop.go.id, 2015). Ministry of Industry has a mission to develop global competitiveness as a form of support for GKN. This is done by granting people's business credit (KUR) to facilitate IKM in developing its business, improving technological capability, improving human resources capability through some training programs that support a person to be entrepreneur, the existence of facilities and assistance, and other things related to improvement in access to market (Kemenperin, 2015).

Being a successful entrepreneur is not easy. Many people who try to become entrepreneurs suffered losses in the first year and even suffer bankruptcy. Sutanto (2008), explains that many startup business companies which are in 0-5 years old need a big effort in reaching the next stage in life cycle business, namely growth stage or sustainable. Entrepreneurship is an attitude that reflects one's motivation and ability to identify opportunities and effort to achieve goals for a new value or an economic success (European Commission, 2003).

In addition to entrepreneurial characteristics such as confident, consistent, committed, independent, able to read opportunities and risks, honest, and never give up (persistent), one also needs to know and have experience in managing a business well (Suryana, 2013). Business management can be taught and trained; it is not always a gift of birth (Assad, 2017). The performance of a company is considered to be one of the main criteria in the continuity of a business; therefore, planning and commitment are required in operating a business within a certain period of time (Kabir, et al., 2017). The government has made several training programs for people of Indonesia, but if the assistance program is not done continuously and consistent with the target of achievement and evaluation, then the results obtained are also not maximal. Many of them continue to do their old job and leave the entrepreneurial training due to inadequate mentoring and provision of training for adults.

Creating an entrepreneur is not an easy job. It requires strong will and commitment. Many people really want to be entrepreneurs, but there are ones who become entrepreneurs because the condition requires them to. If a business management does not start from the beginning, it will not have a long life; therefore; education is the solution, either education at home, at school, or at college. Some parents deliberately familiarize their children with independence, so that they will not be dependent on others when they are an adult because being entrepreneurs also requires effort and perseverance (Assad, 2017). Developed countries teach entrepreneurship early in order to create many entrepre-

neurs for the sake of adequate job availability and economic stability (Assad, 2017). Since 1970, universities in several developed countries including the United States and European countries have realized the importance of teaching entrepreneurship concepts to their students for their future (Assad, 2017). It is normal if those countries have good and qualified businessmen in business development because they have been committed to teaching this concept since the early age in the 1980s (Assad, 2017). The performance of a business is influenced by its competence of strategy, the competence of opportunity, and competence of management (Kabir, et al., 2017).

There is a range of treatments which should be done in shaping the characteristics of an entrepreneur. The treatments in question are strategy and marketing, knowledge of human resources, skill, capital, persistence, creativity, innovation, and others (Kompas, 2015). This is the main capital of entrepreneurs to perform a good business management so that the business can always grow from time to time. Therefore, education also should be used in teaching entrepreneurial behavior in running the business in everyday life. This also can be done through several phases of intention, so that students are expected to be people who behave entrepreneurially (Heinonen and Poikkijoki, 2006). According to Linan, et al. (2005), two factors which lead a person to have entrepreneurial behavior are: perceived desirability, in which one feels interested in behaving as an entrepreneur, and perceived feasibility, in which one considers himself to be able to behave as an entrepreneur, with the help of themselves, mentors, and business partners.

Education entrepreneurship is designed to cultivate students who behave entrepreneurially. Entrepreneurship demands good skill and ability in facing uncertain challenges (Heinonen and Poikkijoki, 2006). Kassean, et al. (2015), provide supporting the argument that entrepreneurial learning process focuses on real world experience, actions, and student processes. Innovative approaches in problem solving, readiness for change, confidence, and creativity are attributes related to entrepreneurship. (Heinonen and Poikkijoki, 2006). According to

Heinonen and Poikkijoki (2006), entrepreneurial behavior can be achieved by someone through the phase of intention, namely by stage of knowledge, experience, and action.

The problem formulated in this research is how to grow entrepreneurial behavior through the phase of intention in the educational environment. The purpose of this study is to see how to grow entrepreneurial behavior through the intention phase in the educational environment. It is expected to be beneficial for universities in participating actively in developing entrepreneurship in Indonesia.

RESEARCH METHOD

This research is a qualitative research which was conducted in the education world. According to Cooper (2006), qualitative research consists of a set of ways and tools that are used for the purpose of explaining the meaning of an event in a social case that runs naturally. The focus of a qualitative study is in social situations covering an aspect of the place, actor, and activity (Sugiyono, 2013). This study was conducted at UniversitasCiputra, which is one of the universities committed to creating young entrepreneurs. An aspect of the actor in this study is students of this university who have not had a business. They will be given treatment in the opening and develop business. The aspect of activity in this study is a process of opening, building, and maintaining their business. Bungin (2012), adds that qualitative research should use theory as a tool in the research to select and find problems, and then do direct observation in the field until data testing.

