

**THE IMPACT OF ENTREPRENEURSHIP EDUCATION,
INTERNAL LOCUS OF CONTROL, PRESENTATION NEED,
CREATIVITY, GENDER AND FAMILY TOWARDS
ENTREPRENEURSHIP INTENTION ON STUDENTS IN
POLINEMA ACCOUNTANCY FACULTY**

Andi Asdani

State Polytechnic of Malang, andiasdani@yahoo.co.id

Anik Kusmintarti

State Polytechnic of Malang, kusmintari@yahoo.co.id

Abstract

The purpose of this study is to analyze how the influence of Entrepreneurship Education, Internal Locus of Control, the Necessity of Achievement, Creativity, Gender and Family Against intention Entrepreneurship. Samples are accounting majors followed the entrepreneurship education by 100 respondents with purposive sampling technique. The analytical tool used is descriptive analysis and inferential analysis is linear regression with significant test F and t. Results of the analysis states that (1) jointly entrepreneurship education, internal locus of control, need for achievement, creativity, gender, the family has a significant influence on intense entrepreneurship, (2) more often followed the entrepreneurship education for students entrepreneurial intentions Polytechnic Malang higher, (3) The higher the ability to control internal locus of control intention of entrepreneurship for students Polytechnic of Malang higher, (4) higher need for achievement, the intentions of entrepreneurship for students of the higher Polytechnic of Malang, (5) Higher creativity, entrepreneurial intentions for students of the higher Polytechnic of Malang, (6) Men have influence entrepreneurial intentions for students Polytechnic of Malang higher than women, (7) The higher the entrepreneurial intention MKA family support for students Polytechnic of Malang will be higher.

Keywords: Entrepreneurship education, Locus of control, Creativity

Abstrak

Tujuan penelitian untuk mengetahui bagaimana pengaruh Pendidikan Kewirausahaan, Internal Locus Of Control, Kebutuhan Akan Prestasi, Kreativitas, Gender Dan Keluarga Terhadap Intensi Kewirausahaan. Sampel penelitian adalah mahasiswa jurusan akuntansi yang mengikuti pendidikan kewirausahaan sebanyak 100 responden dengan teknik pengambilan sampel purposive sampling. Alat analisis yang digunakan adalah analisis deskriptif dan analisis inferensial yaitu regresi linier berganda dengan uji signifikan F dan t. Hasil analisis menyebutkan bahwa (1) secara bersama-sama pendidikan kewirausahaan, internal locus of control, kebutuhan akan prestasi, kreativitas, gender, keluarga memiliki pengaruh signifikan terhadap intense kewirausahaan, (2) semakin sering mengikuti pendidikan kewirausahaan maka intensi kewirausahaan bagi mahasiswa Politeknik Negeri Malang semakin tinggi, (3) Semakin tinggi kemampuan dalam mengendalikan internal locus of control intensi kewirausahaan bagi mahasiswa Politeknik Negeri Malang semakin tinggi, (4) Semakin tinggi kebutuhan akan prestasi maka intensi kewirausahaan bagi mahasiswa Politeknik Negeri Malang semakin tinggi, (5) Semakin tinggi kreativitas maka intensi kewirausahaan bagi mahasiswa Politeknik Negeri Malang semakin

tinggi, (6) Laki-laki memiliki pengaruh intensi kewirausahaan bagi mahasiswa Politeknik Negeri Malang lebih tinggi dibandingkan perempuan, (7) Semakin tinggi dukungan keluarga maka intensi kewirausahaan bagi mahasiswa Politeknik Negeri Malang akan semakin tinggi.

Kata kunci: *Entrepreneurship education, Locus of control, Creativity*

JEL Classification: L26

1. Background of the study

The development of the country mainly depends on the growth and the advanced growth in economy. The growth in economy can enhance the existence of many new enterpreneurs. On the other hand, the number of entrepreneurs can stimulate the economy growth. Entrepreneurship creates job vacancy and furthermore, it overcomes the unemployment (Yuwono, 2012).

Nowadays, the number of entrepreneurs in Indonesia is still less than 2% of the the number of inhabitants. The minister of Economy Coordinator, Hatta Radjasa said that the number of entrepreneurs in Indonesia is approximately 1.56% of the number of inhabitants, whereas ideally, it should be minimum 2% or it is about 4 million entrepreneurs (Kompas.com, 2012). Therefore, the number of entrepreneurship should be increased.

