

ENTREPRENEURSHIP KNOWLEDGE, TRAINING HOME INDUSTRY, AND ATTITUDE TOWARDS ENTREPRENEURIAL INTENTION ENTERPREUNERSHIP

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Abstract: *The problem in this study have not been finding the right model of entrepreneurship education and can motivate students in entrepreneurship. This research is a case study model of entrepreneurship education in University of Esa Unggul. Findings Purwanti (2014) in the training of home industry became the most important factor in student preferences, followed by extra-curricular and face to face lectures. For most applications preferred entrepreneurship is creating a new business and the least preferred is a case study. However, the number of students learn entrepreneurial less comparable with the success that has been achieved University. The purpose of this study examines the effect of entrepreneurial knowledge, training home industry towards entrepreneurial attitudes and intentions. Purposive sampling techniques that students who have followed the entrepreneurship courses, a number of 119 respondents, 54 women and 65 men, aged between 19-24 years. The results showed that the entrepreneurial knowledge, training home industry influence on attitudes and intentions student entrepreneurship. Contributions to the University so that subjects of entrepreneurship should be added to the home industry training, motivating students to develop skills confidence of home industry makes processed snacks, attitude and intention to prepare to become entrepreneurs. This model is expected to be a model of entrepreneurship education at the other universities in Indonesia.*

Keywords: *Knowledge, Training Home Industry, Entrepreneurial Attitudes and Intentions.*

BACKGROUND

Entrepreneurship education includes all activities aimed at encouraging entrepreneurial mindsets, attitudes, and skills that cover various aspects such as ideas, growth, and innovation (Fayolle, 2009). Entrepreneurship education pioneered by Shigeru Fiji, who began teaching entrepreneurship in 1938 at the Kobe University in Japan. Course in small business management began to appear in the 1940s and in 1947 Myles Mace introduced the first course in entrepreneurship in the United States at the Harvard Business School. Only half a century later that this phenomenon is more universal recognition (Alberti *et al.*, 2004).

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Entrepreneurship training is taught in almost every American Assembly School College of Business is accredited institution, in more than 1400 schools, and result in fairly rapid growth worldwide (Karsson, 2003; Honig, 2004).

The gap in this study is the presentation between the number of students who have learned entrepreneurship is not comparable to the success of student entrepreneurship. If seen from the data in University of Esa Unggul shows that students who have studied entrepreneurship from the year 2010 until the year 2011 amounted to 971 students. In 2013 Kopertis region III implement programs Entrepreneurial students (PMW) which managed to get an amount of 12 people. In 2012 through 2014 the results of student entrepreneurship program implemented Kopertis III capital assistance PKMK number 7 while the PMW 12 people totaled 29 students. When viewed from the private universities, the University of Esa Unggul is a private university that has a sufficient good achievement (see Table 1.1). But If you look at data from Central Bureau of Statistics in February 2012 stated that the level of unemployment at the level of education Diploma I / II / III reached 7.5% and the unemployment rate reached 6.95% university level (Bureau of Statistics, 2012).

The government attempt to reduce the number of educated unemployed, with continuously develop a positive mindset intention entrepreneurship as an option students (Polinema, 2014). In 2009, the Directorate General of Higher Education developed the Student Entrepreneurial Program (PMW). The program is part of a strategy of education in universities, is intended to facilitate students who have an interest in entrepreneurship and start a business on the basis of science, technology, and art (Directorate General of Higher Education Ministry of National Education, 2010). Chen, Weng, and Hsu (2010) states that students who have a lot of experience in developing a wide range of technical skills and training, more confident in their ability to become entrepreneurs. Relationship entrepreneurship education and entrepreneurial characteristics have been analyzed by several researchers, Rasheed (2003) states that students who take training in entrepreneurship and more businesses have experienced entrepreneurial character such as need for achievement, personalcontrol, self-esteem, and innovation.

