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BUILDING ENTREPRENEURIAL INTENTION IN THE LEARNING PROCESS OF UNIVERSITAS CIPUTRA STUDENTS

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ABSTRACT

Nowadays, many universities started to focus on building an entrepreneurial spirit on their students. This happens as a positive response to the many changes and economic demands for Indonesia, especially Indonesia's active participation in Asean Economy Society. However, what's interesting is whether or not their approach has been effective and accurate enough, and whether or not it's built into the student's learning process in order to build their entrepreneurial spirit so that they'll decide to become an entrepreneur. The learning process design that takes into account the personal and environmental factor can produce the character and skill of an entrepreneur. This research wants to observe whether or not need for achievement, self efficacy dan instrumental readiness can really affect the entrepreneurial intention of a student. Hopefully, by knowing how influential it is, the entrepreneurship learning of Universitas Ciputra can be developed in a sustainable way to develop their entrepreneurial intention. This research is done with a quantitative approach by using questionnaires as the research instrument and IBM students from Universitas Ciputra as the research sample. The data gathering methods uses purposive sampling with the criteria that the student has studied in Universitas Ciputra for at least one semester. The result is that need for achievement, self efficacy dan instrumental readiness together have an influence on the entrepreneurial intention of a student. It is important for a student to have a learning pattern that is oriented to awards, as well as self efficacy development and ease to information network to become an entrepreneur.

Keywords: *Entrepreneurship, Entrepreneurial Intention, Need for Achievement, Self Efficacy, Instrumental Readiness.*

INTRODUCTION

Awareness about the importance of entrepreneurship is no longer something new. More and more, the awareness of building an entrepreneurial spirit has spread to various circles, whether to each individual, organizations, and even countries realize that entrepreneurship is important and must be taught. One of the main factor behind the rampant spread of entrepreneurship education is Indonesia's decision to actively participate in Masyarakat Ekonomi Asean (MEA) in the beginning of 2016 (<http://www.kemenerin.go.id/>, 2015). Various ministries in Indonesia works together in all sectors to increase Indonesia's ability to be able to strongly compete with other ASEAN countries. One of them is the ministry of education and culture, who states that their main focus is to prepare the human resources who are competitive globally by increasing the quality of its teachers and by having the correct learning process for the students (<http://www.kemdikbud.go.id/>, 2016).

That main focus receives a positive response by several universities, and nowadays many university starts to open a major on entrepreneurship. Beside Prasetya Mulya and Universitas Ciputra, on 2016 it was planned that Universitas Airlangga and Universtias Brawijaya will also open a major on entrepreneurship. This is a positive response from Indonesian universities towards the change, need, and challenges that Indonesia is facing related to MEA. However, what's interesting is whether or not the approach done and built in the student's learning process in order to build their entrepreneurial intention can truly develop that entrepreneurial intention. Motivation is a condition that moves humans to reach

their goal (Sumpeno, 2009:117). A learning process is a continuing process that is filled with back and forth relationship between the teacher and the students in an educational situation. A continuing process is something felt necessary in order to build someone into something with expectations. According to Ferreira, et al. (2012) entrepreneurial intention is also influenced by psychological approach and behavioral approach. A learning process is also equipped with a mentoring process to ensure a continuing process about entrepreneurship through mentoring through a facilitator that is a lecturer. According to Sumpeno (2009:102) mentoring is done to open the hidden potential, observe someone's basic capability, and remind someone to realize the goal they want to meet. A comprehensive learning process design is done by considering the psychological and behavioral approach that can create character and skill of an entrepreneur. Furthermore, in a research done by Indarti and Rostiani (2008), it is explained that the entrepreneurial intention of someone is influenced by need for achievement, self efficacy, instrumental readiness. This research is in line with the research done by Ferreira, et al. (2012).

The learning process design should be done comprehensively by considering behavioral and psychological approach in order to create the character and skill of an entrepreneur. The defining problem in this research is whether or not the need for achievement, self efficacy and instrumental readiness has a positive influence on entrepreneurial intention? This research is done with aim of examining the influence of need for achievement, self efficacy and instrumental readiness towards entrepreneurial intention.

