

**Analysis of Entrepreneurship Education on Entrepreneurship Attitude Students
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ABSTRACT

This study aims to determine the effect of Entrepreneurship Education on Entrepreneurship Attitudes of Students of Economic Education Department at the Faculty of Economics, Manado State University. With the independent variable namely Entrepreneurship Education and the dependent variable is the Attitude of Entrepreneurship. This research was conducted on some students in the Faculty of Economics, Manado State University Economic Education Department. The sample in this study were 60 students of the Faculty of Economics, Manado State University Economics Education Department.

The problem in this research is trying to identify the factors that cause the Student Entrepreneurship Attitude to be still low, whether the process of entrepreneurship education is not maximized so that the Attitude of Student Entrepreneurship is low. The research objective was to see the effect of Entrepreneurship Education on increasing the Attitude of Student Entrepreneurship in the Economics Education Department at the Faculty of Economics, Manado State University. The research method used is a survey with data analysis techniques is regression correlation.

The results showed that there was an influence of Entrepreneurship Education with the Attitude of Student Entrepreneurship. This, can be seen from the observation and the results of the analysis of the correlation coefficient between the two variables, namely the variable X as Entrepreneurship Education and variable Y as the Attitude of Student Entrepreneurship. Where analysis uses simple regression $\hat{Y} = 44,99 + 0,06 X$, and analysis using product moment correlation shows value $r = 0,5$ dan $r^2 = 0,25$ atau 25%. While testing the significant level of the correlation coefficient using the t test with a real level 5% ($\alpha = 0,5$) obtained $t_{hitung} = 3,05$ dan $t_{tabel} = 2,05$ this means $t_{hitung} < \text{dari } t_{tabel}$. These results can be understood that Entrepreneurship Education can improve Student Entrepreneurship Attitudes in the learning process which will ultimately improve student outcomes.

With the existence of Entrepreneurship Education, it will affect the Attitude of Entrepreneurship in Students of the Economic Education Department at the Faculty of Economics, Manado State University.

Keywords: Entrepreneurship Education, Entrepreneurship Attitude, Students

INTRODUCTION

The process of globalization will continue to spread. There is no single region that can avoid the tendency of global change, with all the blessings, problems and challenges that accompany it. Global change that is so fast demands the sensitivity of the organization in responding to the changes that occur to remain in the arena of global competition. The main challenge in the world of Indonesian education today and in the future is the ability to improve the quality of human resources. In this connection it is interesting to study how the quality of our education and what efforts can be made to improve the quality of education so that it can produce better quality human resources as expected, so that the Indonesian nation becomes a productive, efficient and strong self-confident nation. Compete with other nations in this global life.

It needs to be recognized so far the world of education has contributed a lot to national development. Higher education in this case both public and private universities have produced output of graduates of D1, D2, D3, S1, S2 or possibly S3 degrees, but in reality college graduates cannot do anything when they graduate to become graduates and not a few of them become unemployed. Universities in this context cannot do anything, except they continue to hold higher education. Universities have only focused on work theories to increase their quantity of students every year, without trying to understand, understand and analyze how much of their educational products are absorbed and absorbed into the world of work. The alumni are left alone without being given clear guidance and direction, where to go and need to arrange what technical concepts in order to help them get a job. Very clearly, this is closely related to teaching material which has not been directly related to concrete needs in the field. In the world of work, what is needed is a certain ability, skill and capacity that can encourage alumni to create their own jobs, if they then cannot take advantage of the degree they hold.

As long as the learning concepts applied in higher education do not reflect the needs of the field and the world of work, this is very high risk to make students not understand the reality before them. Bringing out a clear learning concept, measurable implications for the effects of reality and intersecting with the world of work is an absolute thing that must be achieved praxis. The concept of such learning boils down to how the content of teaching material needs to be created and can accommodate all real needs. Higher education should not take teaching materials that are very theoretical-centric but must be applicative-centric. This is intended to make higher education truly congruent with the needs of students. Concrete material and according to field needs will be obtained when universities can see the social reality that exists when the alumni have worked, say, whether they work according to their educational background while in college or not and whether they have worked or not at all. These questions arose in the midst of society when they saw portraits of current college graduates. Answering increasingly urgent social challenges, higher unemployment, higher education needs to be directed at education that shapes life skills or as entrepreneurial education but still does not eliminate other identities as higher education institutions oriented to research and discovery. Higher education is required to enliven his entrepreneurial education program.

