

Entrepreneurship and Entrepreneurs Intention for Students in Management Department Faculty of Economics and Business University of Brawijaya

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ABSTRACT

This study discusses about the entrepreneurship and entrepreneurs intention for student of management department in Faculty of Economics and Business, University of Brawijaya. This research is done for undergraduate student of University of Brawijaya to find out how much interested students in entrepreneurship matter. The design used in this research is a survey explanatory. Factors attitudes that autonomy and authority, economic opportunity and challenge, security and work load, avoid responsibility, social environment and career, and perceived confidence proved by positive and significant effect on the intention of entrepreneurship college student. Socio-demographic factors in this case gender, occupation, parents as entrepreneurs, and entrepreneurial experience students proved by significant effect on the intention to student entrepreneurship. Contextual factors, such as, academic support and social support proved to be a significant and positive influence on the intention student entrepreneurship. So, this research directed by upcoming examined until the real behavior of students in entrepreneurial and entrepreneurship, in order to obtain a complete model framework and well structured.

Keywords: Entrepreneurship, Autonomy, Economic opportunity, Security, Responsibility, Social environment, Career, Confidence

INTRODUCTION

The Central Bureau of Statistics the total labor force in 2013 reached 118.19 million people, an increase of 140,000 people compared to August 2012 amounted to 118.05 million. In August 2013, recorded in the central Agency Statistics, the number of people working as employees or laborers fixed number of 41.56 million people and 19.14 entrepreneurship by themselves million people and if there is no progress on employment. The unemployment rate is likely to rise. Labor force surveys conducted by the Central Bureau of Statistics states unemployed came from people with a university degree who the amount of 12.5 percent. Of the unemployment rate is clearly that Indonesia has the problem of unemployment (bachelor's degree) that must be addressed. One solution to overcome that with foster entrepreneurial spirit in students, and prepare they are to become a successful entrepreneur.

Zhao et al, (2005) argues that entrepreneurship is important for improve economic efficiency, bring innovation to the market, creating new jobs. scholars still have an understanding limited to the decision to become an entrepreneur. Daily minds of the people, (5/16/07) mentions that the day of economy is increasingly difficult to day, entrepreneurship is one of the key to the settlement of an issue of the most fundamental Indonesia experienced by the country, such as the problem of unemployment which is increasingly year increase. With entrepreneurship means creating a new business with risk and uncertainty in order to achieve an advantage, by identifying opportunities and constraints as well as support resources the power needed to start a business, is also the government's role in supporting the implementation of entrepreneurship community. One way the government through the program in higher education, which include is a subject entrepreneurship for students. Students should be introduced in entrepreneurship and how to applicant in the real world, so that after they graduate from college bench they expected can entrepreneurship itself. Here the role of higher education academic very big, they have to know how interest in entrepreneurship owned by students, so the university can academic assist some students in developing interest in entrepreneurship.

Zimmerer (2002: 12), states that one of the factors driving the growth of entrepreneurship in a country lies in the role universities through the implementation of entrepreneurship education. Side in universities are responsible for educating and

providing entrepreneurial skills to the graduates, as well as provide motivation to dare to choose entrepreneurship as a career. The universities need to apply entrepreneurial learning patterns concrete, based on empirical inputs to equip students with the knowledge to entrepreneurship (Yohnson 2003, Wu & Wu, 2008). The issue is how to motivate entrepreneurship among students and what factors are effect on the motivation or intent of students to choose a career entrepreneurship after they graduated. From a number of studies have been done on people's motivation to entrepreneurship, it can be concluded that the intention of entrepreneurship someone people influenced by a number of factors that can be seen in a integral framework involving various internal factors, factors external and contextual factors (Johnson, 1990; Stewart et al., 1998).

Internal factors originating from within the entrepreneurs in the form of characters properties, as well as socio-demographic factors such as age, sex, work experience, family background, and others who can affect a person's entrepreneurial behavior (eg, Johnson, 1990; Nishanta, 2008). Meanwhile, external factors come from outside actor an entrepreneur who may be elements of the environment and conditions contextual. The findings of the studies on the various factors that may form the entrepreneurial behavior of individuals are increasingly clearly shows that someone entrepreneurship can be learned and shaped like delivered Johnson (1990). Some attributes such as their personality need for achievement, internal locus of control is a powerful, high creativity and innovation, played a role in shaping people's intention to entrepreneurship (Gorman et al., 1997; Nishanta, 2008).

