



The Role of Entrepreneurship Learning Program for Encouraging the Students Entrepreneurial Motivation

ABSTRACT

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This study aims to determine the differences in entrepreneurial motivation in students who take part in the Management Entrepreneur Day (MED) program, including both implicit and explicit motivation in Management Department, Faculty of Economics and Business, Brawijaya University. This type of research is quantitative research with a method of collecting data in the form of probability sampling. The collected data was analyzed by applying SPSS analysis with a different test based on Analysis of Variance (ANOVA). The results of this study indicate that implicit motivation including motives for achievement (need for achievement) and motives for affiliation (need for affiliation) provides no difference in motivation (for entrepreneurship) in students who take MED. However, implicit motivation for controlling (need for power) presents a significant difference in the personal value among the students before (pre) and after (post) participating the MED activities. Whereas, explicit motivation including motives for achievement, depicts a significant difference in students who take the MED program. Explicit motivation for affiliation (need for affiliation) and explicit motivation for controlling (need for power) indicates no difference in both before (pre) and after (post) participating in MED. From these results, the researchers concluded that the entrepreneurship program did not provide a significant change in entrepreneurial motivation among the participating students.

Keywords: entrepreneurship program, implicit motivation, explicit motivation.

| Received January 2020 | Accepted April 2020 | Available online April 2020 |

| DOI: <http://dx.doi.org/10.18860/mec-j.v4i1.8758>

INTRODUCTION

The small and medium enterprises (SMEs) sector plays a key role in contributing to innovation and wealth creation as well as to employment and economic growth in both industrial and developing countries (Bennett and Robinson, 2000; Belas et al., 2015; Simionescu et al., 2017). The 1998 economic crisis that hit Indonesia provides a valuable lesson in constructing a strong and surviving economic development (Anggraini and Nasution, 2013), supported by the number of business people or entrepreneurs who can generate the economy of a country.

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The number of business actors in a country will be a driving force in employment. Developing countries such as Indonesia need start-up business actors to support their economic stability. It is apparent that the number of job seekers in Indonesia outweighs the number of available jobs. As a result, job applicants mostly do not get jobs (unemployed) or get a job that is contrary to their education.

Unemployment in Indonesia is not only occupied by those who are not educated, even college graduates suffer from being unemployed. Central of Statistics Bureau (BPS) reported employment conditions in Indonesia from February 2017 to February 2018 that the university's unemployment rate (TPT) rose by 1.13 percent compared to that in February 2017 (from 5.18 percent to 6.31 percent) (BPS, 2018). Based on the BPS data in Surabaya city, there were approximately 5,780 college graduates who were still unemployed (JPNN, 2018).

Basically, there are three choices that will be experienced by college graduates, such as: (1) being a civil servant or employee of a private company, (2) becoming intellectual unemployment, because of the fierce competition in finding work, and (3) running their own business that is in accordance with science and technology obtained while at the University (Siswadi, 2013).

The magnitude of the unemployment rate with diploma and undergraduate degrees becomes a difficult task that must be faced by universities to prepare graduates to become entrepreneurs. This phenomenon was due to the fact that education in the field of entrepreneurship might increase one's intention to entrepreneurship and stimulate one's skills to overcome various resource constraints in the company (Davey et al., 2011; Jones et al., 2011). In a broader context, education is believed to provide encouragement or motivation to do something according to the studied disciplines.

In general, universities in Indonesia start to raise awareness that the process of education or learning about entrepreneurship provides a role in motivating students to become entrepreneurs (Solevik, 2013; Putri, 2017; Hendra et al., 2017). Meanwhile, Gurbuz and Aykol (2008) asserted that education, experience and debriefing of entrepreneurship from an early age might encourage a person's potential to become entrepreneurs, in addition to supporting academic, social and environmental aspects. Packham et al. (2010) stated that entrepreneurship education has a positive impact on the entrepreneurial attitudes of French and Polish students. However, different studies indicate that entrepreneurship education does not provide motivation for student entrepreneurship (Oosterbeek et al. 2010). The attitude and motivation factors do not significantly influence the interest in entrepreneurship (Rosmiati et al. 2015).