Entrepreneurship is the main subject in lectures in all Departments and Study Programs, especially in the Department which is based on the Faculty of Economics from State and Private Universities. At present the entrepreneurship course is expected to contribute to the creation of independent and professional entrepreneurs. Entrepreneurship is expected to be the cornerstone of overcoming the level of unemployment and poverty levels of the nation and the State of Indonesia. Entrepreneurship is also expected to contribute to the country's economic development. From the description above it can be concluded that entrepreneurship plays an important role in national development. To realize the birth of independent and reliable entrepreneurs in the future and have entrepreneurial knowledge and have an entrepreneurial spirit. For this reason, there is a need for entrepreneurship education. Good entrepreneurship education will be able to create reliable entrepreneurs. Good

entrepreneurship education must be able to collaborate academic abilities about entrepreneurship with the ability to entrepreneurship in real conditions. That is, the theory and practice of entrepreneurship must get a sufficient portion to form reliable entrepreneurs. Entrepreneurial Learning also needs to be directed at the process of linking between theories that can be classed with real-world situations from students. Entrepreneurship-based education is education that also applies principles and methodologies to the internalization of values to students through a curriculum that is integrated with the developments that occur in school learning environments and in the community of learning environments, using appropriate and relevant models of learning objectives. (Suherman.E 2008).

The role of entrepreneurship is not only recognized as having a large contribution to developing countries such as Indonesia but in developed countries such as Europe and the United States have realized that entrepreneurship has a big contribution as a catalyst for the country's economic growth. Entrepreneurial culture influences regional economic growth in several ways (Beugelsdijk, 2004 in Rohmah.E 2011), namely the first, the level of entrepreneurship allows the emergence of opportunities for new businesses so that labor is absorbed. Second, the nature and entrepreneurial attitudes in individuals include for employees (intrapreneurship) allows to increase company profits and finally, the social structure towards entrepreneurship is possible to influence the increase in the degree of a country in its ability to adopt and adapt new technologies. Entrepreneurship is always associated with the search for economic benefits through one's creativity and initiative in the constraints of environmental uncertainty by limited natural resources (Austin et al, 2006 in Rohmah.E 2011). In this case entrepreneurship is not only connected with the establishment of new businesses, but is related to the actions of entrepreneurs in their sensitivity to start something new. The extent of entrepreneurship directs thought to the importance of cultivating entrepreneurial culture for individuals and the wider community and not merely prints new entrepreneurs but the role of entrepreneurship also leads to the cultivation of entrepreneurial character and positive values to be applied by individuals in various fields work.

Attitude is one of the important topics in research on entrepreneurship. This is because entrepreneurial attitudes are considered a better approach to describing entrepreneurship than personality traits or demographics (Robinson et al, 1991 in Rohmah, 2011) Attitudes and knowledge towards entrepreneurship are possible to shape people's mindsets and tendencies to start something new including the ability to create new businesses. Entrepreneurship is also an important explanatory factor to explain the differences in economic growth between countries. A high score on entrepreneurial attitudes is closely related to regional economic growth. Thus the measurement of attitudes becomes a benchmark that feels appropriate reflects the success of someone becoming an entrepreneur.

There are several things that shape entrepreneurial attitudes in individuals. Baharudin (2007) states that the development and formation of individual attitudes is influenced by family, peers, school environment and culture. On the other hand, Wei and Ismail (2008) found that important and influential factors in forming entrepreneurial attitudes were factors in personality characteristics. Personality characteristics are something real and trustworthy about individuals and to describe how and what the individual actually is. In addition to the aspects of entrepreneurial attitudes that are important to note, another thing that needs to be grown in individuals who taste entrepreneurship education is the motivation of high entrepreneurship. High motivation capital can be felt as the first step towards success in becoming a successful entrepreneur.