LIKEWISE FACTORS ATTITUDE

Indonesia is known as a country with natural resources and labor, as well as abundant capital flow turns until today still fail to prove as a country prosperous. Just for comparison, Singapore and Japan is a country poor in natural resources and labor proved to be a country that has a high level of prosperity and well-being. Instead of Indonesia which has rich natural resources, but there is still a shortage of human resources. It certainly is a challenge for our society. Still, it is believed that the role of individuals or groups within the community is able to be a driving force of economic growth at this time (Haruman et al., 2008).

That Indonesia faced the problem of limited job opportunities for college graduates with the increasing number of unemployed intellectuals lately. Report of the International Labor Organization (ILO) noted the number of unemployed in 2009 in Indonesia amounted to 9.6 million (7.6%), and 10% are undergraduate (Nasrun, 2010). Data from Statistics Indonesia supports the ILO statement pointing-right portion of the number of unemployed in Indonesia are those who Diploma/Academy and university graduates (Setiadi, 2008). Development of entrepreneurship in Indonesia has become an urgent need, it is because based on data taken from the Central Bureau of Statistics the total labor force in 2013 reached 118.19 million people, an increase of 140,000 people compared to August 2012 amounted to 118.05 million. In August 2013, recorded in the central Bureau of Statistics, the number of people working as employees or workers still some 41.56 million people and 19.14 million entrepreneurship itself a number of people and if there is no progress on employment is likely the unemployment rate will increase. Labor force surveys conducted by the Central Bureau of Statistics stated unemployment many people with a university degree comes from the amount of 12.5 percent. The unemployment rate is clear that Indonesia has the problem of unemployment (bachelor's degree) that must be addressed. One solution to overcome that by growing entrepreneurial spirit in students and prepare them to become a successful entrepreneur.

Zhao et al, (2005) argues that entrepreneurship is important for improving economic efficiency, bringing innovation to the marketplace, creating new jobs. scholars still have a limited understanding of the decision to become an entrepreneur. With entrepreneurship means creating a new business with risk and uncertainty in order to achieve an advantage by identifying opportunities and constraints as well as support the resources needed to establish a business, is also the government's role in supporting the implementation of entrepreneurship in society. One way the government through the education program at the college, which include entrepreneurship courses for students. Students should be introduced to entrepreneurship and how to application in the real world, so that after they graduate from college bench they expected to be entrepreneurial themselves. Here the role of higher education academic very large, they need to know how the interest in entrepreneurship owned by students, so academic universities can help students to develop interest in entrepreneurship. Immerer (2002: 12), states that one of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education. The university is responsible for educating and providing entrepreneurial skills to the graduates, as well as providing motivation to dare to choose entrepreneurship as a career. The university needs to implement concrete entrepreneurial learning patterns based on empirical inputs to equip students with the knowledge to entrepreneurship (Yohnson 2003, Wu & Wu, 2008). The issue is how to motivate entrepreneurship among students and the factors that influence the motivation or intent of students to choose a career in entrepreneurship after they graduated.