The researcher conducted observation and interview to five informants who are selected based on certain criteria through purposive sampling method; purposive technique is based on certain considerations (Sugiono, 2007). The criteria used in this study are students who already have a business which has been running for 2 years and the business is established when they study in this university. These criteria are made to facilitate the researcher, especially in conducting observation properly on students who are stimulated to run a business while studying in college through the phase of intention, so as to behave entrepreneurially. Some

things which were observed by the observer are the process of establishing the business, membership in business management, and ability to survive for 2 years. Primary data was collected by interview and observation; therefore, the researcher obtained the data directly. Secondary data was taken from supporting literature such as books, journals, magazines, course books, and so forth.

The validity of the data in this study was tested by using triangulation of sources, in which the researcher performed the same treatment to another person, and then compared the results and obtained things that are relatively representative of this research process. This triangulation is necessary to obtain reliable data.

RESULTS

For the sake of high achievement and being a successful entrepreneur, careful preparation and

consistent treatment are required in everyday life. Some people who decide to become entrepreneurs usually experience loss and even go bankrupt at the beginning of establishing a business. There are many people giving up due to this. This research is expected to show some treatment to foster entrepreneurial behavior through the phase of intention in an educational environment.

This research meets the criteria of purposive sampling technique which is determined by the previous researcher, namely conducting observation and interview to five young entrepreneurs who are students having a business which has been running for 2 years and having a business established while they are studying in college. The following is a description of informants involved in this research:

Table 2 Profile of Informants

| No | Name | Age | Sex | Category of Business |
|----|---------------------------|--------------|--------|----------------------|
| 1 | Citra Putri Muslimat (C1) | 20 years old | Female | Fashion |
| 2 | Ni WayanDiah D. (D1) | 21 years old | Female | Food and beverage |
| 3 | Ervin KusumaWinata (E1) | 20 years old | Male | Food and beverage |
| 4 | Mega VitriaJuwita (M1) | 22 years old | Female | Food and beverage |
| 5 | Vijayanti Devi (V1) | 20 years old | Female | Fashion |

Source: data processed, 2017

Entrepreneurship Learning Process

According to Sumpeno (2009), the learning process is a continuous process in which there is a reciprocal relationship between teacher and students in an educational situation in order to achieve an outcome which has been expected from the beginning. Five informants above are students who focus on studying in college as well as establishing their business. In their beginning of their college life, each of informants has not had a business. They only have an intention and commitment to building a successful business. The informants realize that indeed intention is not enough to establish a business; therefore, they realized that they have to seek knowledge related to entrepreneurship since an early

age so that later they can build a sustainable business.

“I want to generate profits that can provide a decent salary and livelihood for others.” (Informant C1)

“By becoming an entrepreneur, I can open more job vacancies for others.” (Informant D1)

“With more open job vacancies, nation’s economy is getting better” (Informant V1)

According to Sumpeno (2009), motivation is a situation that moves a person to achieve his desired goals. The informants above mentioned that their

main motivation in deciding to explore knowledge of entrepreneurship and motivation in becoming entrepreneurs later is to create job vacancies and make progress of nation's economy. This is in accordance with the studies which were conducted by Linan, et al. (2005) and Assad (2017), stating that by creating entrepreneur since early age will increase the availability of employment so that entrepreneurship becomes one of the important instruments in developing a nation's economy.

"In campus, I am learning a lot, ranging from marketing, finance, and so forth. It is so useful for my business" (Informant M1 and V1)

"The courses provided in college are very applicable to the business I am running. Of course, this is very useful" (Informant E1)

The curriculum designs continuous courses for students in order to support them in running the business, from the first semester until they graduate. College curriculum they take fosters them to make sales and business development in line with targets they should achieve.

"Running a business is not easy. In the first year, I went bankrupt, so I moved to fashion business as I am running now. Alhamdulillah ... now the turnover is 10 million per month" (Informant C1)

"The experience of running a business directly makes me think more analytically and think bigger in running my business" (Informant E1)

"The role of the facilitator in my business project is great, especially in terms of discussing solutions to problems in my business" (Informant D1)

The combination of courses in the classroom integrated with the business experience of students will make it easier for them to make useful business decisions for their business development. Their experience of project-based learning hones their analytical skill. Facilitators also play a role in monitoring their business development and assisting them in discussing solutions to problems which occur in their business. Here are the observation results of each informant's business:

Table 3 Observation results of each informant's business

| Informant | Observation Result |
|-----------|--|
| C1 | <ul style="list-style-type: none"> • She has experienced bankruptcy in the beginning of college life, but now her business is getting better; her minimum turnover is 10 million rupiah per month. • The role of facilitators in providing target and support in each semester makes her challenged to achieve it. • The continuity of courses provided allows informant C1 to manage her business in terms of marketing and employment. • Her business is inspired by alumni or professionals. • Past experience causing his failure becomes a note for her business in the future. • Characters that appear are persistent and passionate. |
| D1 | <ul style="list-style-type: none"> • Being an entrepreneur is my dream, and I realize that I need to learn to build a successful business. |
| E1 | <ul style="list-style-type: none"> • In this campus, I am forced to practice business directly from the beginning of college life until I graduate. |
| M1 | <ul style="list-style-type: none"> • Failure is normal to occur in learning process. However, we need to know how to get back up. |
| V1 | <ul style="list-style-type: none"> • Knowledge obtained in college will help informants in managing their business, especially in critical situations. • The role of courses such as finance and marketing is very important in business development D1. • Alumni and practitioners can also inspire them and make them learn the process of success. |

Growing Entrepreneurial Behaviour Through Intention Phase

- Passionate and persistent
- Business experience and the role of facilitator enable informant D1 to behave entrepreneurially.

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- E1
- Have to work hard, should not be lazy, and always create innovation.
 - Mindset starts to change because informant E1 is forced to run a business from his first semester until he graduated.
 - Informant E1 understands business preparation stage in college, such as: market survey, preparation of innovative product, financial management and so forth. Thus, the products of informant E1 can be accepted easily in market because of the knowledge he obtained before establishing his business.
 - Facilitator is important as a partner in discussion and in finding solutions together

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- M1
- Informant M1 learns to get out of her comfort zone by becoming an entrepreneur.
 - Studying in college changed the mindset of M1, gave confidence, and provided knowledge in managing business in an applicable way in every course that is designed continuously, for example, strategic management, marketing management, etc.
 - Passionate, persistent and risk taker
 - Facilitator has a role as mother in learning business development in college, shown by the support, warning, and targets given by facilitator.

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- V1
- She has determined her vision from the beginning and is not afraid to fail. Failure is a learning process to achieve another success.
 - Try directly and use knowledge that has been obtained to develop the business.
 - Studying in college changed the mindset of informant V1 to become knowledgeable entrepreneurs, such as about production, marketing, finance, etc.
 - Inspiring alumni leads to be successful.
 - Passionate, persistent, and independent
 - Facilitator plays a role in informant V1 process to explore business knowledge and run her business.

Source: data processed, 2017

The result of observation shows that there is a correlation between course continuity in the intention phase, i.e. knowledge, experience, and action, which can grow entrepreneurial behavior of students until finally, they decide to become an entrepreneur. In this research, it is found that facilitator has a role in intention phase of entrepreneurship, namely knowledge, experience, and action in the form of giving support, being a partner in the discussion, giving knowledge, giving solution and giving target achievement. Sumpeno (2009), states that learning process should also be accompanied by mentoring process to ensure that the expected process is conducted continuously. Mentoring process can be done by a teacher or facilitator by unlocking the hidden potential of a person so that they are aware of the goals they want to achieve.

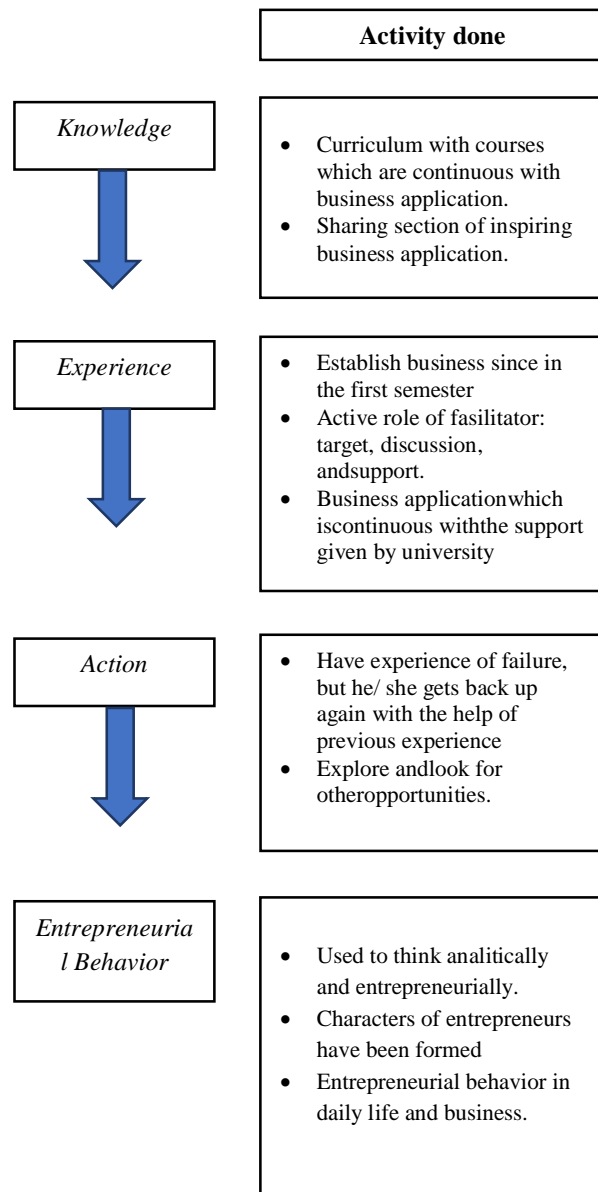
Entrepreneurial behavior in educational environment