Entrepreneurship education in higher education today, especially in the Faculty of Economics, Department of Economic Education has not been able to shape the behavior and entrepreneurial attitudes of students (students) and has not been able to stimulate students to carry out entrepreneurial activities, the reason being that entrepreneurship learning programs still transfer material theoretically and not yet arrived at the

implementation stage so that it has not been able to shape students' entrepreneurial attitudes. Another thing that becomes a problem regarding how to foster entrepreneurial attitudes for students is the lack of the role of the family in forming an attitude as an entrepreneur. There have been many studies conducted that state that family factors and entrepreneurship education factors in schools in this case colleges significantly affect student attitudes and behavior to be caring and motivated to become entrepreneurs.

Based on the background above, this study will focus on: "The Influence of Entrepreneurship Education on the Attitude of Entrepreneurship in Students of Economic Education Study Program at the Faculty of Economics, Manado State University".

The problems can be identified as follows:

1. Entrepreneurship Education in higher education has not been as expected
2. The entrepreneurial attitude of students from the Economics Education Faculty of Economics, Manado State University, has not yet been formed.
3. Internalization of entrepreneurial values in the education environment (campus) has not maximally shaped the entrepreneurial attitude of students.
4. The small motivation of students in economic education for entrepreneurship.

Because of the complexity and breadth of research problems, the researchers limited the problems of entrepreneurship education and entrepreneurial attitudes of students of the Department of Economic Education in Manado State University.

The formulation of the research problem is whether entrepreneurship education influences the entrepreneurial attitudes of the students of the Department of Economic Education, Faculty of Economics, Manado State University?

The benefits of this research are:

1. Research is intended as an input for Manado State University as a condition for students to complete their studies.
2. This research is a reference source and theoretical contribution to the importance of entrepreneurship education for students and society in general,
3. This research is an information material for parents and student families about the importance of internalizing entrepreneurial values.

THEORETICAL FOUNDATION

The word "entrepreneurship" in Indonesian is a combination of the words "Wira" which means brave and "Business". So entrepreneurship means people who are brave in business. Buchari (2007: 19) states that "Entrepreneurs are people who see opportunities and then create an organization to take advantage of these opportunities". Entrepreneurs according to Sumanto (1999: 43) are "Someone who has the potential to excel, is able to help themselves and does not like to depend on others". Suryana (2011: 8) limits that "Entrepreneurship is a discipline.

Science that learns about the values, abilities and behavior of a person in facing life's challenges to obtain opportunities with various risks that may be faced ". According to Hendro and Chandra, W. W (in Nitisusastro, 2012): Entrepreneurship is a creative endeavor that builds a value (value) from what does not yet exist, and can be enjoyed by many people. Every successful entrepreneur has at least four main elements, namely: 1) Ability (relation to IQ and skill) in: (a) reading opportunities; (b) innovating; (c) managing; (d) sell. 2) Courage (relationship with Emotional Quotient and Mental) in: (a) overcoming his fears; (b) controlling risk; (c) leaving the comfort zone. 3) Tenacity (relation to self motivation) includes: (a) persistence, perseverance; (b) determination (steadfast in his belief); (c) the power of mind that he can also. 4) The creativity that spawned an inspiration as a precursor to the idea of finding opportunities based on intuition (its relation to experience)).

Based on some of the opinions above, entrepreneurship can be interpreted as someone who has the attitude and character in the form of the ability to manage something that is in him to be used and improved so

that it is more optimal so that it can improve living standards in the future. Things - things that include: knowledge, ability, experience, network, information - information obtained, existing resources, future and opportunities.

According to Sumanto (1999: 38) "Education for children has an important meaning for the growth and personal development of children, parents or families is the basis for the growth and personal development of children". Furthermore, Hendro (2014) "Exemplary and everyday attitudes of parents and the intensity of communication between children and parents in family life have an important role for children's education in the family because parents are responsible for children's education for the future of life these children".