PURPOSE

The main objective of this study was to determine the intention of entrepreneurship students mediated by attitude. The attitude is influenced by knowledge of entrepreneurship and training of home industry. Home industry training and education as a strategic tool for poverty reduction in Indonesia. As well as investigating the effects of home industry knowledge and training to students in entrepreneurship intentions. Simple analysis is used to examine the relationship between entrepreneurial training and education in entrepreneurial intentions for

poverty reduction. The study recommends that the technique is effective in the right entrepreneurship education in universities as a way to reduce poverty.

This study provides an overview of urgency and potential model of entrepreneurial learning, particularly associated with the reality of employment and job availability compared with job seekers continues to increase every year, including from a group of highly educated (Kopertis V, 2012). The specific objectives of this research are: First, identify the pattern of application of the model of entrepreneurship education at the University of Esa Unggul to build a mental attitude of entrepreneurship for students, namely confident, aware of his true identity, motivated to achieve a goal, never give up, able to work hard, creative, innovative, risk-taking with careful calculation, behave leader and has a vision for the future, responsive to suggestions and criticism, has the responsiveness and social skills.

Second, identify the problems that often arise in the application of entrepreneurial education that is difficult to grow and develop new, highly educated entrepreneurs to meciptakan business units based on science, technology, and art that directly benefit the people, especially the people around him. Third, the drafting of appropriate model of entrepreneurship education to provide the opportunity for students to engage directly with the conditions of the workforce in order to improve soft skills, as well as foster business life (sense of business), so

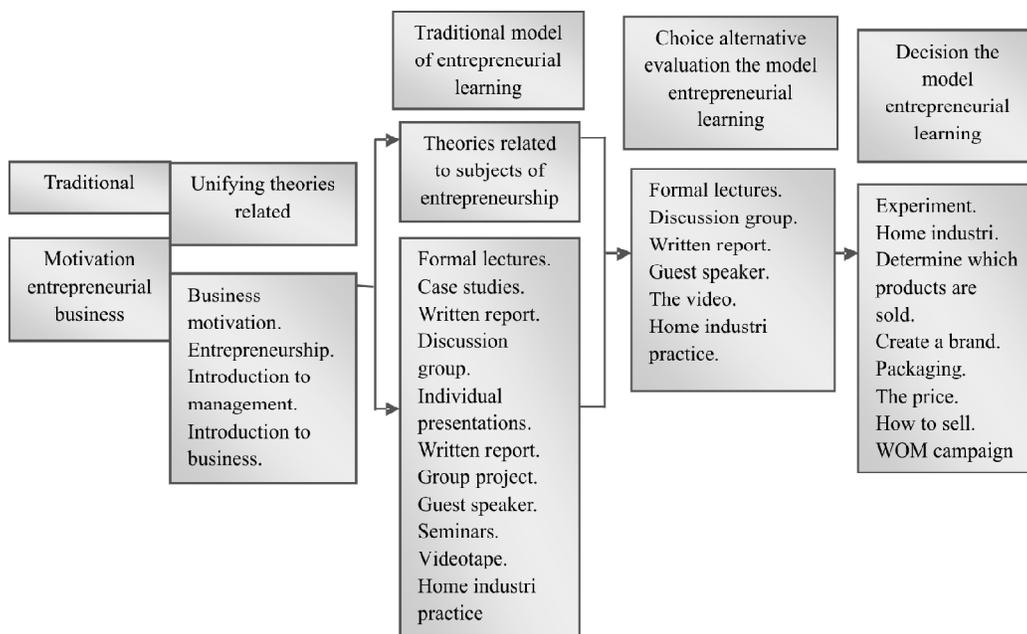


Figure 1: Sumber : Carrier, 2007; Hindle, 2007, Fayolle, 2007; Fayolle *et al.*, 2008, Leonappan *et al.*, 2011)

it will have the courage to start a business that is supported with adequate skills both theory and practice.