Considering the definition of entrepreneurship, European Commision (2003) in Linan, Moriano and Zarnowska (2008) defined entrepreneurship education as *activities of teaching and learning about entrepreneurship that involve development knowledge, skills, attitude and personal qualities appropriate to the age and development of the pupils or students.*

Enterpreneurship intention is defined as cognitive image of action which would be done by individual, either to build new independent business or to create new value in the existing company (Fini, Grimaldi, Marzocci dan Sobrera, 2009).

The relationship of entrepreneurship education and intention has been observed by the previous researchers. Galloway, Brown, Anderson and Wilson (2006) found that the percentage of students who learnt entrepreneurship and became entrepreneurs was higher than those who did not. Bird (1988) in Mazzarol, Volery, Doss and Thein (1999) said that the individual characteristics and environment factors were important indicators to define entrepreneurship intention. Therefore, entrepreneurship characteristics are those characteristics of the entrepreneurs, which differentiate them from ordinary people.

Several researches, which have been done, are related to the influence of gender on entrepreneurship. It shows that male has stronger intention in entrepreneurship (Indarti and Rostiani, 2008). Based on GEM data (*Global Entrepreneurship Monitor*), the number of female entrepreneurs is higher in the poor countries, where they do not have any choices to earn money for their life and they are in underpressure; their entrepreneurship will be revealed (Malach dan Dafna, 2008).

Staw (1991) as quoted in Riyanti, 2003, p37 said that “the experience in running a business was the key success in doing the business, especially when the new business, an individual about to do, was related to the previous experience”. The independency shown by the parents in managing the business encouraged the child to build his own business (Staw (1991), as quoted in Riyanti, 2003, p.37).

Furthermore, the relationship between entrepreneurship characteristics and intention have been observed by Yusof, Sandhu and Jain (2007), *propensity to risk* and *innovativeness*, *need for achievement* and *tolerance for ambiguity*, positively and significantly influence the *entrepreneurial inclination*, while *locus of control* negatively influences the *entrepreneurial inclination*.

The phenomenon in Public Polytechnic Malang showed that students have taken the subject of entrepreneurship. They also have training and involve in entrepreneurship activities. However, the number of students who have intention in entrepreneurship has not been confirmed yet. In fact, there are only few students who have intention in entrepreneurship. Most of them have 2 (two) choices : (1) looking for a job and intend to become businessmen after few years of working and (2) looking for a job.

Based on the explanation mentioned above, the main problems in this research are :

1. Does entrepreneurship education influence the entrepreneurship intention of students in Public Polytechnic Malang ?
2. Does internal locus of control influence the entrepreneurship intention of students in Public Polytechnic Malang ?
3. Does the need of achievement influence the entrepreneurship intention of students in Public Polytechnic Malang ?
4. Does creativity influence the entrepreneurship intention of students in Public Polytechnic Malang ?
5. Does gender influence the entrepreneurship intention of students in Public Polytechnic Malang ?
6. Does family influence the entrepreneurship intention of students in Public Polytechnic Malang ?

This research only focuses on the entrepreneurship education and characteristics as the indicators of entrepreneurship intention of students in Public Polytechnic Malang. The result of this research is expected to give benefits for concerning parties which are: (1)Benefits for the future researchers: It can be made as the reading materials for further researches, especially for those which are related to entrepreneurship intention, and It can be used as reference by further researchers in the area of entrepreneurship research. For education institutions, this research will give input for the lecturers of entrepreneurship, especially with the topic of trigger factors in building a business for students.

2. Theoretical Background

There are some previous studies that support this research. The research done by Rasheed (2003) concluded that : (1) the value of Entrepreneurial characteristics is significantly higher for the students who join entrepreneurial training and business class; (2) students who join entrepreneurship training have motivation to have higher achievement compared to students who do not join training; (3) students, who joined entrepreneurship training and attend the entrepreneurship class, have higher personal control and self-esteem; (4) students, who join entrepreneurship training and attend the entrepreneurship class, have higher innovation value.

Galloway, Brown, Anderson and Wilson (2006) concluded that : (1) there is only 12% difference between the two samples to become entrepreneurs; (2) 2/3 of the respondents said that they wanted to become entrepreneurs after waiting for 5 years and more than 1/3 of the respondents were waiting for more than 10 years to reach their ambition to become entrepreneurs; (3) there is no significant differences

in future business ambition for those students who take and do not take entrepreneurship program; (4) students of *science and engineering* are waiting for 10 years to become business owner or entrepreneurs.