The urgency of this research is done as an evaluation of how the learning process of Universitas Ciputra is done to develop their entrepreneurial intention as observed in consideration of the research of Indarti and Rostiani (2008) that explains that someone's entrepreneurial intention can be influenced by the need for achievement, self efficacy, and instrumental readiness. This is an important topic of research because the competitiveness in the education world in order to develop entrepreneurial intention is growing more numerous and competitive. This phenomenon also happens as a positive response from several universities to Indonesia's active participation in the MEA. As such, Universitas Ciputra needs to always evaluate their entrepreneurship learning process in order to stay on top on the field of entrepreneurship.

LITERATURE REVIEW

Entrepreneurship

According to Suryana (2013) entrepreneurship is a knowledge that studies the concept of someone's ability and behavior in facing various life's challenges in order to achieve an opportunity that is gained through a creative and innovative thinking process. An opportunity to be an entrepreneur is an opportunity that someone has in order to fulfill the need of the market, of passion and desire, that is one done through creative activities and a combination of resources in order to give a certain added value (Eijdenberg, et al., 2015). This entrepreneurship phenomenon is not something new in social sciences, in particular in economics. The business of creating something by adding value and productivity has long been discussed in the concept of economic studies

The performer or subject doing this entrepreneurship action is called as an entrepreneur. Entrepreneur is someone who is able to do a potential project to be developed by entrepreneurial concepts. The function of an entrepreneur is to change the production pattern by utilizing a new invention to allow the possibility of a new commodity production in order to build a new industry (Winardi, 2003). Someone's capability to become an entrepreneur isn't only limited to instincts or luck, but this capability needs to be developed and shaped in order to create a relevant skill to develop their businesses. A partnership between parties such as government officials, educators, institutions, and community should

have an active contribution in order to stimulate entrepreneurship motivation (Eijdenberg, et al., 2015). According to Ir. Ciputra (2009), to become a developed country we still need at least 2% of the total population of a country to become an entrepreneur and Indonesia still hasn't reached that yet.

Entrepreneurial Intention

The social, political, and economical factor has a very close relation in context of entrepreneurship. This can influence someone's intention to become an entrepreneur, or more commonly known with the term entrepreneurial intentions. Entrepreneurial intention is an analytical or intuitive skill that holistically build a vision (Boyd and Vozikis, 1994). The entrepreneurial passion/intention has been contextualized as a function and belief of the next behavior where someone's attitude is shaped through a belief that results in a specific consequences (Ferreira, et al., 2012).

The entrepreneurship learning and training program is directly designed to stimulate entrepreneurial intention (Ferreira, et al., 2012). The entrepreneurial intention model is prepared through a learning method in order to prepare their capacity in order to achieve success in the future (Ferreira, et al., 2012). Through this program, the positive attitude and potential can be found by the participant to encourage them to start a start up business.

To measure entrepreneurial intention requires combining the insight from both the psychological and behavioral approach (Ferreira, et al., 2012). According to a research by Ferreira, et al. (2012), they conclude that the psychological and behavioral approach variable has an influence to entrepreneurial intention. A research by Indarti and Rostiani (2008) that is done with students from Indonesia, Japan and Norwegia explains that someone's entrepreneurial intention is influenced by the need for achievement, self efficacy, instrumental readiness.

Need for Achievement

Factors that influence the decision to start a business focuses on the nature or characteristics of an individual's personality (McClelland, 1961; Brockhaus, 1980; Krueger, 2000). The entrepreneur in this case is someone who possesses a characteristic of a committed nature to reach a specific goal with full control of the risks and challenges that they may face (Ferreira, et al., 2012). Another attitude that an entrepreneur might possess is the desire to achieve accomplishment, innovation, control of safe, confidence and the skill to predict opportunities.

Robinson, et al. (1991), explains that the desired personal attitude in the process of developing an entrepreneurial intention is done by motivating someone to gain an achievement in business (achievement), Self-Esteem, doing something new and unique in relation to business (innovative), confidence and personal control.

According to Hansemark (1998), a motivation for achievement consists of the planning process and fighting to gain an advantage. Need for achievement is based on someone's skill to bring change to control their life to be better than before (Hansemark, 1998). McClelland (1961, 1971) Indarti and Rostiani (2008) explains the concept of need for achievement as a form of psychological motive. This is a unifying character that can provide motivation for someone to realize their hopes and face challenges in order to achieve success and dreams.