Soemanto (1999: 92-112) said that "Education in the family influences the attitudes and mentality of children, how the treatment received by children from their families greatly influences their development and abilities". Based on this opinion, we can assume that if the child is accustomed to and dependent on his parents, then he will not be able to be independent, while the child who is accustomed to being independent will feel confident in his ability to face problems and the future of the family. children to be able to overcome the problems of life, with their own strength and believe in their own abilities that they are capable of Self-Efficacy.

Entrepreneurship education can be done through education in the family, because the family is the first and foremost place in underlying children's education, in accordance with what was said by Sumanto (1999: 112) that "Entrepreneurship education and entrepreneurial education must begin and develop in family environments, failure and family success in trying to meet their needs will affect children's interests and choices to meet their own needs in the future".

Entrepreneurship education in schools aims to develop the academic potential and personality of students, master science and technology, according to the needs and developments in the world of work a. This is reinforced by the opinion of Tedj astisua in the Thesis of Finisica Dwijayati Patrikha (2015) that: "The objectives of entrepreneurship development in schools, colleges and communities are as follows: 1) Increasing the number of qualified entrepreneurs. 2) Achieve the ability and stabilize the entrepreneurs to produce the capabilities and welfare of the community. 3) Cultivating enthusiasm, attitudes, behavior and entrepreneurial abilities among students, students and society in general. 4) Growing awareness and entrepreneurial orientation that is strong and strong towards students, students and society in general".

According to Sukardi (1994: 83) "Interest is one of the psychological factors that drives a person to achieve goals and is one element of personality that plays an important role in making decisions for the future.

An entrepreneur must be someone who sweeps forward, thinks calculatingly, looks for choices from various alternative problems and solutions. From various studies in the United States, to become entrepreneurs, one must have the following characteristics (BN. Marbun, 1993).

- (1) **Self-confidence**, that is, who has matured physically and spiritually, where it does not depend on others, has a high sense of responsibility, objective and critical, steady and not easily swayed by the opinions and suggestions of others, and is able to resist emotions. The character of these traits is trust (constancy), independence, solid personality, optimism.
- (2) **Task-oriented and results-oriented**, ie not prioritizing prestige, but prioritizing achievement to increase prestige. The character is the need or desire for achievement, profit-oriented or results, diligent and steadfast, determination, hard work, motivation, energetic, full of initiative.

- (3) **Risk takers**, face every challenge with full calculation of the risks and competition that exists. His character is being able to take risks, like challenges.
- (4) **Leadership**, good leaders must be willing to accept criticism and be responsive. His character is being able to lead, be able to get along with others, respond to suggestions and criticism.
- (5) **Originality**, not only trailing other people, but having their own opinion, there is an original idea, there is the ability to carry out something, where the weight of the original creativity of a product will appear to what extent it is different from what was already there. His characteristics include being innovative (innovative), creative, flexible, many sources, versatile, and knowing many things.
- (6) **Oriented in the future**, an entrepreneur must be a perspective, have a vision for the future, therefore, the continuity factor must be maintained and the view must be directed far ahead that begins with the preparation of a mature plan and strategy so that the steps to be implemented are clear.
- (7) **Creativity**, mental characteristic that allows a person to think outside of the box, which results in innovation or different approaches to a particular task.

The 10 D concept from Bygrave, namely dream (desire to realize dreams in the future), deceiveness (ability to make decisions quickly and accurately), doers (following up on any decisions made quickly), determination (carrying out activities attentively, feeling responsibility and unwillingness to surrender), dedication (all attention and activities are focused solely on business activities), devotion (passion or crazy about business and work), details (paying attention to critical factors in detail), destiny (responsible responsible for the goals to be achieved, do not want to depend on others), dollars (money is not as a motivation but as a measure of success), distribute (distribute business ownership to trustees who want to achieve the goals and success of a joint business).