LITERATURE REVIEW

Knowledge Entrepreneurship, Training Home Industry, Attitudes and Intentions Entrepreneurship

In general entrepreneurship education that aims to raise awareness of entrepreneurship as a career option and improve the understanding of the process of establishment and management of a new business venture (Arasti *et al.*, 2012). Meanwhile Alberti *et al.* (2004) mentions the purpose of entrepreneurship education to gain knowledge about entrepreneurship, acquire technical skills in production, business situation analysis, planning and Implementation, encourage entrepreneurship, develop talents and skills of entrepreneurship, eliminating the risk of harm, develop empathy all aspects entrepreneurship, change attitudes, encourage the establishment of new businesses. Some authors categorize teaching methods into methods of passive and active methods (Mwasalwiba, 2010). Passive methods are less effective for developing the properties associated with an entrepreneur (Arasti *et al.*, 2012).

The method is often used in the passive method is lecture, case studies, and group discussions. Meanwhile, more active methods of fostering traits associated with entrepreneurship and methods are used such as simulated business games, videos, films, guest speakers, creating a business plan, project kepompok, games and competitions, setting up business workshops, presentations, and visits studies (Mwasalwiba, 2010). Triwardhani and Yulinar (2014) research findings shows that entrepreneurial knowledge influence on entrepreneurial intentions mentioned that students who earn more entrepreneurship education intend trying to own. Student attends entrepreneurial knowledge through face to face lectures, discussions, seminars, and group assignments. Meanwhile, the research findings of study 1 by Ruswanti *et al.*, (2014) showed that 13 choices learn entrepreneurship education in the order that students preferred learning entrepreneurship courses.

While the findings of two studies using conjoint analysis with nine combinations in two stages. These samples included 100 respondents consisted of 30 men and 70 women. Age of respondents 17-20 years amounted to 48 people, and the age of 21-30 years amounted to 52 respondents. Training home industry became the most important factor in student preferences, followed by extra-curricular and face to face lectures. Based on the above data dominate the industry of home training, it means the application of entrepreneurship into the most important factor in student preferences, followed by training and face to face lectures. For most applications preferred entrepreneurship is creating a new business and the least preferred is a case study. Findings entrepreneurial practices

can provide concrete atmosphere of some aspects of doing business (Astuti & Respati, 2014). The theory given by a lecturer in entrepreneurship courses during this may affect the student entrepreneurship intentions. Kemanfaatan theory can provide supplies for students associated with preparing to open a business, running a business, and managing the business. Theoretical material given to students in courses not found to significantly affect the interest in entrepreneurship.

Someone's feelings or emotions have been studied and researched by Lavidge and Steiner (1961) and split into three components attitude. The component has an influence on the effectiveness of covering the cognitive, affective, and conative which reflects the thinking of the time, where the cognition has advantages in processing the advertisement exceeds affection (Schachter & Singer, 1962). Currently conviction and motivation tends to be equated with an attitude, or consciousness thoughts lead to feelings towards changing attitudes and lead to the purchase decision (Heath, 2007). Attitude plays a major role and is believed to strongly influence consumer behavior through intention. Attitude has a strong influence in a person, and determine how a person behaves in the face of a particular object. Attitude is defined as a state of the soul and mind are prepared to respond to objects that are organized and direct effect on behavior (Engel, Blackwell, & Miniard, 1995).

Attitude is good or bad evaluation of cognitive, emotional feelings towards an object or act certain ideas (Kotler & Keller, 2006). Attitude makes people behave honestly in a consistent manner towards the same object, one does not have to interpret and react to things in a new way. Intentions can be interpreted as a strong impetus for someone to do everything in realizing the objectives and ideals that became his desire. Intention student entrepreneurship requires great effort to mewujudkan ideals become entrepreneurs, self-reliance, creativity, courage to take risks, the willingness of expanding knowledge or entrepreneurial skills and ability to develop networking (Astuti & Respati, 2014), as well as some empirical studies on student entrepreneurial intentions.

Astriyana (2006) mentions the difference between the propensity to take risks that students gain entrepreneurial education and who do not receive entrepreneurship courses. It was found that students who get entrepreneurial education have higher entrepreneurial intentions than the students who did not get entrepreneurial education. Meanwhile, Indarti and Rostiani (2008; Utin 2014) found that related to the educational background of students in Indonesia with a background in economics and business, it is not too intend to become entrepreneurs. This is likely related to the educational orientation is not directed to establish entrepreneurship. But tended to prepare and equip students to work in companies large and well-established.