Self Efficacy

Needs that keep on growing become an uncertainty concept in the future. The uncertain challenges of this growing needs is what becomes the concept of entrepreneurial behavioral skill (Ferreira, et al., 2012). Several researches discover that self-efficacy

influenced their entrepreneurial behavior significantly (Ferreira, et al., 2012). Bandura (1977) in Indarti and Rostiani (2008) gives a definition of self-efficacy as a belief of their skill in finishing a job. As such, whether or not someone can achieve his goal is influenced in his confidence in finishing a job or task. Indarti and Rostiani (2008) gives a picture that in order to reach self-efficacy then there needs to be a repeated experience so that someone can develop effective methods, direct learning in order to finish the task based on experience, social persuasion, and psychological assessment.

Instrumental Readiness

Education is views as a media and main tool to increase entrepreneurial spirtity that consciously directs participants' attention to obtain experience and action towards a certain object so that they will tend to act according to the desired goal (Ferreira et al., 2012). Generally, education can build these characteristics to develop somone's decision to become an entrepreneur (Ferreira, et al., 2012) because a continuing learning process can direct them to the desire to become an entrepreneur. Several evidence shows the positive relationship between education and strong entrepreneurship (Ferreira, et al., 2012). Therefore, the contribution of relevant education along with stimulns can develop entrepreneurial spirit. According to Ferreira, et al. (2007) and Raposo, et al. (2008), they discover that the most important effect for the tendency for students to open a start-up business is education

Indarti dan Rostiani (2008) explains that in order to illustrate instrumental readiness, there are three main things which are access to capital, availability of information and the quality of social networks. Access to capital is related to the financial institutions that can provide a capital loan for someone who decided to become an entrepreneur. Indarti and Rostiani (2008) explains that in a developing country this access isn't too flexible which results in many people having problem in getting their capital loans, which is different compared to developed countries with an easier and more flexible access. Indarti and Rostiani (2008) stress that the availability of information becomes an important factor for someone who wants to open a new business. Looking for information refers to the contact frequency someone makes with various sources of information. Indarti and Rostiani (2008) explains that the social network is a relationship that is built by two people or more with the aim of submit or exchange information used to bring out business ideas, capital, or other things to achieve certain goals.

Learning Process

Learning process is a process where inside it there's an interaction between educators with the learning participants who are doing effective communication in an educational situation in order to achieve a certain goal. The role of the educator as well as the learning participant are equally important, where those two components has to build an optimal interaction. Learning is every work in a learning and teaching process that is effective and efficient. Learning is a process that comes or changes from a reaction and certain situation from change in activity that can't be explained based on tendenceies of original reaction, maturity, or temporary changes.

Conceptually, entrepreneurship doesn't only come from the talent or ability of someone from birth. The concept of entrepreneurship can be taught to all parties using certain approaches. One of the methods that is now deemed effective in teaching entrepreneurship is through education. Entrepreneurship education is a learning method designed comprehensively by combining the learning of a certain department and someone's business experience. This learning process involves a business development that is programmed synergically with the academic education through the development of skills, habits, knowledge, and ethical behavior (Sullivan, 2000). Synergically, this entrepreneurship

learning process can succeed through the role of the lecturers as mentor to ensure that this approach reaches the students. According to Taylor, et al. (2009), a mentor must show several functions to the mentee which is psychological and emotional support, direct help for career and professional development, and being a role model.

According to Garavan dan O’Cinneide dalam Ferreire (2012), the aims of entrepreneurship education are:

1. To gain knowledge about entrepreneurship
2. To gain skills in using the business techniques and analytical skills
3. To identify and stimulate entrepreneurial intention through talent and skills
4. To develop empathy and support in certain fields in entrepreneurship
5. To develop responsiveness to change
6. To develop the creation of start up business and other entrepreneurial things.

The skill that must be possessed by entrepreneurs in their learning process in the academic world according to Hisrich dan Peters in Ferreire (2012) are:

1. Technical skills which are written and oral communication, and organization management skills.
2. Management skills, which is related top planning, decision-making, marketing and accounting
3. Personal entrepreneurial skills, which is self control, innovation, risk taking, never giving up and desire to change.