Yusof, Sandhu and Jain (2007) shows that *propensity to risk and innovativeness, need for achievement and tolerance for ambiguity* positively and significantly influence the *entrepreneurial inclination*, while *locus of control* negatively influence *the entrepreneurial inclination*.

The research done by Mazzarol, Volery, Doss and Thein (1999) gave result : (1) three demographic variables are important for building small business, they are : gender, previous government employment and recent redundancy. The three variables are seen more as obstacles for building small business rather than the trigger. (2) Few women become entrepreneurs than men. (3) Only few individuals with previous working experience in government, become success in building small business (4) Few people with more wealth in 2 – 3 years before become success in entrepreneurship.

2.1. Entrepreneurs Understanding

Veciana (1980) in Raposo, Paco and Ferreira (2008) stated about entrepreneur understanding, especially in relation with starting new business or managing small business, and sometimes innovation and success were added as additional criterias. In this research, entrepreneurs mean an individual starting a new business.

Entrepreneurs characteristics used in this research are (1) The need for achievement, (2) Internal Locus of Control, (3) Willingness in bearing the risk, (5) Creativity. All of these characteristics will be explained below.

The need for achievement: McClelland (1961, 1965) in Rasheed (2003) suggested that the need for achievement was based on hope doing something better or quicker than other people or had better achievement than the previous person. Therefore, the need for achievement is the character which shows individual's willingness towards achievement and is based on hopes to do something better or quicker than others or better than others' or self's achievement.

Internal locus of control: *Internal locus of control* is defined as to what extent an individual believes that events happened in his life is in his control (Sexton and Bowman, 1985). Rotter in Lefton (1985) stated that people who tend to have *external locus of control* believed that the result was out of their hand, while individuals with *internal locus of control* believed that the personal act directly affected the result of the event.

Willingness in bearing the risk: The tendency of bearing the risk is defined as individual's orientation towards taking the chance in decision making. According to Zimmerer, Scarborough and Wilson (2008), willingness in bearing the risk is individual characteristic owned by those who have deep thinking before determining in taking the risk.

Creativity: Creativity is the ability to develop new ideas and find new ways in looking at the problems and chances. Therefore, creativity is the certain thought of new things. New things related to innovation, finding new ideas and new ways in looking at the problems and chances (Zimmerer, Scarborough and Wilson, 2008)

2.2. Entrepreneurship Education

Drucker (1985) and Gorman and Hanlon (1997) in Henderson and Robertson (2000) stated that entrepreneurship could be taught and encouraged through education. Sularto (2010) in Wibowo (2011) stated that entrepreneurship could be taught through structured system, such as institution or education organization.

2.3. Gender in Entrepreneurship

Some researches which have been done concerning the effect of gender in entrepreneurship shows that male has stronger intention in entrepreneurship (Indarti and Rostiani, 2008). It can happen because there is the difference of view and mindset between male and female. Female views working as side job, because the main job of female in Indonesian culture is becoming a housewife, so they have money support from the husband who works.

2.4. Family

Family also has role in creating entrepreneurs, because the first well-known environment and the most influential is family, where value and knowledge gain from the parents. Staw (1991) (quoted by Riyanti, 2003, p.37) said that “experience in running a business is one of the keys success in doing the business, especially when the new business which is about to do, is related to the previous experience”.

2.5. Entrepreneurship Intention

Entrepreneurship intention is defined as cognitive image of action which is about to do by individuals, either to build new independent business or to create new value in the existing company (Fini, Grimaldi, Marzocci and sobrera, 2009). In this research, entrepreneurship intention is seen as the cognitive image of action which is about to do by individual to build new independent business.

Based on the theory review and the previous researches, the hypothesis can be formulated in this research as the following :

- H1 : the more often the students of Public Polytechnic Malang join the entrepreneurship education, the higher their entrepreneurship intention will be.
- H2 : the higher the ability of handling the internal locus of control, the higher entrepreneurship intention the students of Public Polytechnic Malang have.
- H3 : The higher the need of achievement, the higher entrepreneurship intention the students of Public Polytechnic Malang have.
- H4 : the higher the creativity, the higher entrepreneurship intention the students of Public Polytechnic Malang have.
- H5 : Male has stronger influence on entrepreneurship intention of students of Public Polytechnic Malang than female.
- H6 : the more family support the students of Public Polytechnic Malang get, the higher entrepreneurship intention they have.