If the orientation of economic and business education aimed at the formation of graduates who are ready to become entrepreneurs, it is important for the

university or the institution set up a curriculum that can facilitate and enhance the entrepreneurial spirit. Students who understand the entrepreneurial knowledge and receive training home industry will have a positive attitude and intention of entrepreneurship. Proposed research hypotheses:

H1: Knowledge entrepreneurship significant positive effect on attitudes to entrepreneurship

H2: Knowledge entrepreneurship significant positive effect on attitudes to entrepreneurship

H3: entrepreneurial attitude significant positive effect on entrepreneurial intentions.

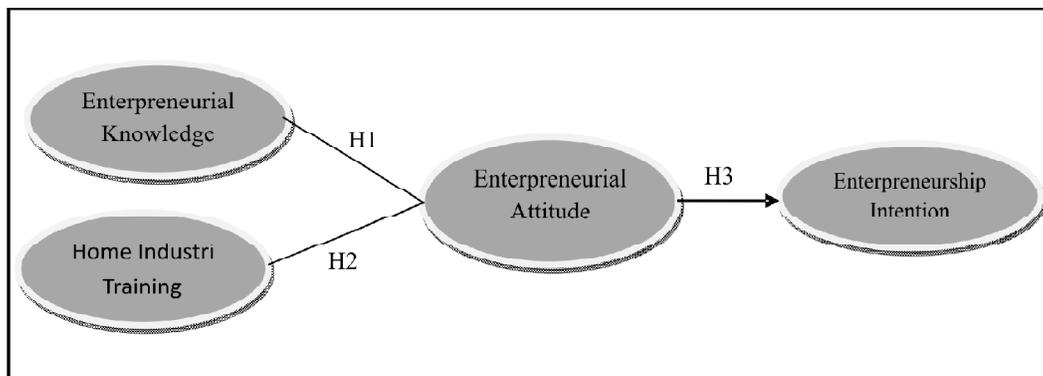


Figure 2: Research Model

RESEARCH METHOD

The method used is a causal research method that examines the effect among variables. The independent variable of entrepreneurial knowledge, training home industry, intervening variables and the dependent variables intention attitude to entrepreneurship. Methods causal research aims to investigate the extent of the variation in one variable associated with variations in other variables, based on the correlation coefficient, which is really measured variables (Hair *et al.*, 2007). Total population of 971 respondents in this study, the technique of sampling using purposive sampling technique that respondents who had attended entrepreneurship courses. Further experiments conducted training of home industry that took 30 students were divided into 10 groups.

Ten groups after training and then practice making snacks like cake tape, lempur chicken, risoles, arem-arem, and bakwan corn. Then the results of cooking are sold in each class to show to fellow students. Respondents from the Faculty of Economics, majoring in accounting and management amounted to 119 students. Consisting of 65 men and 54 women aged between 19-24 years old respondents,

residing in Jakarta. The number of 119 respondents was sufficient as a sample by (Hair *et al.*, 2007; Gozali, 2005). Respondents who buy the practice snack asked the respondents to conduct questionnaires.

Measurement Research variable

Research indicators of entrepreneurial knowledge variables adapted to the conditions of the respondents. Research indicators are 25 statements, consisting of entrepreneurial knowledge amounted to 7 indicators, training 5 indicators home industry, entrepreneurial attitudes and intentions 5 indicators entrepreneurship 8 indicators. Indicators measured knowledge of entrepreneurship material. Training indicators measured on matters relating to the training of home industry. Attitude indicator is measured from the positive or negative attitude of responen on understanding how to produce, how to calculate the expected costs and benefits, how to market a snack. Indicators measured entrepreneurship intention of desire, patience, persistence and effort to entrepreneurship.