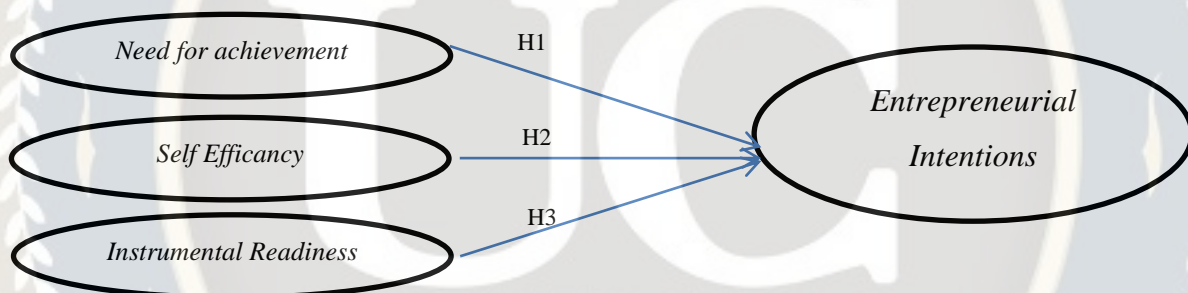


Figure 1. Thinking Framework Scheme
Source: Indarti dan Rostiani (2008)

METHOD

This research will observe and examine the influence of need for achievement, self efficacy, instrumental readiness towards the entrepreneurial intention of the students of Universitas Ciputra. This research wants to evaluate the entrepreneurship learning process, on whether or not is’ being done with the right approach the build the entrepreneurial intention of its students.

The researcher uses the quantitative approach by examining the influence of the independent variable to the dependent variable. The independent variable is the variable that influences or cause changes to the dependent variable (Sugiyono, 2013:59). The independent variable meant in this research is the need for achievement, self efficacy, instrumental readiness. The dependent variable according to Sugiyono (2013:59) is the variable that is affected by the free variable. The dependent variable in this research is the entrepreneurial intention.

The Researcher uses thenon probability sampling technique as the sample gathering technique, which is a sample gathering technique that doesn’t give an equal chance/opportunity for each population member chosen as sample (Sugiyono, 2013:120). The

researchers uses purposive sampling to determine the samples with certain considerations. The sample criteria in this research are:

1. Universitas Ciputra, Surabaya students from the management department
2. At least did 1 semester of learning at Universitas Ciputra

This is a corelational research done with double regression. This approach utilizes the questionnaire technique done to observe the influence of the need for achievement, self efficacy, instrumental readiness variable

$$Y = a + bX_1 + b X_2 + bX + e$$

Explanation:

Y is entrepreneurial intention.

X₁ is need for achievement

X₂ is self efficacy

X₃ is instrumental readiness

a is cost of Y if X = 0 (constant cost)

b is regression coefficient

e is error

Influence of need for achievement, self efficacy and instrumental readiness towards entrepreneurial intention.

Education is views as a media and main tool to increase entrepreneurial spirtity that consciously directs participants' attention to obtain experience and action towards a certain object so that they will tend to act according to the desired goal (Ferreira, et al., 2012). The research of Lieli and Sirine (2011) shows that having the parents work as entrepreneurs or having entrepreneurial experience is proven to have a significant influence to the students' entrepreneurial intention. Robinson, et al. (1991), explains that the desired personal attitude in the process of building entrepreneurial intention is done by motivating someone to have a business achievement (achievement), (Self-Esteem), do new and unique things reated to business (innovatif), confidence nad self control (personal control). According to Hansemark (1998) the achievement motivation consists of the process of planning and fighting to gani an advantage. Self-efficacy influences the entrepreneurial behavior significantly (Ferreira, et al., 2012). Bandura (1977) in Indarti and Rostiani (2008) gives a definition of self-efficacy as the belief in their ability to finish a job. This research is in line with the research of Indarti and Rostiani (2008) about entrepreneurial intention that obtained the result that need for achievement, self efficacy and instrumental readiness together have a significant influence towards entrepreneurial intention whether in Indonesia, Norwegia and Japan.

H1: need for achievement, self efficacy and instrumental readiness have a positive influence towards entrepreneurial intention.