Employers think in ways that are different from non-entrepreneurs. Every entrepreneur will think differently in certain situations or will make different decisions when dealing with the same problem. Entrepreneurs are often faced with environments with high uncertainties, accompanied by high risk, time pressures that are urgent, and in investments that are highly emotional. With such an environment, when it comes to making decisions, an entrepreneur must sometimes (1) grow effectiveness, (2) be able to adapt cognitively, and (3) learn from failure. Next we will language the process of thinking behind each of these conditions.

Professor Saras Sarasvathy (from Darden, University of Virginia) found that entrepreneurs don't always think of going through a problem in a way that starts with the desired results and focuses on how to get those results. Such a process is called a causation process. Conversely, entrepreneurs often use the effectuation process, which means they use what they have (who they are, what they know, and who they know), then choose between the possible results. Professor Sarav is a cooking expert, so it's not surprising that the example used to explain is related to cooking.

Imagine a cook assigned to prepare dinner. There are two ways to do the job. First, the host or client selects the menu first. What a cook needs is to list the ingredients needed, shop, then cook. This is a causal process, starting with a specific menu and focusing on choosing the most effective way to prepare food.

In the second case, the host asks the cook to see the ingredients and ingredients in the kitchen and prepare the dishes. Here, the cook must imagine a menu that might be produced based on ingredients and ingredients that are available, choose a menu, and prepare dinner. This is a process of effectiveness, starting with the ingredients and ingredients that are available, then focusing on preparing one or more possible menus.

In example I (Sarasvathy) traces the process by building an imaginary Indian restaurant "Curry in a Hurry". Two cases were then tested using causation and effectiveness. The causal process used in this example is marked and built into the

procedure stated by Philip Kotler in his book Marketing Management (1991: 63, 263). Kotler defines the market as follows: "A market consists of all potential consumers who have certain needs or needs that are possible and able to engage in exchange to meet those needs or desires (1991: 63). With certain products or services, Kotler suggests the following procedure to bring products / services into the market (note that Kotler assumes the market already exists):

- (1.) Analysis of long-term opportunities in the market.
- (2.) Do research and select target markets.
- (3.) Identify segmentation variables and do market segmentation.
- (4.) Develop a profile of the segments produced.
- (5.) Evaluation of the attractiveness of each segment
- (6.) Select target segments
- (7.) Identify possible original position concepts for each target segment.
- (8.) Select, develop and communicate the concept of the chosen market position.
- (9.) Design marketing strategies.
- (10.) Plan marketing programs.
- (11.) Manage, implement and control marketing efforts.

This process in marketing is known as the STP process - segmenting (segmentation), targetting (determining the target market) and positioning (market positioning). Curry in a Hurry is a restaurant with a new trait, an Indian restaurant with a share of fast food. Existing examples use causal processes, indicating that to implement this idea, entrepreneurs must start with all potential customers.

Some relevant segmentation variables can be used, for example demographic variables, housing environment, ethnic origin, marital status, income level, and eating patterns outside the home. With this principle, entrepreneurs can send questionnaires to a particular housing environment and then organize focus groups. This will help determine the choice of menus, decorations, clocks and other operational details. Furthermore, sales and marketing campaigns can be designed to attract target markets to try their restaurants. In addition, surveys in Indian restaurants and other ready-made restaurants can be done with a number of methods to develop predictions about reasonable requests for restaurants planned by them.

In each case, the process will involve consideration of the time and marketing risks needed. Resources are also needed for research, and then implement marketing strategies. In short, the current paradigm leads to optimal target market segments from predetermined markets.