Peneitian scale used is Likert scale, with a value of 1-5 and 1 means strongly disagree, 2 mean values do not agree, the value of 3 means quite agree, the value of 4 means agreed and a value of 5 means strongly agree. Besides complemented by interviews with some of the respondents were 30 consumer to confirm the theories of entrepreneurial knowledge, attitudes and intentions entrepreneurship. Research analysis using SPSS tools. This study aimed to test the causality through survey data collection techniques. Purposive sampling technique is used to obtain the respondents as many as 119 students. Respondents were students of the Faculty of Economics, Management and Accounting Department at the University of Esa Unggul Jakarta who have passed the course Entrepreneurship. All respondents fill out the questionnaire and return with full information in accordance with the instructions in the questionnaire. Measurement of research variables include entrepreneurial knowledge, training home industry, attitudes to entrepreneurship and entrepreneurial intentions.

Measurement of the four variables with 25 indicators statement using a numerical scale of 1-5. Results validity and reliability refers to Hair et al. (2007), the minimum value of the factor loading of each indicator is statistically significant at 0.5 showed good convergent validity. Based on the factor loading values seen that all measurement indicators already showed good convergent validity. While referring to Neuman (2006), the value of the minimum factor loading any statistically significant indicator is 0.5 showed good convergent validity. Based on the factor loading values seen that all measurement indicators already showed good convergent validity.

The study population 119 students who have attended entrepreneurship, sample university of Esa Unggul. Research procedures, first taken 30 students to

be taught practical training make a snack or light meal. Then students are grouped, the group consists of 3 people. Having been trained forwarded mem practice at home. Then calculate the cost of production and price of the products that will be sold with a set gain of 30 percent. Snack sales results industrial home for sale has the questionnaire given to respondents to be filled by using a Likert scale that has 5 levels: 1 = strongly disagree, 2 = disagree, 3 = moderately agree, 4 = agree, 5 = strongly agree. Data analysis using descriptive statistics and multiple regression analysis.

Respondents are students of the Faculty of Economics, Management and Accounting Department, University Esa Superior Jakarta who have graduated entrepreneurship courses. How to measure the variables of knowledge by adopting an entrepreneurial knowledge, such as the characteristics of an entrepreneur spirit, discipline, confidence has innovating idea of entrepreneurial characteristics. Training home industry is measured from the pleasure to train yourself at home snack production, selling production while studying on campus. Entrepreneurial attitude is measured from an entrepreneurial attitude that must be willing to be independent, have oreintasi forward, train yourself to be a leader, thoughtful, innovative products. Measured intention of efforts undertaken as intended own business, armed with knowledge of finance, marketing, management, intends to practice home industries sidelines college, intending to become entrepreneurs after graduation S1.

RESULT AND DISCUSSION

After the data were analyzed using regression analysis, the results of the analysis show that the entrepreneurial knowledge and training significant positive effect on attitudes to entrepreneurship. Entrepreneurial attitudes significantly influence entrepreneurial intentions (see table) below:

Tabel 1
Regression Analysis Knowledge, Training and Attitude

<i>Independen</i>	<i>Unstandarize coefficient</i>		<i>Standarize coefficient</i>	<i>t</i>	<i>Sig</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
(Constant)	1.004	.662	.367	1.516	.132
Pengetahuan kewirausahaan	.639	.150		4.270	.000
(Constant)	2.495	.369	.319	6.759	.000
Pelatihan Home Industri	.383	.105		3.637	.000

Dependent Variabel: Atitude

Tabel 2
Regression Analysis Attitude and Intention

Interveining Variabel	Unstandarize coefficient		Standarize coefficient	t	Sig
	B	Std. Error	Beta		
(Constant)	3.005	.261	.333	11.718	.000
Attitude to Entrepreneur	.256	.067		3.817	.000

Hypothesis 1: indicates that knowledge entrepreneurship significant positive effect on entrepreneurial attitude shown by test results of 0.000 is smaller than 0.05. It is interpreted that the entrepreneurial knowledge through face to face, both the character of entrepreneurship, financial literacy, marketing, management influence positive attitudes of students in responsible, risk-taking, discipline, innovation, entrepreneurial spirit and ethics. These findings agree with Setiawan and Nugroho (2014). But Wijaya and Andrew (2007) found that the level of intelligence influence on entrepreneurial intentions. The findings of this study intelligence directly affect entrepreneurial intentions. Moon (2014) found that education contextual significant positive effect on entrepreneurial intentions.