FINDINGS

This research gathered 100 responden who are the students of Universitas Ciputra who has received the entrepreneurship learning process for at least 1 semester. In description, it is gathered that the 100 respondents are spread in different age range in which 5% is 18 years old, 12% is 19 years old, 34% is 20 years old, 42% is 21 years old, 6% is 22 years old, and 1% is 23 years old. For further information, 41% are female and 59% are male. Parental figure also has an impact on what the student decide on what they will be. In the following is the job of the respondents parents, which are: 14% are private workers, 7% are civil servants,

and 79% are entrepreneurs. The research instrument examination results show a result as follows:

Tabel 1. Result of research instrument validity test

	Mean	Std. Deviation	Significance	Explanation
NA 1	4,27	0,679	0,000	Valid
NA 2	4,36	0,628	0,000	Valid
NA 3	4,14	0,739	0,000	Valid
NA 4	4,21	0,715	0,000	Valid
SE 1	4,05	0,702	0,000	Valid
SE 2	4,00	0,752	0,000	Valid
IR 1	3,85	0,770	0,000	Valid
IR 2	3,91	0,753	0,000	Valid
IR 3	3,84	0,735	0,000	Valid
EI 1	4,34	0,655	0,000	Valid
EI 2	2,78	1,203	0,000	Valid
EI 3	4,36	0,746	0,000	Valid
EI 4	4,25	0,809	0,000	Valid

Data primer(2016)

In table 1, NA is the code for the variable need for achievement, SE, is the code for the variable Self efficacy, IR is the code for instrumental readiness and EI is the code for entrepreneurial intention. This result shows that highest mean for the variable need for achievement is at the code NA 2, which has the statement "I work hard to improve my work performance" which is 4.36. The highest mean for the variable self efficacy is located on code SE 1 which is "I possess the necessary leadership skill to become an entrepreneur" which is 4.05. The highest mean for the variable instrumental readiness is located on the statement "I have a good social network that can be utilized when I want to become an entrepreneur which is 3.91. The highest mean in the variable entrepreneurial intention is located in a statement in EI 3 for 4.36. Which states "I prefer to be an entrepreneur rather than to be an employee in a company" and the lowest is located in code EI 2 with 2.78, which states that "I choose a career as an employee in an university. All the examined variable is considered valid as it has fulfilled the condition of having a significance lower than 0.05.

Tabel 2. Result of Testing the Research Instrument Reliability

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Explanation
NA 1	48,09	30,972	0,624	0,834	Reliable
NA 2	48,00	31,556	0,596	0,836	Reliable
NA 3	48,22	29,810	0,718	0,827	Reliable
NA 4	48,15	31,038	0,578	0,836	Reliable
SE 1	48,31	30,661	0,643	0,832	Reliable
SE 2	48,36	30,495	0,613	0,834	Reliable
IR 1	48,51	31,808	0,432	0,845	Reliable
IR 2	48,45	30,573	0,601	0,834	Reliable
IR 3	48,52	30,373	0,647	0,832	Reliable
EI 1	48,02	31,293	0,605	0,835	Reliable
EI 2	49,58	35,196	-0,034	0,895	Reliable
EI 3	48,00	31,879	0,441	0,845	Reliable
EI 4	48,11	29,776	0,648	0,831	Reliable

Data primer(2016)

Table 2 shows the reliability result of examination of the research instruments is determined to be reliable if it fulfills Cronbach's Alpha > 0.6. Therefore, Table 2 explains that this instrument is declared to be reliable since all the Cronbach's Alpha for each statement items is higher than 0,6.

Tabel 3. Multi Collinearity Examination Result
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5,273	1,260		4,186	,000					
	TOT NA	,308	,085	,355	3,602	,001	,577	,345	,279	,619	1,615
	TOT SE	,323	,172	,205	1,873	,064	,548	,188	,145	,502	1,993
	TOT IR	,227	,105	,213	2,158	,033	,502	,215	,167	,618	1,617

a. Dependent Variable: TOT EI

The calculation result for the VIF value in Table 3 for the variable needed for achievement (X_1) sebesar 1.615, Variabel self efficacy (X_2) is 1.993 and for the variable instrumental readiness (X_3) it's 1.617. From the VIF value of those three free variables, it's known that there's not one that's less than 10. Therefore, it can be concluded that between free variables in this research there are no multicollinearity.