Abundant empirical evidences indicate that the motivation for student entrepreneurship after joining entrepreneurship education encourages universities in Indonesia to compete in developing entrepreneurship programs at universities. Thus, in the last decade, there has been a significant global increase in entrepreneurship programs aimed at increasing entrepreneurial activity at all levels (both are on and off campus

improvements) (Fayolle et al., 2006; Hamidi et al., 2008). Entrepreneurship learning is expected to transfer not only knowledge and skills but also ability to actualize a real business, and to gain the soul of entrepreneurship itself (Siswadi, 2013).

McClelland (1987) in his theory of McClelland's Achievement Motivation Theory suggests that individuals have potential energy reserves and how to release energy based on strength or motivation of individuals, situations and available opportunities. The encouragement is from within and outside of the individual.

Several studies that have been conducted previously by several researchers apparently still have differences, among others Vemmy (2012) found that the need for achievement had a positive and significant effect on entrepreneurial intentions, while Silvia (2013) found that the need for achievement had no significant effect on entrepreneurial intentions. In the need for affiliation variable, the reference shows that there are differences about whether the entrepreneur has or must have a high level of affiliation needs (Zhao and Seibert, 2005) or on a low scale (Lachman et al., 1980). Juniarto and Aminah (2013) prove that the need for power drives someone to succeed in entrepreneurship. This inconsistency allows similar research in the future.

This theory focuses on three needs, including the need for achievement, the need for power, and the need for affiliation. The need for someone's achievement (n-Ach) is characterized by its readiness to accept relatively high risks, to show the best work results, to pursue a lot of information to find new ways more effectively and efficiently to accomplish tasks. The need for power (n-Pow) appears in one's motivation to influence their environment, with a strong character to lead and to have ideas to win. Meanwhile, the need for friendship or affiliation (n-Aff) can be reflected by the desire to have a close, cooperative and full of friendship with other parties.

Implicit motivation represents affective preferences that gradually evolve through learning and experience (McClelland, 1987). This motive energizes individuals when they are involved in appropriate actions. Individuals, who experience implicit motives for forming close relationships, will experience excitement when interacting socially.

Conversely, explicit goals are demonstrated by any means of effort which are not always an implicit motive. These goals are shaped by social norms, real rewards, and individual beliefs about themselves (McClelland, 1987). Explicit motivation affects conscious attitudes, choices, and decisions, but does not energize individuals. Unlike the implicit motives, individuals do not experience the pleasure and reward when they pursue explicit goals. Enjoyment and appreciation are results of achieving these goals.

Various patterns and methods have been carried out by institutions in Indonesia to advance entrepreneurship in this country, both from government institutions and private universities, as Ministry of National Education and State-Owned Enterprises (BUMN) compete in launching entrepreneurship programs (Murdjianto and Wahid, 2006). The great attention of various institutions is aimed at increasing the interest and motivation of the public and scholar for entrepreneurship.

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In 2009, the Government through the Directorate General of Higher Education of the Ministry of Education and Culture (Dirjen Dikti Kemendikbud) launched an Entrepreneurial Student Program (PMW) which aims to provide knowledge and skills based on science and technology to students to change their mindset from job seekers to job creator (Kemendikbud, 2013). However, the results are beyond the expectation.

Brawijaya University is one of the universities in Malang City, East Java Province, Indonesia, proving a strong desire to form graduates to become entrepreneurs. In fact, it presents flagship program to become the world class entrepreneurial university. Various programs have been carried out to form and motivate prospective graduates to become entrepreneurs by modifying various forms of the education or learning process. For this reason, it is necessary to know the role of entrepreneurship learning programs in encouraging student entrepreneurial motivation in Brawijaya University.

Management Department under Faculty of Economics and Business in Brawijaya University, introduces a policy in its curriculum for student entrepreneurship programs. The learning curriculum is designed to provide entrepreneurship courses and entrepreneurial laboratories. In entrepreneurship laboratory courses, students are required to design a business model and take part in the Management Entrepreneur Day (MED) program within a semester. This program has been running for eleven years engaging different themes such as: Asian Food, Technopreneur, Sociopreneur and others. At the end of the semester, students who have been formed into several groups will present their business models while promoting, exhibiting and selling their products.

This research is intended to find out whether students who take part in the MED program integrated with entrepreneurship laboratory subjects in Management Department of the Faculty of Economics and Business have greater motivation to become an entrepreneur than before. The changes in students are seen from their implicit and explicit motivation to become entrepreneurs after joining MED. This research is considered important because as considered a superior program for eleven years. In addition, this MED program also spends considerable funds on each implementation.