Conversely, if our imaginary entrepreneur will use the effectiveness process to build his directory, he will step in a different direction (note that effectiveness here is said to be a validly described alternative that can run for the STP process - open as the only anormative car who has superiority). For example, instead of starting with the assumption that the market already exists and investing money and other resources to design the best restaurant that is possible for a particular market, he will start examining specific ways or causes. Kit assume that he only has very limited capital resources, so he must think creatively to bring his ideas to market with resources as close to zero as possible. He can do this by convincing an established restaurant owner to become a strategic partner or by simply doing enough market research to convince a fund owner to invest the money needed to start a restaurant. Another effective method that can convince a local Indian restaurant or local fast-food restaurant is to allow it to open a shop to sell selected Indian fast food. Selecting a menu and presenting it in such detail will be the essence and tentatively, maybe this is a process of satisfaction.

Some other ways of effectiveness can be imagined, which may actually be done by an entrepreneur is to contact one or more friends and relatives who work in the city, then bring them and their colleagues some examples of food to try. If the people in the office

like their food, he will get an order for lunch delivery services. Spenajang when he can develop a consumer base that is enough to start a restaurant or other business.

With the same starting point, but with a different group, entrepreneurs may eventually build one of a variety of businesses. To briefly recognize a number of possibilities, consider the following: who will first buy food from our entrepreneur Curry in a Hurry, or who is the first target consumer. By listening to consumers continuously and building a network of consumers and strategic partners that continue to increase, employers can identify the profile of market segments that can be worked on. For example, if the first consumers who buy food and return are women of various ethnicities who work, entrepreneurs can begin to target all women working at that geographical location, or he might be able to think of placing more outlets in areas where women are working with profiles. which resembles a franchise - Women in a Hurry.

If the main consumers are more interested in exotic ethnic holiday ideas than food, then entrepreneurs can develop on others such as catering, party plans, etc. "Curry Favors". Maybe if consumers who buy food from him because they really enjoy learning new cultures, he might offer classes that might start with an Indian cuisine course and move towards cultural aspects such as concerts and ancient history or philosophies and deep ideas that food is means of cultural exploitation - "School of Curry". Or maybe what makes them really interested is the theme of travel and other travel picnics to India and the Far East - "Curryland Travel".

In short, using an effective process to build a company, entrepreneurs can build several different types of companies in completely different industries. This means that the initial idea (or collection of causes) has no implications for any single strategic scope for the company (or certain effects). On the contrary, the process of effectiveness allows employers to create one or several effects that might occur without regard to the ultimate goal to be achieved from what was started. This process not only allows the realization of some possible effects, although in general there are only one or a few that are truly realized in its implementation, but also allows decision makers to change their goals or even form and build those goals all the time, using groups when the process arises.

The direct quote from Sarasvathy that we use here about effectiveness is not to say that it is better in thought processes involving causation, but only to show a way that is sometimes thought of by an entrepreneur. Sarasvathy clearly describes the effectiveness implications for entrepreneurs in five basic principles.

1. Patchwork quilt principle

This is a principle of means-driven action as opposed to goal-driven. Emphasized in this principle is to create a new thing in an existing way rather than finding new ways to achieve certain goals. As mentioned by Sarasvathy, "this is not an important pattern that is important, what is important is what the entrepreneur does to it."

2. Principles of risk that can be borne (affordable loss principle)

This principle establishes a commitment to one's willingness to bear losses rather than investing by calculating the expected return on a project. The calculation of a person's willingness to bear this loss does not depend on the right guess in an environment with very high uncertainty, but depends on the financial condition and psychological condition of the entrepreneur to bear a number of losses. With this principle, entrepreneurs can experiment in a new business in an uncertain environment with the maximum loss known if the expected thing does not happen.

3. Bird-in-hand- principle

This principle involves negotiating with all and all interested parties who are willing to commit to the project, without worrying about opportunity costs or elaborating competition analysis. In this case the effectiveness emphasizes the input of the shareholders who really give commitment and because it helps shape the new business - regardless of the opportunity costs of the level of satisfaction of the shareholders who are at a burden that may be borne by other shareholders. Like the proverb that says "a bird in hand is more valuable than the sound of birds in the bush".

4. Lemonade Principle

This principle suggests recognizing and harmonizing group actions to control surprises rather than avoiding them, overcoming or adapting to them. When consistent with this principle, it is always possible to see the other side of each threat to find or reward opportunities.