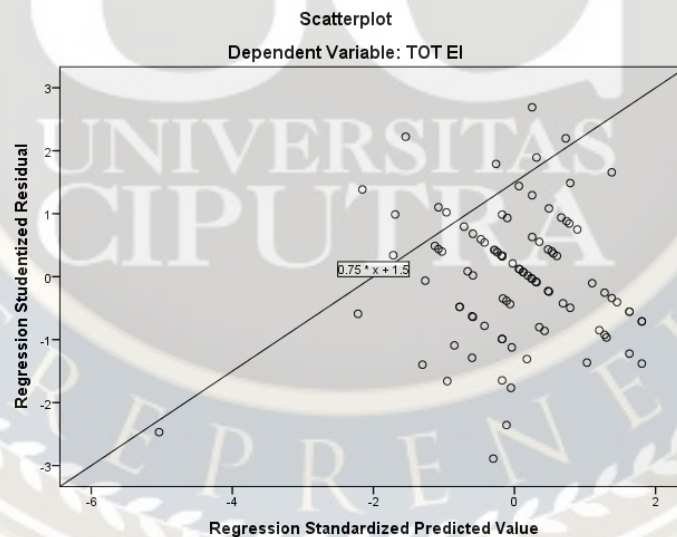


Figure 1. Heterokedasticity Test Result

Figure 1 shows the result of the heterogeneity test that shows that the data obtained by the researcher is random in nature and therefore don't show any sign of heterokedasticity, which means the data can be used. This is examined by seeing the data spread in the Scatterplot is spreading and doesn't form a specific pattern.

Multiple linear regression analysis is used to estimate the dependent variable as a result of influence of the three independent variables. The output that is produced by the Software SPSS 20.0 are as follows:

$$Y = 5,273 + 0,308X_1 + 0,323 X_2 + 0,227X_3 + e$$

Constant (a): 5.273. This number or constant explained that if all free variable (in this case need for achievement (X_1) self efficacy (X_2) and instrumental readiness (X_3)) is assumed constant or has zero change then then the Entrepreneurial Intention (Y) is 5.273.

The regression coefficient need for achievement (b_1) = 0.308. This regression coefficient explains that if self efficacy (X_2) and instrumental readiness (X_3) is assumed to be constant or not changing, then there will be an increase in the variable need for achievement (X_1) of one unit which will then cause an increase in the variable Entrepreneurial Intention (Y) of 0.308 units. The regression coefficient variable self efficacy (b_2) = 0.323. This regression coefficient explains that if the variable need for achievement (X_1) and instrumental readiness (X_3) is assumed to be constant then it will cause an increase in the variable Entrepreneurial Intention (Y) of 0.323 units. The regression coefficient instrumental readiness (b_3) = 0.227. This regression coefficient explains that if the supporting variable need for achievement (X_1) and self efficacy (X_2) is assumed to be constant and not changing then there will an increase in the variable of instrumental readiness (X_3) of one unit, which will lead to an increase in the variable Entrepreneurial Intention (Y) of 0.227 units.

DISCUSSION AND CONCLUSION

Developing entrepreneurial intentions should be done from a young age of a child. Through their parental figures, it's hoped that someone can be motivated to become like their parents. This research discovers that 79% of students who decided to become an entrepreneur has parents who are also entrepreneurs. However, the remaining 21% are still motivated to increase their entrepreneurial spirit because they are in a learning process who continually implant the knowledge and spirit of entrepreneurship. This finding is in line with the research done by Lieli and Sirine (2011) which states that the socio-demographic factor can encourage the emergence of entrepreneurial intention for someone. These socio-demographic factors involve gender, age, and parent's job (Lieli and Sirine, 2011). In their research Lieli and Sirine (2011) states that parents' job, especially as an entrepreneur or someone with entrepreneurial knowledge, is proven to have a significant influence towards the entrepreneurial intention of a student. A need for achievement, age, and gender isn't proven to significantly have an influence as a predictor of entrepreneurial intention (Indarti and Rostiani, 2008)

Table.4. Multiple Linear Regression Examination Result (F-test)

ANOVA^a

Model	Sum Squares	df	Mean Square	F	Sig.
Regression	165.117	3	55.039	23.526	.000 ^b
Residual	224.593	96	2.340		
Total	389.710	99			

a. Dependent Variable: TOT EI

b. Predictors: (Constant), TOT IR, TOT NA, TOT SE

Data primer (2016)

If the probability of significance > 0.05, then H_0 is accepted and H_a is rejected, whereas if the probability of significance < 0.05, then H_0 is rejected and H_a is accepted.