Likewise factor one's attitude in regard to entrepreneurship activity is also believed will form the entrepreneurial intentions (Azjen & Fishbein, 1985 in Gurbuz & Aykol, 2008). Meanwhile, context-tual factors are sufficient got the attention of researchers is academic support, social support and the business climate (Gurbuz & Aykol, 2008). Partners and Matlay (in Harris et al., 2008) states that the soul businessman today more lives around the world as well as many entrepreneurs who successfully run their business. Because it has been mastered range of skills and talents that enable them to identify opportunities in the market. Work experience often the lead role in the development of entrepreneurial skills, but many of the skills developed through education entrepreneurship as well as training courses. In line with the opinion of Zimmer (In Harris et al., 2008) which states that entrepreneurship not genetic traits but "learning skills", then it is important to study the effect of one's experience in development attitude to become entrepreneurs. Research about the intentions of students and alumni of the college choose a career in entrepreneurship is still relatively limited in Indonesia. Some studies that have been done as motivation student entrepreneurship (Isdianto et al., 2005), motivation to become a college alumnus entrepreneur (Alwan & Yenny, 2003), student profile entrepreneur (Lisa, 2008), the intention of management students to become entrepreneurs (Tjahjono & Ardi, 2008), profiles young entrepreneurs educated in Yogyakarta (Giovany, 2010), a comparative study of student entrepreneurship intentions Java and Non Java (Indira, 2010), have generally remained assessment studies, descriptive and partial. In addition, most of the research associated with entrepreneurial intentions of students, come from abroad (eg: Galloway et al., 2006; Rasheed, 2000; Gerry et al., 2008; Gurbuz & Aykol 2008), which research results are encountered not necessarily apply to Indonesian context. Nowadays a lot of research on entrepreneurship in the intentions of the students, but most research has focused on personal, situational or psychological factors, such as gender, family background, bold attitude take risks, need for achievement, self-confidence and innovative (Li Wei., 2006). And much of the current literature has highlighted entrepreneurial activities through modeling situational interest or personal factors alone. the result, less provide clarity, and predictions fact still low. Researchers conducted the study on S1 students of University of Brawijaya to find out how much interest students of University of Brawijaya in entrepreneurship. Based on this background, the author tries to lift a study entitled "Entrepreneurship and Entrepreneurship Intention for Student of Management Faculty of Economics and Business in University of Brawijaya.

THEORETICAL FRAMEWORK

Definition of Entrepreneurship

Entrepreneurship comes from the base of entrepreneurs given the prefix and suffix to an that are made that are made noun has an abstracted notion of entrepreneurship, namely matters concerned with entrepreneurship. Further when the officer interpreted as bold and work is interpreted as a non-commercial business activities as well as the non-business or non-commercial, entrepreneurship can be defined as things that are concerned with one's courage to implement something business and non-business activities. (Riani, 2005; 34). According Lupioyadi (2004) is an entrepreneur is someone who is creative and innovative and able to happen to improve the welfare of society and the environment themselves. Creative when it has the ability to create something new or to do something that does not exist. Innovative when he was able to create something different from existing ones. The role of an entrepreneur according Suryana (2003) generally have two roles, namely as an inventor and as a planner. As an inventor, entrepreneur finding and creating new products, technologies and new ways, new ideas and new business organization. Meanwhile, as the planner, the entrepreneurial role of designing a new business, planning a new corporate strategy, planning ideas and opportunities within the company. Factors-Factors affect to entrepreneurial intentions.

Intention Entrepreneurship

Definition of intention

Theoretical approaches used to explain the behavior intention in this research is the theory of planned behavior which is the development of the theory of reasoned action proposed by Azjen (in Deaux, K., Dane, F.C., and Wrightmans, L. W., 1993). This theory explains that the intention is the key to predicting human behavior and as a psychological construct that indicates the strength of one's motivation in terms of conscious planning in an effort to produce the intended behavior (Eagly & Chaiken, 1993).

Definition of entrepreneurship

The word entrepreneur comes from the verb Enterpreneur. The word "entrepreneur" is a combination of the word "hero" (brave, brave) and the word "business". So, entrepreneurs mean a brave man/mighty in business. A common dictionary Indonesian (Riyanti, 2003) defines entrepreneurship as: "intelligent people or gifted to recognize the product, determine how new production, preparing the operation for the procurement of new products, as well as regulate the capital market operations.

Definition of entrepreneurship intention

Intention entrepreneurship is the intention to start a new business (Low and MacMillan in Reardon et al., 2007). Entrepreneurial activity in general often occurs due to deliberate. The entrepreneur intends to pursue opportunities, enter new markets and offer new products. Intentions (interest) capture the motivational factors that can affect a person's behavior. The motivational factor is an indication of a person will be how hard they try and how much their efforts in planning and implementing the entrepreneurial behavior.

Factors in Entrepreneurship Intention

Influence of gender or sex of the person's intentions to become entrepreneurs has been widely studied (Mazzarol et al., 1999; Kolvereid, 1996; Matthews and Moser, 1996; Schiller and Crewson, 1997). As expected, that male students have a stronger intention than female students.

Field of Study

The educational background of a person, especially related to the field of business, such as business and management or economics is believed to affect the willingness and interest to start new businesses in the future. A study from India proves that the educational background became one of the important determinants of entrepreneurial intentions and the success of the business carried on (Sinha, 1996).