METHOD

The design of this study is quantitative research that involves a large number of respondents to draw conclusions from the phenomena that occur. This quantitative research will examine differences in motivation before and after the implementation of entrepreneurship programs in Department of Management under Faculty of Economics and Business in Brawijaya University. The entrepreneurship program that will be the object of research is Management Entrepreneur Days (MED), held annually by Management Department of FEB-UB to encourage student interest and motivation in entrepreneurship.

This program has been running for 10 years, and in 2018 was the 11th year of MED implementation. MED is also a student entrepreneurship program that is attended by all students in one class and is attached to the Entrepreneurship Laboratory course in Management Department of FEB UB. With its reputation, MED is considered as the right research context to assess whether the implementation of entrepreneurship programs is able to encourage motivation for entrepreneurship, especially in the context of student entrepreneurial motivation.

The procedure of research is conducted by designing research proposals containing background problems, theoretical framework, measured variables and applied research methods. Afterwards, the questionnaire framework was developed by using the n-Ach measurement framework consisting of explicit and implicit motivation. Measurements of explicit motivation are performed by employing the Work Family Orientation Scale of Motives and Motive to Avoid Failure (MAF) referred to Helmreich and Spence (1978) and Hagvet and Benson (1997). Meanwhile, implicit motivation was measured by utilizing Operant Multimotive Test measurements from Kuhl and Schefer (2001). After the questionnaire has been reviewed, it will be given to prospective respondents in the Entrepreneurship Laboratory class in two data collection, of pre and post MED implementation. Data retrieval is conducted on the same respondents in pre and post MED and incomplete data will not be processed in further testing.

The population of this study involved all students of Management Department of FEB-UB attending the 320 Entrepreneurship Laboratory courses. Based on the theory, if the target population is known (finite population), data retrieval is allowed to apply probability sampling methods. The probability sampling method is a method of retrieving data that allows all members of the population to have equal opportunities to become respondents (Cooper and Schindler, 2006; Hair et al, 2009). The probability sampling method as applied in this study, is simple random sampling on all available total populations. Data collected from respondents will be analyzed by performing SPSS analysis with different tests based on Analysis of Variance (ANOVA).

RESULT AND DISCUSSION

The populations in this study were students of Management Department under Faculty of Economics and Business, in Brawijaya University involving in the Management Entrepreneur Day (MED) program as well as taking the Entrepreneurship Laboratory course in the even semester. Students attending MED in 2018 were about 318. The first stage of data collection was conducted from March 19 to March 23, 2018. The peak of the MED program was on May 2 to 3, 2018. Data collection in the second stage was conducted on May 8 to 11, 2018. Data collection in both the first and second stages were performed by using questionnaires.

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In the first stage of data collection or before the MED program, there were 114 questionnaires from 150 distributed questionnaires. However, in the second stage of data collection or after the MED, there were 78 questionnaires from 150 distributed questionnaires. Since the data collection in the first stage presenting similar respondents, it was determined that 78 valid questionnaires were processed by utilizing the SPSS version data processing program 23.0.

Gender based respondents consisted of 47 male respondents (60.3%), and 31 females (39.7%). Based on religion, as many as 66 people (85.6%) were Muslim, 2 people (2.6%) were Catholics, 9 people (11.5%) were Protestant, and 1 person (1.3%) was Buddhist. In terms of business ownership, as many as 24 people (30.8%) already had business and as many as 54 people (69.2%) did not have business.

Respondents in this study were students of Management Department of the Faculty of Economics and Business attending the Entrepreneurship Laboratory course in the sixth semester. All students taking these courses are required to take part in routine entrepreneurship programs (MED) annually which have been running for 11 times.

Implicit Motivation of Need for Achievement (n-Ach)

This implicit motivation energizes individuals when they are involved in appropriate actions. Individuals who have implicit motivation tend to form close relationships, such as: feeling excited when they interact socially. Individuals who experience implicit motives for achieving goals are difficult to feel excited when given a challenging task. These motives also embody the attention of individuals who ultimately direct and shape their behavior.

The process at this stage aims to determine whether there is an implicit difference in motivation for achievement that occurs in the MED program participants in pre and post MED. Implicit motivation for achievement encourages someone to generate action such as in entrepreneurship. From the results of the statistics presented in the following table, it reveals that there is no significant difference in implicit motivation for achievement in MED participants (in pre and post MED). This is indicated by P Value of $0.152 > 0.05$.