3. Research Methodology

Population in this research is all students of Malang Public Polytechnic. The technique of collecting samples is using purposive sampling, the students who have got entrepreneurship education, in the class taking the entrepreneurship subject, following seminar and/or joining the entrepreneurship training.

3.1 Operational Definition

The variables used in this research are :

1. Entrepreneurship education is the activity of teaching and learning about entrepreneurship, including the development of knowledge, skill, attitude and personal quality, suitable with the age and the development of the students (European Commission (2003) in Leon, Gorgievski and Lukes (2008)). The indicator of this variable is measured by the following questions : (a) attending public lecture of entrepreneurship is increasing my knowledge about the character of achievement need, (b) attending public lecture of entrepreneurship is increasing my knowledge about the character of internal locus of control, (c)

attending entrepreneurship seminar is increasing my knowledge about making a business plan, (d) attending entrepreneurship training is increasing the skill I have, (e) involvement in entrepreneurship training is increasing my knowledge and skill to open a business.

2. Internal Locus of Control is the characteristic defined as to what extent individuals believe that their personal action directly affect the result of the event (Rotter, 1966 in Lefton, 1985). This variable is measured by the following questions : (a) need strong effort to get what I want, (b) success in my life need strong continuous effort, (c) failure in my life mostly possible caused by less effort to reach it, (d) achievement I get is directly proportional with my strong effort in reaching it.
3. Need of achievement is the character which is based on hopes for doing something better or quicker than others, or better than personal or other achievement previously (McClelland, 1961). This variable is measured by the following questions : (a) my achievement nowadays should be better than the one previously, (b) my achievement in the future should be better than the one previously, (c) I motivate myself to do my job better and quicker than before, (d) I want higher achievement than other people have.
4. Creativity is the ability to develop new ideas and to find new ways to see problems and chances. This variable is measured by the following questions : (a) when doing my job, I always think “Are there any better ways?”, (b) I try to look at the problem from any angles, (c) I like to think of new ideas in doing activities, (d) I often think of many alternative answers to solve the problem, (e) I like challenging activities.
5. Gender is talking about male and female. For this variable, dummy variable is used, male is symbolized by 1 and female is symbolized by 0.
6. Family is including parents (father, mother) and brothers/sisters. This variable is measured by the following questions : (a) does family (parents, brothers/sisters) support your effort in doing business ? (b) does family (parents, brothers/sisters) facilitate you to do business ? (c) does family (parents, brothers/sisters) have experience in business? (d) does family (parents, brothers/sisters) always train you to be independent in doing business ?
7. Entrepreneurship intention is defined as cognitive image of action which is about to do by individual to create new business. The indicator of this variable is measured by the following questions : (a) I intend to build a new business after graduate, (b) in the future, I want to build a new business, (c) I want to make the idea of making new business into reality, (d) I will collect enough money before building a new business, (e) having social relationship will make it easier for me to build a new business.

This study will use descriptive statistic to analyze data by describing or giving picture about data collection. Furthermore, to test the hypotheses Inferential analysis used was multiple regression analysis technique, with this following equation.

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + b_6 X_6$$

T test and F test used for hypotheses testing, using $\alpha = 5\%$.

4. Result and Discussion

The validity and reliability tests have been done, and the data obtained is valid and reliable, so the further analysis process can be proceeded (the sig. value r is less than 0.05 and *Alpha Cronbach* value is bigger than 0.6).

4.1. Descriptive analysis

Based on the descriptive analysis in appendix 3, majority of the respondents are 19 and 20 years old, female and in the third semester. Majority of respondents do not have business and are not from the family with the business background. Concerning the respondents' involvement in entrepreneurship, all respondents have joined the entrepreneurship class, exhibition, training and seminar about entrepreneurship.

Table 5.3. Variables description of entrepreneurship education (X₁).

Item	Choices of answers									
	SS		S		CS		TS		STS	
	f	%	f	%	F	%	f	%	f	%
X1.1	43	43	50	50	7	7	0	0	0	0
X1.2	22	22	48	48	29	39	1	1	0	0
X1.3	44	44	40	40	16	16	0	0	0	0
X1.4	49	49	39	39	12	12	0	0	0	0
X1.5	35	35	39	39	24	24	2	2	0	0

Source : Research data, processed

From the table above, respondents stated agree and they usually agree with the questions in entrepreneurship education variables. By joining entrepreneurship class, I can improve my knowledge about the character of bearing risk, internal locus of control character, making business plan, chances to make business and the skill of managing the business.