Hypothesis 2 indicates that the training of home industry significant positive effect on entrepreneurial attitude Polinema (2014): Garner, (2006) findings supported the findings, found that respondents agreed entrepreneurship training can improve knowledge about business opportunities and involvement in entrepreneurship gives the opportunity to learn to be entrepreneurs, on the other hand the majority of respondents quite agree that following the entrepreneurship courses can improve the characteristics of the individual and entrepreneurial seminars improve their knowledge of business plans. External factors from outside the student, namely entrepreneurship education that form entrepreneurial knowledge students are internal factors within the students, ie self-efficacy. Furthermore, both external and internal factors that influence the intention student student entrepreneurship.

Hypothesis 3 shows that attitudes to entrepreneurship significant positive effect on entrepreneurial intentions. These findings support the findings Nugroho and Setiawan (2014). Rahadi (2014); Astriana *et al.* (2004) found that economic globalization and the information age to encourage industrial use of human resources of college graduates that are reliable and have an entrepreneurial spirit, but not all college graduates have an entrepreneurial spirit as desired by the job. The fact is that only a small proportion of college graduates who have an entrepreneurial spirit. Qualitative indicators related to the formation of character and students associated with the formation of entrepreneurial attitudes and skills that students are able to compete, ethical, moral, innovation, has the attitude and

skills of entrepreneurship. Research at Harvard University USA by Ibrahim Ali Akbar (2000) mentions turns a person's success is not determined solely by the knowledge and technical capabilities (hard skills), but especially the ability to manage themselves and others (soft skills).

This study reveals, success is determined only approximately 20% by the hard skills and the remaining 80% by the soft skills. Even the most successful people in the world can succeed because more soft skills supported capabilities of the hard skills. This suggests that the quality of the characters including the character of entrepreneurship education for students is very important to be improved (White *et al.*, 2010; Solimun 2007). Table 3 shows the results of the analysis of H1 that knowledge entrepreneurship significant positive effect on entrepreneurial attitude, the hypothesis is accepted. H2 showed that training home industry a significant effect on attitudes to entrepreneurship, hypothesis is accepted. H3 shows that entrepreneurial attitude significant positive effect on entrepreneurial intentions, the hypothesis is accepted.

Tabel 3
Hasil Hipotesis

No	Knowledge, training, attitude, and Entrepreneurial Intentions	Significant	Hipotesis
1	Knowledge entrepreneurship and attitude	.000	Hipotesis 1 recommend
2	Training home industry and attitude	.000	Hipotesis 2 recommend
3	Attitude and intention to Entrepreneur	.000	Hipotesis 3 recommend

CONCLUSION

The results of the identification of indicators variables showed that all indicators of entrepreneurial knowledge, skills training home industry producing snacks contribute in explaining attitudes to entrepreneurship, entrepreneurial attitudes influence on entrepreneurial intentions. The average value indicator vocational training received approval level of the respondents agreed and the value contribution in mengetahui entrepreneurship. The analysis shows that entrepreneurial knowledge significant positive effect on entrepreneurial attitudes. The average value, the majority of respondents stated that the knowledge of entrepreneurship and entrepreneurship training can improve attitudes to entrepreneurship and entrepreneurial intentions.

SUGGESTION

1. For the university leadership, entrepreneurship courses currently more students learn about the theory. Better yet, if the practice of home industry is also applied in lectures, so that students are motivated and increase student confidence for

- entrepreneurship. Besides that students have an attitude or an entrepreneurial spirit and have entrepreneurial intentions.
2. Contributions to the theoretical knowledge and training of research findings home industry attitudes and intentions towards entrepreneurship, is able to add to their repertoire of marketing science, business, and entrepreneurship.
 3. Limitations of the study, the study is limited to the case at the University of Esa Superior. To be more complex needs of the population and the wider sample to ASIA region. It is due to the discovery of the exact model of entrepreneurship education in college.

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Appendix
Lemper Ayam