Table 1. Implicit Motivation of Need for Achievement (n-Ach) in Pre and Post “MED“ Entrepreneurship Program

		Mean	Std. Dev	Paired Differences		t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Imp Ach Before- Imp Ach After	-.205	1.252	.142	-.487 .077	-1.447	77	.152

Although the rate increases, but there is no significant difference between the pre and post MED. This is understood as the implicit formation of n-Ach occurs in a long time and requires experience in life. Therefore, with the MED program for two days with only a few months' preparation, is considered impossible to change implicitly from one's n-Ach.

However, even though the data presents no significance, the positive things from these results indicate that the average students tends to increase their motivation to be entrepreneur. If MED activity is carried out continuously (unlimited to a student), in the future it is projected to provide an ongoing process forming the students to be a driver for someone to become an entrepreneur.

Implicit Motivation of Need for Affiliation (nAff)

The process at this stage aims to determine whether there are differences in implicit motivation for affiliation (socializing, gathering) that occurs in MED program in pre and post MED. The results of the statistical results in the following table indicates that there is no large difference in implicit motivation to be affiliated with MED activity for participants before and after following it, indicated by P Value of $0.056 > 0.05$.

Table 2. Implicit Motivation of Need for Affiliation (nAff) in Pre and Post “MED“ Entrepreneurship Program

		Mean	Std. Dev	Paired Differences		t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Imp Aff Before- Imp Aff After	-.244	1.107	.125	-.493 .006	-1.943	77	.056

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The results above indicate no significant differences between nAff before and after after taking MED. This can be understood because the process of forming someone's implicit motivation for affiliation (nAff) that will encourage someone to succeed when becoming an entrepreneur is impossible to be conducted in a short time or in a few months.

Implicit Motivation of Need for Power (nPow)

The process at this stage aims to determine whether there is a difference in implicit motivation to rule or control other people attending MED program before and after the activity is carried out. The results of statistical tests in the following table indicate that there are significant differences in implicit motivation to control MED participants before and after following the program, as indicated by P Value of $0.017 < 0.05$.

Table 3. Implicit Motivation of Need for Power (nPow) in Pre and Post “MED” Entrepreneurship Program

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Imp Pow Before- Imp Pow After	-.244	.885	.100	-.443	-.044	-2.430	77	.017

The results above indicate a significant difference between nPow before and after taking MED. The results of this implicit motivation for power provide positive information that MED program that has been implemented contributes to the motivation of participants to become entrepreneurs. This conclusion is incomplete, because the other two implicit motivations, of motivation for achievement (n-Ach) and affiliation (nAff) do not demonstrate significant results.

Explicit Motivation of Need for Achievement (n-Ach)

In contrast to implicit motivation for achievement, explicit motivation for achievement indicates significant differences in outcomes among participants before and after MED implementation. This difference in motivation is indicated by P Value of $0.047 < 0.05$ (Table 4), assuming that there is a conscious change in motivation experienced by participants to become entrepreneurs after participating in MED activity.

In accordance with the theory, explicit n-Ach is indeed demonstrated to get a response from the social environment, in this case, the environment in which MED is carried out. The explosive average that decreases after MED becomes an indication that the social

respons they expect in MED is beyond expectation due to certain reasons, such as: inability to compete, disappointment with the results, or personal problems that have not been further investigated.

Table 4. Explicit Motivation of Need for Achievement (n-Ach) in Pre and Post “MED“ Entrepreneurship Program

		Mean	Std. Dev	Paired Differences		t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	PRF Ach Before- PRF Ach After	.06571	.28772	.03258	.00083 .13058	2.017	77	.047

Explicit Motivation of Need for Affiliation (nAff)

The results obtained from testing the explicit motivation for affiliation with MED participant students indicated no difference in pre and post MED.

Table 5. Explicit Motivation of Need for Affiliation (nAff) in Pre and Post “MED“ Entrepreneurship Program

		Mean	Std. Dev	Paired Differences		t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	PRF Aff Before- PRF Aff After	.04017	.42111	.04768	-.05478 .13512	.842	77	.402

The absence of a difference in motivation for affiliation (entrepreneurship) in MED participant students is indicated by P Value of $0.402 > 0.05$. This aspect is an important aspect to support someone to become an entrepreneur as an entrepreneur will not succeed without building social relationships with other people.