Table 5.4. the description of *Internal Locus of Control* variables (X₂)

Item	The choices of answers									
	SS		S		CS		TS		STS	
	f	%	f	%	F	%	f	%	f	%
X2.1	73	73	22	22	5	5	0	0	0	0
X2.2	55	55	35	35	10	10	0	0	0	0
X2.3	32	32	44	44	21	21	3	3	0	0
X2.4	23	23	55	55	21	21	1	1	0	0

Source : Research data, processed

From the table above, respondents stated agree and they usually agree with each question stated in *Internal Locus of control* variables.

Table 5.5. The description of Achievement Need variables (X₃)

Item	The choices of answers									
	SS		S		CS		TS		STS	
	f	%	f	%	F	%	F	%	f	%
X3.1	66	66	28	28	6	6	0	0	0	0
X3.2	64	64	26	26	10	10	0	0	0	0
X3.3	38	38	47	47	15	15	0	0	0	0
X3.4	51	51	39	49	10	10	0	0	0	0

Source : Research data, processed

From the table above, respondents usually stated agree and agree on the statement on the achievement need variables.

Table 5.6. The description of Creativity Variables (X₄)

Item	The choices of answers									
	SS		S		CS		TS		STS	
	f	%	F	%	F	%	f	%	f	%
X4.1	38	38	44	44	16	16	0	0	0	0
X4.2	41	41	45	45	13	13	1	1	0	0
X4.3	37	37	42	42	20	20	1	1	0	0
X4.4	47	47	44	44	9	9	0	0	0	0

Source : Research data, processed

From the table above, respondents usually stated agree and agree on each statement on creativity variables.

Table 5.7. The description of Family Variables (X₆)

Item	The choices of answers									
	SS		S		CS		TS		STS	
	f	%	f	%	F	%	f	%	f	%
X6.1	11	11	45	45	42	42	2	2	0	0
X6.2	17	17	49	49	32	32	2	2	0	0
X6.3	7	7	53	53	36	36	4	4	0	0
X6.4	13	13	53	53	28	28	6	6	0	0

Source : Research data, processed

From the table above, in general, respondents stated agree and agree on each statement in family variables.

Table 5.8. The Description of Entrepreneurship Intention Variables (Y₁)

Item	The choices of answers									
	SS		S		CS		TS		STS	
	f	%	f	%	F	%	f	%	F	%
Y ₁	22	22	44	44	27	27	5	5	2	2
Y ₂	45	45	36	36	19	19	0	0	0	0
Y ₃	41	41	36	36	21	21	2	2	0	0
Y ₄	45	45	35	35	17	17	1	1	2	2

From the table above, in general, respondents stated agree and agree on each statement in entrepreneurship intention variables. The majority of respondents have plan to build new business after graduation, and they want to build a new business in the future, to put the ideas of opening a new business in reality in the future and will collect financial capital first before opening a new business.

4.2. The Result of Linier Regression Analysis.

The analysis of double linier regression has been done (appendix 4), with the result :

Table 5.9. The result of Double Regression Analysis

Bound Variable	Free Variable	Regression Coefficient (b)
Y	X ₁	0.206
Y	X ₂	0.245
Y	X ₃	0.282
Y	X ₄	0.224
Y	X ₅	1.100
Y	X ₆	0.222

Constant = - 4.566

Source : managed data (appendix 4), 2013.

$$Y = -4.566 + 0,206X_1 + 0,245X_2 + 0,282X_3 + 0,224X_4 + 1.100X_5 + 0,222X_6$$

The regression equation above can be explained :

- (1) From table 5.9. the regression coefficient of entrepreneurship education variable (X₁) is 0.206. It means that the more often entrepreneurship education is, the higher intense entrepreneurship is.
- (2) From table 5.9. the regression coefficient of internal locus of control variable (X₂) is 0.245. It means that the higher the capability in controlling, the higher intense entrepreneurship is.
- (3) From table 5.9. the regression coefficient of internal variable on the need of achievement (X₃) is 0.282. It means that the higher the need of achievement, the higher intense entrepreneurship is.
- (4) From table 5.9, the regression coefficient of creativity variable (X₄) is 0.224. It means that the higher the creativity, the higher intense entrepreneurship is.
- (5) From table 5.9, the regression coefficient of gender variable (X₅) is 1,100. It means that gender can influence the intense entrepreneurship.