5. Pilot-in-the Plane Principle

Prinsip ini menyarankan agar mengandalkan dan bekerja dengan orang yang menjadi pemandu utama peluang dan tidak membatasi upaya wirausaha untuk mengeksplorasi faktor-faktor yang berada di luar kendali individu, seperti perubahan teknologi dan tren sosio-ekonomi. Cara berpikir pengusaha secara efektif akan berfokus pada aspek-aspek masa depan yang dapat mereka kontrol dengan tindakan mereka sendiri; dengan demikian, mereka tidak perlu memprediksi masa depan.

The five principles allow entrepreneurs to put themselves in control of their new business rather than signaling some pre-programmed flight plans, so that they not only help the environment, but also shape and exploit unexpected events.

With the basic nature of an increasingly complex and dynamic environment characterized by rapid, fundamental and sustainable changes, most entrepreneurs need to use the pickri pattern of entrepreneurship so that their companies can successfully adapt to environmental changes. This entrepreneurial mindset includes the ability to feel, act, and lobby quickly, even in uncertain conditions. In order to do this well, individuals must develop cognitive adaptability. Mike Haynie, a retired Major from the US Air Force and currently a professor at Syracuse University has developed a number of models of cognitive adaptability and a survey to uncover this which will be presented here.

Cognitive Adaptability

Cognitive adaptability illustrates the extent to which entrepreneurs are dynamic, flexible, self-regulating and involved in the process of obtaining various decision-making frameworks that focus on the ability to perceive and process changes in their environment and then act on those changes.

Employers will be able to reach this level by asking themselves a series of questions related to (1) understanding, (2) linkages, (3) strategies, and (4) reflection.

1. Comprehension Question

Questions that are designed to increase the understanding of employers about the nature of the environment

2. Connection Task

Tasks designed to stimulate entrepreneurs to think about the current situation are related to similarities and differences in situations that were previously faced and resolved.

3. Strategic Task

Tasks designed to stimulate entrepreneurs to think about appropriate strategies to solve problems (and why they are used) or pursue opportunities (and how to pursue these opportunities).

4. Reflection Task

Tasks designed to stimulate entrepreneurs to think about their understanding and feelings as they progress along the entrepreneurial process.

Every entrepreneur does not only have the basic nature and mindset of entrepreneurship, but also requires a good mental attitude in order to achieve success, including:

- (1) *Brave*. Courage is the main capital in trying, especially brave in deciding to change the paradigm that after finishing college is not an employee / payday, but after graduating from school / college will dare to become a businessman / entrepreneurship.

- (2) *Honest*. Honesty is a currency that will sell everywhere (Pythagoras). Be honest with our business partners / stakeholders (buyers / customers, suppliers, governments and / or other prospective buyers).
- (3) *Diligent*. *Perseverance is an awareness of the important nature of an entrepreneur, especially remaining diligent when the business experiences shocks.*
- (4) *Tenacious*. Tenacity is the main capital to remain resilient and resistant in any situation and condition, critical conditions or not.
- (5) *Patience*. Patience is often a determinant in business continuity, people who are impatient often encourage to do dishonesty to business partners with the aim of earning large income in the short term, not thinking about long-term business.
- (6) *Steadfast*. Fortitude became the defining factor for a businessman especially when the business experienced ups and downs.
- (7) *Positive*. Attitudes and positive thinking will encourage and spur entrepreneurs to improve their business.
- (8) *Humility*. Humility will be a capital for entrepreneurs, especially the assessment of other parties or business partners that these entrepreneurs can be used as business partners in the long term because usually humble people will be pleasant to business partners.
- (9) *Willingness (high fighting power)*. Willingness or high fighting ability is an attitude that must be owned strongly, because it will encourage the acceleration of business to advance.
- (10) *Responsibility*. A sense of high responsibility for any type of business / business owned by an entrepreneur will set the business more carefully and fully responsible for partners and staff or employees.