Kolvereid (1996) found that a person who has experience of working have higher entrepreneurial intentions than those who had never worked before.

Factors Attitude (Attitude)

Attitude is a reaction or response which was still closed from a person to a stimulus or object. The attitude reflects a person's pleasure or displeasure about something. The attitude comes from experience, or from people close to us. They can familiarize us with something, or cause us to reject it (Wahid, 2007).

Academy Support

Knowledge in the can during the lecture is the basis used for self-employment, as well as the skills acquired during the course, especially in the course of practice (Sutanto, Adi, 2002).

METHODOLOGY

The design used in this research is the design of survey research that intends to collect data relatively limited number of cases is relatively large in number (Sevilla, 1993). This research included into the explanatory survey for this research is the development of concepts and data collection to examine the effect of planned behavior as a variable theory antecedent factors that influence entrepreneurial intentions. Population is the object of research with the boundaries issue already quite clear. This study uses population in its undertaking and business decision-called census (Djarwanto, 2001: 13) The population of this study were students of Brawijaya University from 12 faculty consists of five faculties non-exact: The Faculty of Economics and Business (FEB), Faculty Administrative Sciences (FIA), Faculty of Law (FH), Faculty of Social and Political Sciences (Social), Faculty of Humanities (FIB). While the faculty of exact consists of the Faculty of Agriculture (FP), Faculty of Animal Husbandry (Animal Husbandry), Faculty of Engineering (FT), Faculty of Medicine (FK), Faculty of Fisheries and Marine Sciences, Faculty of Mathematics and Natural Sciences (Sciences), Faculty of Agricultural Technology (FTP), Faculty of Information Technology and Computer Science. Respondents were selected using accidental sampling technique.

RESULTS

Things are different shown by background variables gender, parental employment and entrepreneurship experience which showed no significant difference. Students sex male has a high entrepreneurial intentions than students who are female. Students have parents that entrepreneurship had higher entrepreneurial intentions than students whose parents did not entrepreneurship. Likewise, students who have entrepreneurial experience had higher entrepreneurial intentions of students who do not have

previous entrepreneurial experience. Thus, the hypothesis that factors fields of study (H4) effect on student entrepreneurial intentions are not supported in this study. Instead hypotheses about gender factor (H1), the influence of parental background jobs (H2) and student entrepreneurship experience (H3) of the company's intention in this study (Table 1).

Regression analysis showed some elements of attitudinal variables, namely Autonomy and Authority, Economic opportunity and challenge, Security and Work load, Avoid Responsibility, Social Environment and Career, and Perceived confidence in accordance with the hypothesis formulated, supported in this study. The sixth element that attitude proved positive effect on entrepreneurial intentions of students with a significance level of 1%. Six element of this attitude, self realization and participation is an element that has a strong influence on entrepreneurial intentions. Although only 6 of 7 elements studied attitude showed a significant effect, but the F test results showed a significant result with the value of $R^2 = 0.322$ which means that from this research model is described by the variables studied.

Estimated Number of Respondents Students, Lecturer, and Teaching Hours

Analysis is done to provide an overview description of the respondent's perception of individual questions. As it relates to independent variables and the dependent variable in the study. From the descriptive analyze can yield percentage rate of approval for each respondent could choose on the Likert scale 1-5 each indicator both X1 and X2. That the average score of the study obtained from the perceptions of respondents, namely: (1) strongly disagree; (2) do not agree; (3) neutral; (4) agree; (5) strongly agree. Thus, it is expected that the results of descriptive analysis research for 3 variables, namely: variable autonomy and authority (X1.1), economic opportunity and challenge (X1.2), security and work load (X1.3), avoid responsibility (X1.4), self realization and participation (x1.5), social environment and career (X1.6), perceived confidence (X1.7), academic support (X2.1), social support (X2.2), environment factor support (X2.3), entrepreneurial intention (Y). From the above output known that the autonomy and authority (X1.1) with entrepreneurial intention (Y) have a significance value $0:08 < 0:10$ which has a significant correlation. That economic opportunity and challenge (X1.2) with entrepreneurial intention (Y) have a significance value $0:03 < 0:10$ which has a significant correlation. That security and work load (X1.3) with entrepreneurial intention (Y) have a significance value $12:40 > 0.10$ is correlated less significant. That avoid responsibility (X1.4) with entrepreneurial intention (Y) has a 0.01 significance value < 0.10 is having a significant correlation. That self-realization and participation (x1.5) with entrepreneurial intention (Y) have a significance value $0:00 < 0:10$ which has a significant correlation. That the social environment and career (X1.6) with entrepreneurial intention (Y) have a significance value $12:27 > 0.10$ is correlated less significant. That the perceived confidence (X1.7) with entrepreneurial intention (Y) have a significance value $0:00 < 0:10$ which has a significant correlation. From the above output known that academic support (X2.1) with entrepreneurial intention (Y) has a 0.91 significance value < 0.10 is significantly less correlated. That social support (X2.2) with entrepreneurial intention (Y) have a significance value $0:00 < 0:10$ which has a significant correlation. That the environment factor support (X2.3) with entrepreneurial intention (Y) have a significance value $12:55 > 0.10$ is correlated less significant.