Based on the F-test result in table F, it's shown that $F = 23.526$ with a significant value of 0.000 which are smaller than the level of significance used, which is 0.05 or 5%, which leads to the decision of accepting the alternative hypothesis (H_a) and rejecting the null hypothesis (H_0), which means that the variables need for achievement (X_1), self efficacy (X_2) and instrumental readiness (X_3) together has a significant influence towards the entrepreneurial intention (Y) in Universitas Ciputra. The result of this research is in line with the research from Indarti dan Rostiani (2008) about entrepreneurial intention which have the result that need for achievement, self efficacy and instrumental readiness together has a significant influence towards entrepreneurial intention whether in Indonesia, Norwegia or Japan. This result further encourage that developing an entrepreneurial intention can be hammered in through a continuous learning process that stimulate the students to reach an award for his achievements (need for achievement) and work hard to improve his previous work performance so that the student can be more confident in his capability as an entrepreneur (self efficacy). Furthermore, this process can increase the information network that will be useful for someone who decided to be an entrepreneur (instrumental readiness). It is recommended that this process is done together and not separated, for example like the partial test result prosed below

Table.5. Multiple Linear Regression Examination Result (Parsial test)
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5,273	1,260		4,186	,000
TOT NA	,308	,085	,355	3,602	,001
TOT SE	,323	,172	,205	1,873	,064
TOT IR	,227	,105	,213	2,158	,033

a. Dependent Variable: TOT EI

Data primer(2016)

The statistical test for variable (X_1) shows that t_{hitung} value of 3.602 with a significant value of 0.001 is smaller than 0.05 or 5%, then the decision is to accept the null hypothesis (H_0) which means that partial the variable need for achievement (X_1) have a significant influence towards entrepreneurial intention (Y) in Universitas Ciputra. This discovery shows proof that in order to increase someone's entrepreneurial intention, then the learning process should be packaged through a system that makes a student always try to achieve their best performance and receive an award. This is suitable with the findings in the research by Indarti and Rostiani (2008) who discovers that the award measurements that focuses on success in working at a company instead of working as an entrepreneur, which are shown by the entrepreneurial intention average score of each countries, which are respectively 4.46 (Indonesia), 3.81 (Japan) and 3.04 (Norwegia).

The statistics test for variable (X_2) shows that t_{hitung} of 1.873 with a significant value of 0,064 is bigger than 0,05 or 5%, so the decision is to accept the null hypothesis which means partially the variable of self efficacy (X_2) has no significant influence entrepreneurial intention (Y) to Universitas Ciputra. This is in line with the research done by Indarti and Rostiani (2008) who explains that partially, this variable has no significant influence to increase the entrepreneurial intention of Japanese students. The research by Indarti and Rostiani (2008) explains that the higher confidence a student has a student of themselves, then the bigger is their desire to become an entrepreneur in Norwegia dan Indonesia.

However, if the focus is solely on the development of their self efficacy, it will not have a significant influence.

The statistics test for the variable (X_3) shows a t_{hitung} value of 2.158 with a significant value of 0,033 which is smaller than 0.05 or 5%, then the decision is to accept the null hypothesis (H_0) which means the partially the variable instrumental readiness (X_3) has a significant influence towards entrepreneurial intention (Y) to Universitas Ciputra. This result is in line with the research by Indarti and Rostiani (2008) which is a good instrumental readiness covers the availability of capital, social network and ease of access for information, which will support entrepreneurial spirit. However, in the research by Indarti and Rostiani (2008), for Indonesia and Japan, partially instrumental readiness doesn't have a significant influence toward entrepreneurial intention for Indonesian and Japanese students. Instrumental readiness and previous work experience become a deciding factor for the the entrepreneurial intention of Norwegian result (Indarti and Rostiani, 2008).

The conclusion is that the variables need for achievement, self efficacy, and instrumental readiness, together has a significant influence entrepreneurial intention (Y) to Universitas Ciputra. Partially, need for achievement has a significant influence entrepreneurial intention to Universitas Ciputra, self efficacy has a significant influence toward entrepreneurial intention in Universitas Ciputra, and instrumental readiness (X_3) has a significant influence towards entrepreneurial intention (Y) in Universitas Ciputra. The entrepreneurship concept can be taught to all parties using certain approach that is designed to involve the concepts of need for achievement, self efficacy, and instrumental readiness so that someone can be spurred on to start being an entrepreneur. This learning process involves a business development that is programmed to synergize with academic education through a development of skills, habits, knowledge, and behavioral ethics (Sullivan, 2000). This sustainable learning process is created to stimulate students to achieve an achievement (need for achievement) continually so that sooner or later they will be confident enough to decide to become an entrepreneur because he has that capability (self efficacy). A system designed this way will automatically provide the ease of information network for someone to become an entrepreneur (instrumental readiness).

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