Student entrepreneurship learning should be done since students enter the first semester in college. Since the first semester, they are forced to establish a business according to their passion, which is developed with persistence. This is also conveyed by Suryana (2013) in that entrepreneurs need some characters, such as confident, persistent, independent, consistent, and committed. The longer they feel the experience as an entrepreneur, the more knowledge they have in business management for the sake of business sustainability. Assad (2017) mentions that the earlier a person recognizes entrepreneurship, the better his business management because business management needs to be trained; natural talent is not the only one important thing.

Project-based learning is one of the most suitable methods used in building entrepreneurial spirit among students. According to Wiek et al (2013), this approach is suitable for entrepreneurship learning as this method can provide understanding and opportunity in effective business learning. Outcomes to be achieved are solution options and practical products, which are established through experience-based activity based on business projects, and creating the best solution in every situation faced (student-centered) (Wiek et al, 2103).

Intention phase consists of 3 stages, namely knowledge, experience, and action (Heinonen and Poikkijoki, 2006). At the phase of knowledge, one is expected to understand entrepreneurship (Heinonen and Poikkijoki, 2006). Knowledge, interpersonal competence, and analytical skill can be developed through lecture-based activities, but this does not adequately support a person's skill in entrepreneurship (Wiek et al, 2013). One must experience directly through the next phase, namely experience. At experience phase, one is expected to get direct experience in entrepreneurship (Heinonen and Poikkijoki, 2006). Entrepreneurship skill requires hands-on training, both in teamwork and individuals, and community involvement (Wiek et al, 2013). Project-based learning approach fits well in this phase as it combines real and independent learning experiences for students (Wiek et al, 2013). At action phase, one is expected to explore more related to opportunities in the market (Heinonen and Poikkijoki, 2006). Based on the results of observation, it is found that the three phases of intention can appear and be felt directly by students from the first semester to last semester (graduate), even until they become alumni. With a sustainable curriculum design between courses and business application, one can pass this phase well so that their entrepreneurial behavior grows naturally both in their daily life and business life (Assad, 2017).

Figure 1 shows finding that entrepreneurial behavior is formed perfectly through intention phase, namely knowledge, experience, and action. Each phase of intention has an important role in growing entrepreneurial behavior, especially in the educational environment. Knowledge phase is conducted



(Source: data processed, 2017)

Figure 1 Establishing entrepreneurial behavior in educational environment

by building a continuous curriculum with the business application of students and by inviting inspirational figures in order to increase their knowledge. Experience phase is the learning process can be done with project-based learning system.

The educational environment is a good place to grow entrepreneurial behavior continuously. Inde-

pendent learning approach through project-based learning requires a robust infrastructure by adopting the role of each function in the business world (Wiek, et al., 2013). Teachers can act as facilitators who monitor students' business development, so they are encouraged to get the better achievement of their business. The facilitator also incorporates formative assessments to support the development of the guided students (Wiek, et al., 2013).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Entrepreneurship learning should be done since the young age so that they can practice and build their intuition to be an entrepreneur because entrepreneurial skill is not a talent; it requires knowledge and practice (Assad, 2006). The educational environment is a good place to cultivate entrepreneurial behavior continuously because the intensity of meeting and learning collaboration fosters students to achieve the target expected by the teacher. Teachers can act as facilitators in charge of controlling students' business development, becoming partners in discussion and finding solutions, and giving the target of achievement should be accomplished in order to motivate students.

Each intention phase has an important role in growing entrepreneurial behavior, especially in the educational environment. By doing entire intention phase, one will be used to behave entrepreneurially, both in everyday life and business life. The active role of the university in forming a curriculum continuous with the business application of students will encourage the business establishment so that the number of employment made is larger.

Suggestions

The scope of this study is limited. Further research is suggested to expand the scope of research. Furthermore, it is better to explore the role of facilitator in growing entrepreneurial behavior. With the optimal support of facilitators, intention phase can be done well.

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