From the above output that the autonomy and authority (X1.1) with entrepreneurial intention (Y) have a significance value $0:08 < 0:10$ which has a significant correlation. That economic opportunity and challenge (X1.2) with entrepreneurial intention (Y) have a significance value $0:03 < 0:10$ which has a significant correlation. That security and work load (X1.3) with entrepreneurial intention (Y) have a significance value $12:40 > 0.10$ is correlated less significant. That avoid responsibility (X1.4) with entrepreneurial intention (Y) has a 0.01 significance value < 0.10 is having a significant correlation. That self-realization and

Table 1: Regression analysis of factors influence attitudes the student entrepreneurship intention

Variable	Hyphotesis	Beta	T-hitung	Significant
Autonomy and authority	H1	-0.268	-2.839	0.005
Economic opportunity and challenge	H2	-0.441	-5.394	0.000
Security and work load	H3	-0.488	-5.843	0.000
Avoid responsibility	H4	-0.193	-2.209	0.028
Self realization and participation	H5	0.020	0.189	0.850
Social environment and career	H6	-0.556	-6.018	0.000
Perceived confidence	H7	0.361	5.178	0.000
R	0.581			
Adj. R square	0.322			
F Hitung	21.293			
Sig.F	0.000			

Correlation 1: Factors attitude (X1) and entrepreneurial Intention (Y)

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	TOTAL	Y
X1.1	Pearson Correlation	1	.627**	.209'	-.074	.281**	.264**	.153	.648**	.261**
	Sig. (2-tailed)		.000	.036	.461	.004	.008	.127	.000	.008
	N	101	101	101	101	101	101	101	101	101
X1.2	Pearson Correlation	.627**	1	.367**	.062	.300**	.270**	-.078	.660**	.213'
	Sig. (2-tailed)	.000		.000	.538	.002	.006	.439	.000	.033
	N	101	101	101	101	101	101	101	101	101
X1.3	Pearson Correlation	.209'	.367**	1	.506**	.083	.049	-.154	.583**	.082
	Sig. (2-tailed)	.036	.000		.000	.407	.626	.124	.000	.415
	N	101	101	101	101	101	101	101	101	101
X1.4	Pearson Correlation	-.074	.062	.506**	1	.034	.003	-.168	.414**	-.247'
	Sig. (2-tailed)	.461	.538	.000		.736	.976	.094	.000	.013
	N	101	101	101	101	101	101	101	101	101
X1.5	Pearson Correlation	.281**	.300**	.083	.034	1	.198'	.274**	.563**	.287**
	Sig. (2-tailed)	.004	.002	.407	.736		.047	.006	.000	.004
	N	101	101	101	101	101	101	101	101	101
X1.6	Pearson Correlation	.264**	.270**	.049	.003	.198'	1	.285**	.527**	.109
	Sig. (2-tailed)	.008	.006	.626	.976	.047		.004	.000	.278
	N	101	101	101	101	101	101	101	101	101
X1.7	Pearson Correlation	.153	-.078	-.154	-.168	.274**	.285**	1	.336**	.258**
	Sig. (2-tailed)	.127	.439	.124	.094	.006	.004		.001	.009
	N	101	101	101	101	101	101	101	101	101
TOTAL	Pearson Correlation	.648**	.660**	.583**	.414**	.563**	.527**	.336**	1	.241'
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.001		.015
	N	101	101	101	101	101	101	101	101	101
Y	Pearson Correlation	.261**	.213'	.082	-.247'	.287**	.109	.258**	.241'	1
	Sig. (2-tailed)	.008	.033	.415	.013	.004	.278	.009	.015	
	N	101	101	101	101	101	101	101	101	101