Gender variable is a dummy with the equation :

$$\begin{aligned} Y_{(0)} &= b_0 + d_5 \cdot X_5 \\ &= -4.566 + 1.100 (0) \\ &= -4.566 \end{aligned}$$

$$\begin{aligned} Y_{(1)} &= -4.566 + 1.100 (1) \\ &= -3.466 \end{aligned}$$

From the result, the male intense entrepreneurship is higher than female.

- (6) From table 5.9, the regression coefficient of family variable (X_6) is 0.222. It means that the more support from family, the intense entrepreneurship is higher.

4.2.1. Simultaneous analysis (F test)

The test result of significant F is shown in this following table.

Table 5.10 The test result of F

Bound Variable	Free Variable	F counting	F table	The decision on Ho
Y	X_1, X_2, X_3, X_4	12,082	2.20	Rejected

$R = 0.662$
 $R^2 = 0.438$

Source : the data processed (appendix 4), 2013.

From table 5.10, the value of F counting = 12,082. It is higher than F table = 2.22. It means that entrepreneurship education, internal locus of control, the need of achievement, creativity, gender, family have simultaneous influence on intense entrepreneurship (Y). The amount of determination coefficient (R^2) = 0.438. It means that the amount of contribution of entrepreneurship education, internal locus of control, the need of achievement, creativity, gender, family on intense entrepreneurship (Y) is 43.8% and the rest is 56.2%, influenced by other free variables which is not being researched.

4.2.2. Partial Analysis (t test)

The result of t test can be seen in this table below

Table 5.11. The result of t test.

Bound Variable	Free Variable	t_{counting}	t_{table} $\alpha=0,05$	Sig. t	The decision on Ho
Y	X_1	2.145	1.66140	0.035	Rejected
Y	X_2	2.113	1.66140	0.037	Rejected
Y	X_3	2.212	1.66140	0.029	Rejected
Y	X_4	2.054	1.66140	0.043	Rejected
Y	X_5	2.649	1.66140	0.009	Rejected
Y	X_6	2.217	1.66140	0.029	Rejected

Source : the data processed (appendix 4), 2013.

The test result on the table above can be explained :

- (1) The influence of entrepreneurship education (X_1) on intense entrepreneurship (Y).

The result in table 5.11, $t_{\text{counting}} = 2.145$, it is higher than $t_{\text{table}} = 1.66140$ on the probability of 0.035, it's less than 0.05. It means that the impact is significant, so the decision on Ho is rejected and Ha is accepted.

Therefore, it can be concluded that, partially, entrepreneurship education (X_1) has significant impact on intense entrepreneurship variable (Y).

- (2) The impact of internal *locus of control* (X_2) on intense entrepreneurship (Y).

The result in table 5.11, $t_{\text{counting}} = 2.113$, it is higher than $t_{\text{table}} = 1,66140$ on the probability of 0.037, it's less than 0.05. It means that the impact is significant, so the decision on Ho is rejected and Ha is accepted. Therefore, it can be concluded

that, partially, *internal locus of control* (X_2) has significant impact on intense entrepreneurship variable (Y).

- (3) The impact of the need of achievement (X_3) on intense entrepreneurship (Y).

The result in table 5.11, $t_{\text{counting}} = 2.212$ is higher than $t_{\text{table}} = 1,66140$ on the probability of 0.029, it's less than 0.05. It means that the impact is significant, so the decision on H_0 is rejected and H_a is accepted. Therefore, it can be concluded that, partially, the need of achievement (X_3) has significant impact on intense entrepreneurship variable (Y).

- (4) The impact of creativity (X_4) on intense entrepreneurship (Y).

The result in table 5.11, $t_{\text{counting}} = 2.054$ is higher than $t_{\text{table}} = 1,66140$ on the probability of 0.034, it's less than 0.05. It means that the impact is significant, so the decision on H_0 is rejected and H_a is accepted. Therefore, it can be concluded that, partially, the need of creativity (X_4) has significant impact on intense entrepreneurship variable (Y).

- (5) The impact of gender (X_5) on intense entrepreneurship (Y).

The result in table 5.11, $t_{\text{counting}} = 2.649$ is higher than $t_{\text{table}} = 1,66140$ on the probability of 0.029, it's less than 0.05. It means that the impact is significant, so the decision on H_0 is rejected and H_a is accepted. Therefore, it can be concluded that, partially, gender (X_5) has significant impact on intense entrepreneurship variable (Y).

