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The Influence Of Entrepreneurial Role Model On Entrepreneurial Attitude In Higher Education Student

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Abstrak

The purpose of this research is to firstly explore the difference in entrepreneurial attitude between students who has family member as entrepreneur and non-family member as entrepreneur. Secondly to know the influence of role models on entrepreneur attitude in higher education student. The study was conducted amongst sample of 100 student in Universitas Negeri Semarang, which consists of 18 male and 82 female. All of the sample has took entrepreneurship subject. The data collected through questioners. The findings of this study suggest that role model comes from families whether is their parents or any other family member has no significant effect in creating students' entrepreneurial attitude. This can be noted from the hypothesis test on the difference in attitude between students with an entrepreneurial family member and students without.

Keywords: entrepreneurial attitude, higher education student, role model, entrepreneurship education

Introduction

A country's economical growth is usually linked with how big of a role of the business world is in supporting economical activities globally [1]. The business world and entrepreneur are two things that shifts a country's economic globally [2] through new job creations, innovation and productivity. Entrepreneurship is one form of activity that can create jobs. For this reason, a program is needed to create young entrepreneurs so that it will indirectly increase the economy of the country.

Entrepreneurship education has a significant influence in growing and developing entrepreneurial desires and behavior among young people [1]. When associated with the influence of entrepreneurship education, knowledge and understanding of how to develop and encourage the birth of potential young entrepreneurs is needed while they are in college. Their attitude, behavior and knowledge about entrepreneurship will shape their tendency to enter the new business world in the future.

In measuring entrepreneurial attitude, there are two ways to approach [3]. The first is through personal approach, like looking at someone's intention and motivation in becoming an entrepreneur. The second is through demographic information such as birth order, role models, age, education level of parents, socioeconomic status, previous work and work habits. [3]–[5]. From previous research results it is found that the role of an entrepreneurial family member has a significant influence on entrepreneurial attitudes and intentions.

In line with the effort to raise a student's desire in entrepreneurship education, hence the purpose of this research is to comprehend whether there is a difference in attitude between students with entrepreneurial family members and students without.

Methods

This research applies quantitative approach by survey method. The research which is used to measure entrepreneurial attitude greatly uses quantitative method as its approach [6]–[8]. Data is collected using a questionnaire which consists of two parts. First part consists of questions related that related with demographic characteristic such as age, ethnicity, place of living, family members job. The second part, the main component attitude which construct from Robinson [3] which consists of 34 questions with Likert's scale as the alternative answers. The total of samples of this research are 100 students in Universitas Negeri Semarang. The criteria for the samples are students that are or have taken entrepreneurship classes. Out of 100 students, 78 of which has an entrepreneurial family and the other 22 does not.

Hypothesis to be tested in this research is whether there is a difference in attitude between students with entrepreneurial family members and students without.

Results

From the result of this research has been found that in overall the average of students entrepreneurial attitude in Universitas Negeri Semarang in table 1 is relatively high (mean value = 3,13). Although the overall is relatively high, there are some statements that indicates slight disagreement , such as "feel hopeless if what has been planned turns out not to be as expected, never put important things to a more appropriate time, rarely follow instructions unless the task I'm working on is too complicated, feel the best about my job when I know that I have followed the accepted procedure, usually control unstructured situations, often feel bad about the quality of the work I do, feel pressured when not doing work that is meaningful / important, and often complete business assignments in a unique way. For the details see in Table 1 below:

Table 1. Descriptive of Entrepreneurial Attitude

Statement	Mean
1. I always want to work hard to be the best among other colleagues	3,31
2. I feel hopeless if what has been planned turns out not to be as expected.	2,49
3. I believe that the family's socio-economic background will not affect the success of a business.	3,15
4. I believe that tangible results are needed to assess business success	3,23
5. I never put important things to a more appropriate time	2,60
6. I rarely follow instructions unless the task I'm working on is too complicated	2,38
7. I believe that every organization can be more effective by hiring competent people	3,47
8. I enjoy finding good solutions to problems people have never seen	3,16
9. I believe it's important to analyse your own weaknesses in business matters	3,43
10. I believe that the key to success in business is not procrastinating	3,63
11. I believe that to be successful a businessman, you must spend time planning the future of the business	3,45
12. My skills to deal with people have enabled me to create many business opportunities	3,04
13. I think that to be successful in business you must eliminate inefficiencies	3,12
14. I believe it's more important to think about future possibilities than past achievements	3,23
15. I believe that to be successful, someone must comply with applicable business practices	3,02
16. I believe it's important to approach business opportunities in a unique way	3,38
17. I believe the most important thing in choosing a business partner is their competence	3,17
18. I make a point of doing something significant and meaningful at work every day	3,03
19. I always try to be friends with people who might be useful in my business	3,13
20. I feel the best about my job when I know that I have followed the accepted procedure	2,81
21. I believe that to be successful in your business you must always spend time to develop new opportunities	3,35
22. I will spend a considerable amount of time analysing my future business needs before I allocate any resources	2,89
23. I usually control unstructured situations	2,71
24. I often feel bad about the quality of the work I do	2,42
25. I believe that it is important to keep looking for new ways to do things in business	3,38
26. I believe it's important to make a good first impression	3,59
27. I usually look for colleagues who are eager to explore new ways of doing things	3,47
28. I do every job as much as possible	3,55
29. To be successful I believe that it is important to use your time wisely	3,55
30. I believe that in the business world the work of competent people will always exist and be recognized	3,31
31. I believe successful people handle themselves well at business meetings	3,31
32. I am happy to be able to use old business concepts in new ways	3,13
33. I feel pressured when not doing work that is meaningful / important	2,65
34. I often complete business assignments in a unique way	2,93
OVERALL	3,13

Where as for the hypothesis test on the difference in attitude between students with entrepreneurial family members and students without has been obtained a score of sig.(2-tailed) >0.05 yaitu 0.068 (table 3). This indicates that there a no differences in attitude between students with entrepreneurial family members and students without. In other words

the influence of role models in creating the entrepreneurial attitude of students in Universitas Negeri Semarang does not have a significant effect.

Table 2. Group Statistics

	X	N	Mean	Std. Deviation	Std. Error Mean
Y	Ya	78	106,9615	7,65055	,86625
	Tidak	22	105,2273	10,08975	2,15114

Table 3, Independent Samples Test

		Y	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	3,411	
	Sig.	,068	
t-test for Equality of Means	t	,872	,748
	df	98	28,161
	Sig. (2-tailed)	,385	,461
	Mean Difference	1,73427	1,73427
	Std. Error Difference	1,98778	2,31901
	95% Confidence Interval of the Difference	Lower Upper	-2,21041 5,67894

Discussions

Supporting factors of entrepreneurial attitude can be influenced by several factors among others demography such as gender, ethnic, and faculty [9], teaching and learning process [10], [11]. The influence of role model is also one of the factors that could intensify entrepreneurial attitude and effects students in choosing entrepreneurship as a career [12]. However, in this research it was found that there was no difference in attitude between students with entrepreneurial family members and students without. It can be said that for students at Semarang State University, family factor as a role model is not a major factor in fostering entrepreneurial attitudes. This condition is in line with the results of Kgagara (2011) research on student entrepreneurship attitudes at Sedibeng District, which get low attitudes for students in Sedibeng District who have family entrepreneurs [13].

Liñán, Rodríguez-Cohard, & Rueda-Cantuche (2011) said that entrepreneurship is a process of interacting an entrepreneurial (developing creativity and opportunity recognition skills) with his or her environment (developing specific local knowledge, network contacts, local role models, etc.) to be able to create an opportunity [14]. Entrepreneurship education programs both formally through schools and informally through entrepreneurship training Non-educational institutions can be one factor that can provide opportunities for students to become entrepreneurs.

Conclusions

Entrepreneurship plays an important role in shaping individual behavior and innovation to start entrepreneurship. It shows that in overall the mean value is relatively high. Family members who are entrepreneurs become one of the factors that do not have a significant impact in shaping entrepreneurial attitudes for students at Semarang State University. This indicates that respondents know and understand about opportunities to become entrepreneurs not only from the family.

However, the limitations of this study are that the data is only limited to one state university in the Central Java region, therefore not true represented all universities in Indonesia.

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