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Correlation 2: Contextual factors (X2) and entrepreneurial intention (Y)

		X2.1	X2.2	X2.3	TOTAL	Y
X2.1	Pearson Correlation	1	.225'	.109	.651**	-.010
	Sig. (2-tailed)		.024	.276	.000	.918
	N	101	101	101	101	101
X2.2	Pearson Correlation	.225'	1	-.203'	.614**	.289**
	Sig. (2-tailed)	.024		.042	.000	.003
	N	101	101	101	101	101
X2.3	Pearson Correlation	.109	-.203'	1	.527**	-.060
	Sig. (2-tailed)	.276	.042		.000	.553
	N	101	101	101	101	101
TOTAL	Pearson Correlation	.651**	.614**	.527**	1	.144
	Sig. (2-tailed)	.000	.000	.000		.151
	N	101	101	101	101	101
Y	Pearson Correlation	-.010	.289**	-.060	.144	1
	Sig. (2-tailed)	.918	.003	.553	.151	
	N	101	101	101	101	101

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

participation (x1.5) with entrepreneurial intention (Y) have a significance value $0.00 < 0.10$ which has a significant correlation. That the social environment and career (X1.6) with entrepreneurial intention (Y) have a significance value $0.12 > 0.10$ is correlated less significant. That the perceived confidence (X1.7) with entrepreneurial intention (Y) have a significance value $0.00 < 0.10$ which has a significant correlation.

From the above output that academic support (X2.1) with entrepreneurial intention (Y) has a 0.91 significance value < 0.10 is significantly less correlated. That social support (X2.2) with entrepreneurial intention (Y) have a significance value $0.00 < 0.10$

which has a significant correlation. That the environment factor support (X2.3) with entrepreneurial intention (Y) have a significance value $12:55 > 0.10$ is correlated less significant.

CONCLUSION

Conclusion

Based on these results, a number of conclusions:

1. The socio-demographic factors in this case gender, occupation, parents as an entrepreneur, and student entrepreneurship experience proved significant effect on the intention to entrepreneurial students.
2. The socio-demographic factors which field of study students are not shown to significantly influence entrepreneurial intentions of students.
3. Factors attitudes (attitudes) that Autonomy and Authority, Economic opportunity and challenge, Security and Work load, Avoid Responsibility, Social Environment and Career, and Perceived confidence proved positive and significant effect on the intention of entrepreneurship students.
4. There is one factor attitudes (attitudes) that is self realization and participation does not prove to significantly influence entrepreneurial intentions of students.
5. Contextual factors, namely, academic support and social support proved positive and significant effect on the intention of entrepreneurship students.
6. Contextual factors are the level of student participation in the training/education of entrepreneurship, and environmental support is not proven effect on student entrepreneurship intentions.

Suggestions

Limitations and input for future research:

1. Fieldwork was conducted towards the end of the semester lectures and conducted only in a few places, such as students from various departments and faculties, so the opportunity to get student respondents varied and spread out evenly in various faculties with random sampling technique is not possible. As a result, there will be limitations to generalize the results of this research. Future research is expected to choose a proper research by observing schedule of lectures.
2. This study did not control variables, in particular for measuring the effect of participation in training or education entrepreneurship. Thus, to study the future needs of data obtained from the control group, such as students who did not take part in training in entrepreneurship at all as a comparison.
3. In this study, all the variables of socio-demographic groups, attitude and contextual laid out as a set of independent variables (predictors) on the intention of entrepreneurship, regardless of causal relationships that may occur among the three groups of variables. Furthermore, it helps to scientifically explore the possibility of establishing more comprehensive models by taking into account scientific logic sequence between variables. Because there will be the possibility of influencing variables entrepreneurship education attitude and a new further affect entrepreneurial intentions.
4. The study only examined the student effect to entrepreneurial intentions. To complete the Theory of Planned Behavior, is recommended for future research is directed to investigate the real behavior of students in entrepreneurship, in order to obtain a complete model framework and a well-structured and effective.

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