- (6) The impact of family (X_6) on intense entrepreneurship (Y).

The result in table 5.11, $t_{\text{counting}} = 2.217$ is higher than $t_{\text{table}} = 1,66140$ on the probability of 0.029, it's less than 0.05. It means that the impact is significant, so the decision on H_0 is rejected and H_a is accepted. Therefore, it can be concluded that, partially, family (X_6) has significant impact on intense entrepreneurship variable (Y).

4.3 Discussion

Based on this research result, entrepreneurship education, internal locus of control, the need of achievement, creativity, gender, family have simultaneous impact on intense entrepreneurship 43.8 %.

From the research result, it was found that entrepreneurship education has direct significant impact on intense entrepreneurship. It means that, the level of intense entrepreneurship depends on the level of entrepreneurship education. The system of entrepreneurship education in university and government programs are intended to increase the spirit of entrepreneurship, which is expected to change the paradigm students mindset, from job searching to creating job vacancy. By joining entrepreneurship class (education), it can increase students knowledge about the character of bearing the risk, *internal locus of control*, making business plan, business chances and it can also increase the skill in managing business.

Internal locus of control has significant impact on intense entrepreneurship, it means that the personal confidence is higher, every action directly influence the result of the business. The effort will not be success without strong continuously effort.

The need of achievement has significant impact on intense entrepreneurship. It means that the higher the need of achievement, the higher intense entrepreneurship will be. The need of achievement is the character which is based on hopes to do something better or faster than anybody else or better than previous personal achievement or others.

Creativity has significant impact on intense entrepreneurship. It means that the higher creativity a person has, the higher intense entrepreneurship will be. Creativity is the ability to develop new ideas and finding new ways in looking at the problem and chances. Therefore, creativity is thinking something new which is related to innovation and developing new ideas and new ways in looking at the problems and chances (Zimmerer, Scarborough and Wilson, 2008), Creativity in entrepreneurship.

Gender also has significant impact on intense entrepreneurship. It means that intense entrepreneurship is influenced by gender, male and female. From this research result, it can be concluded that male intense entrepreneurship is higher than the female one. Related to the research result of (Indarti and Rostiani, 2008), the impact of gender in entrepreneurship shows that male have stronger intention in entrepreneurship.

Family has significant impact on intense entrepreneurship, it means that the higher the family encouragement and support, the higher the intense entrepreneurship is. Family also has role in creating business, because the first familiar environment and the most influential is family, value and knowledge are gained from parents. The students experience in family who has business is the biggest advantage for entrepreneurship, because they are familiar and it happens naturally in the family. Planning to do entrepreneurship which has been done in the family, would be a lot easier than for those who do not have business background.

This study has shown some conclusion:

- a. Together, entrepreneurship education, internal locus of control, the need of achievement, creativity, gender, family, have significant impact on intense entrepreneurship ($F_{counting} = 12.082 > F_{table} = 2.22$)
- b. The amount of contribution of entrepreneurship education, internal locus of control, the need of achievement, creativity, gender, family on intense entrepreneurship (Y) is 43.8 % and the rest is 56.2% influenced by other free variable which is not researched.
- c. Partially, it can be concluded that : (1) entrepreneurship education (X_1) has significant impact on intense entrepreneurship variable (Y), (2) *internal locus of control* (X_2) has significant impact on intense entrepreneurship variable (Y), (3) the need of achievement (X_3) has significant impact on intense entrepreneurship variable (Y), (4) the need of creativity (X_4) has significant impact on entrepreneurship variable (Y), (5) gender (X_5) has significant impact on intense entrepreneurship variable (Y), (6) family (X_6) has significant impact on intense entrepreneurship variable (Y).
- d. From this research result, it can be concluded that male intense entrepreneurship it higher than the female one.

References

- Arikunto, Suharismi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Citra.
- Chen, W. Y., Weng. C. S. and Hsu. H. Y. 2010. A study of the entrepreneurship of Taiwanese youth by the Chinese Entrepreneur Aptitude Scale. *Journal of Technology Management in China*. 5 (1). 26-39
- Cooper, Donald R., dan Emory, C. William. 2006. *Metode Penelitian Bisnis*. Terjemahan: Widyono Soetjipto dan Uka Wikarya. Jilid 2. Edisi kelima. Jakarta: Erlangga.