Explicit Motivation of Need for Power (nPow)

The results obtained on this explicit motivation for power (nPow) indicated no significant differences in MED participants. This power motivation plays an important role in an entrepreneur because a business owner will lead and control the people who work in his business.

Table 6. Explicit Motivation of Need for Power (nPow) in Pre and Post “MED” Entrepreneurship Program

		Mean	Std. Dev	Paired Differences		t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	PRF Pow Before- PRF Pow After	.01603	.39095	.4427	-.07212 .10417	.362	77	.718

The absence of changes in explicit motivation for power in students who follow MED is indicated by P Value of $0.718 > 0.05$. From these values, it can be concluded that there is no significant difference between explicit motivation for power or entrepreneurship (before and after participating in entrepreneurship programs).

Other indicators such as motivation in the form of hope for success (HH), fear of failure (FF), nPow, and nAff also demonstrate no significant differences as according to the theory of indicators, this has proven unrelated to one's entrepreneurial behavior.

From demographic analysis, there are two categories that meet the requirements to be tested (between categories of gender groups and business experience). From the gender group (male and female) there were several interesting things, such as: (1) significant difference in explicit n-Ach motivation (need for achievement) after MED between men and women. In addition, it was also found that the average explicit motivation of n-Ach in men declined considerably compared to women. Thus, the researchers conclude that there is a possibility that during the MED implementation, female students (female participants) obtain the social response they expect before MED. This phenomenon needs to be explored further by looking at the composition of MED participants between men and women, (2) another significant finding presents a difference in explicit motivation for nAff (need for affiliation) after MED between men and women. Even from the results before MED, the explicit motivation of female students was not changed. From theoretical studies, it is possible that during the implementation of MED, conflicts between members / female students are less frequent or can also be interpreted by female students to avoid conflicts during the implementation of MED.

Meanwhile, the decrease in explicit motivation on men is indicated by the occurrence of unpleasant things during MED program. Thus, after MED, conflict (in a positive context) in entrepreneurship activities is inevitable. Or in other contexts, it indicates that men experience conflict during the MED process; therefore, after MED they tend to take confrontations (indications of low affiliation) with different parties. In the level of

entrepreneurship, this can be positively interpreted because entrepreneurs must be brave to be different and to confront / conflict with other parties.

From the business experience category, things that need to be considered include: significant difference in implicit n-Ach motivation between students who already have a business and those who do not have a business. This supports the results of McClelland's (1987) research which suggests that an entrepreneur tends to have higher n-Ach than that in non-entrepreneurs. That individuals with high n-Ach are more likely to become entrepreneurs. After MED, the implicit value of n-Ach students who already have a business actually proves to increase while those who do not have a business tend to have a fixed value.

Students who already have a business have a low affiliation implicit. This is quite reasonable because they tend to dare to confront with having different ideas. However, after MED, their need for affiliation actually rises indicating that they are reluctant to confront / conflict.

Interesting results are found that students who do not have a business actually have a large power after MED. Although both were found to increase, before MED, the students who owned the business presented lower power attitudes. It is possible because students who already have a business have measured the extent of their ability to lead. Whereas, those who do not have a business are still quite idealistic with the initial experience of doing business in MED activities.

On explicit motivation for power (nPow), it appears that students who own a business, have high power and are generally shown. Significant differences indicate that they want to be socially known as people who are able to influence / lead others in business, especially in MED. After MED, their power level is maintained while students who do not have business actually decline. When compared with the implicit nPow before MED, it can be interpreted that students who do not have a business tend to have a great desire to show authority.

CONCLUSION

From the results of the analysis and discussion above, it can be concluded that implicit motivation from motives for achievement (need for achievement) and motives for affiliation (need for affiliation) indicates no difference in motivation (for entrepreneurship) in students attending MED. Meanwhile, the implicit motivation for mastering or controlling (need for power) indicates a significant difference among students before and after participating in MED activities. From these results, it can be concluded that MED program carried out did not change in implicit motivation for entrepreneurship in students who followed it.

On explicit motivation from the motives for achievement (need for achievement) presents significant differences in students who take MED program. Meanwhile, explicit

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motivation for affiliation (need for affiliation) and for control (need for power) indicates no difference in before and after participating in MED. From these results, it can be concluded that MED program did not change motivation for the students who followed it.

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