Direktorat Kelembagaan Direktorat Jenderal Pendidikan Tinggi Kementrian Pendidikan Nasional. 2010. *Panduan Program Mahasiswa Wirausaha (PMW)*. Jakarta: Direktorat Jenderal Pendidikan Tinggi

Fini, R., Grimaldi, R., Marzocci, G. L. dan Sobrera, M. 2009. The Foundation of Entrepreneurial Intention. *Paper to be presented at the Summer Conference on Copenhagen Business School*.

Galloway, L., Brown, W., Anderson, M. and Wilson, L. 2006. Investigating the potentials of entrepreneurship education. *International Journal of Management Education*. 5 (1). 57-65

Henderson. R. dan Robertson. M. 2000. Who wants to be an entrepreneur ? young adult attitudes to entrepreneurship as a career. *Career Development International* 5/6, 279-287

Indarti Nurul, Rokhima Rostiani. 2008. Intensi Kewirausahaan Mahasiswa: Studi Perbandingan Antara Indonesia, Jepang dan Norwegia. *Jurnal Ekonomika dan Bisnis Indonesia*, 23 (4), Oktober. 1-26

Yoewono, H. 2012. *The 5 Arrows of New Business Creation Entrepreneurship*. Cetakan ke II. Jakarta: Arrbey.

Kompas.com. 2012. Indonesia Butuh 4 Juta Wirausaha, <http://bisniskeuangan.kompas.com>. Minggu, 29 April 2012

Lefton, Robert E. 1985. Performance Appraisals: Why They Go Wrong and How to Do Them Right Most performance appraisals are not very effective. The author discusses the reasons and the remedies. *National Productivity Review* (pre-1986). 5 (1). 54-63

Luthje, C. and Franke N. 2003. The 'making' of an entrepreneur: testing a model of entrepreneurial intent among engineering students at MIT. *R&D Management* 33, 2-12

Malach. Ayala Pines, Dafna Schwartz. 2008. Now you see them, now you don't: gender differences in entrepreneurship. *Journal of Managerial Psychology*. 23 (7). 811-832

Mazzarol, T., Volery, T., Doss, N. and Thein, V. 1999. Factors influencing small business start-ups. *International Journal of Entrepreneurial Behaviour & Research*. 5 (2). 48-63

Nugroho, R. 2010. *Entrepreneurship Ciputra Membangun Keunggulan Bangsa dengan Membangun Entrepreneur*, Jakarta: Elex Media Komputindo.

Raposo, M., Paco D. A. and Ferreira J. 2008. Entrepreneur's profile: a taxonomy of attributes and motivations of university students. *Journal of Small Business and Enterprise development*. 15 (2). 405-418.

Rasheed, H. S. (2003). Developing Entrepreneurial Characteristics in Youth: The Effects of Education and Enterprise Experience. Retrieved 15 December, 2003, from <http://www.coba.usf.edu/departments/management/faculty/rasheed/youthentrepreneurship>

Riyanti, Benedicta Prihatin Dwi,. (2003). *Kewirausahaan Dari Sudut Pandang. Psikologi Kepribadian*. Jakarta : Grasindo.

Sexton, D. L. and Bowman, N. 1985. The Entrepreneur: A Capable Executive and more. *Journal of Business Venturing*. 1. 129-140

Singarimbun, Masri, Sofian Efendi, 2006. *Metode Penelitian Survei*, Edisi Revisi, Jakarta: LP3ES.

Sugiyono. 2004. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Bandung: Alfabeta.

Sunarya, A., Sudaryono dan Saefullah, A. 2011. *Kewirausahaan*. Yogyakarta: Andi Offset.

Wibowo, Agus. 2011. *Pendidikan Kewirausahaan (Konsep dan Strategi)*, Yogyakarta: Pustaka Pelajar

Yusof M., Sandhu M.S. dan Jain K.K. 2007. Relationship Between psychological characteristics and entrepreneurial inclination : A Case Study of Student at University Tun Abdul Razak (UNITAR). *Journal of Asia Entrepreneurship and Sustainability*. 3 (2), 12-24

Zimmerer, T.W. , Scarborough, N. M. dan Wilson, D. 2008. *Essentials of Entrepreneurship and Small Business Management*, 5nd. Kwary, D. A. dan Fitriyani, D. *Kewirausahaan dan Manajemen Usaha Kecil*. Jakarta: Salemba Empat.