Educational institutions

Educational institutions are the second environment after the family, also have a big role in developing and developing one's personality. Educational institutions have a mission to improve and develop abilities, skills, attitudes, and values for children. Educational institutions are small forms of society and can be viewed as a system of social organizations because they include goals and values, structural sub-systems, and cultural sub-systems. In the educational institution there are networks of a number of interrelated components, such as teachers or lecturers, students or students, principals or managers, administrators, and supervisors (Buchari, 2010).

There are several environmental aspects of educational institutions that have important ideas in improving student entrepreneurial attitudes. These aspects are (a) the education level that can be completed by the child, (b) the education curriculum, and (c) the educational aspects of education. According to Zamroni (2009), the environment of educational institutions can be distinguished into two, namely the classroom level environment, and the educational institution level environment.

Entrepreneurship education has been defined as education that aims to create new goods and services that can result in higher economic value (Hansemark, in Rohmah.E, 2011). Entrepreneurship education will shape entrepreneurship by increasing business knowledge and forming psychological attributes such as self-confidence and respect for oneself (Kourilsky &Walstad,1999 dalam Rohmah.E, 2011)

There are several things that provide the basic characteristics of entrepreneurial education, namely:

1. Education is more focused on exploring the potential of each student. Just say, if a student has an interest and potential ability to trade, then such things need to be developed so sharply. When such potential is known and can be grown, this then directs students to be pumped up spirit, effort and psychology to pursue it. This can be developed and grown so rapidly when the learning process developed in higher

education is directly related to the interests and potential abilities of those students. Providing some examples of some profiles of someone who has been successful in certain fields is one of the main and most important drivers so that students are more enthusiastic about the world they want to do.

2. Providing teachers with entrepreneurial backgrounds is an absolute necessity that needs to be fulfilled. This speaks to the concept of a clear entrepreneur education. Because in entrepreneurial education, instructors with entrepreneurial backgrounds have different methods and models of teaching with instructors who only have theoretical knowledge but are not experienced in the world of entrepreneurship. Education of entrepreneurs speaks concrete things that need to be practiced, not just theorized. Very clearly, there is a fundamental difference between an experienced teacher as someone who is engaged in entrepreneurship and not. The process of delivering the material is also different when giving enthusiasm, interest and atmosphere in learning. This is really very important to note because basic things are the main key when entrepreneur education is held. So that students will also be different in responding to the delivery of an instructor who has an entrepreneur background and not. A teacher really determines whether the learning process is successful or not digested and understood by students. A teacher is a person who will play an important role in being able to provide a very deep understanding of what an entrepreneur really is and ideally. So that a teacher is also required to have abilities that are in accordance with his field. Therefore, the role of a teacher is very significant for the continuity of the learning.
3. Education is directed at real world situations. Entrepreneurship education is directed at scientific collaboration in the classroom, experience from students outside the classroom and practice on the real situation of students. Universities must be able to facilitate education programs that can become entrepreneurial laboratories for entrepreneurship education (Business Incubators)

Entrepreneurship is expected to be the cornerstone of overcoming the level of unemployment and poverty levels of the nation and the State of Indonesia. Entrepreneurship is also expected to contribute to the country's economic development. From this description it can be concluded that entrepreneurship plays an important role in national development. To realize the birth of independent and reliable entrepreneurs in the future and have entrepreneurial knowledge and have an entrepreneurial spirit. For this reason, there is a need for entrepreneurship education. Good entrepreneurship education will be able to create reliable entrepreneurs. Good entrepreneurship education must be able to collaborate academic abilities about entrepreneurship with the ability to entrepreneurship in real conditions. That is, the theory and practice of entrepreneurship must get a sufficient portion to form reliable entrepreneurs. Entrepreneurial Learning also needs to be directed at the process of linking between theories that can be classed with real-world situations from students. Entrepreneurship-based education is education that also applies principles and methodologies to the internalization of values to students through a curriculum that is integrated with the developments that occur in school learning environments and in the community of learning environments, using appropriate and relevant models of learning objectives own (Suherman.E 2008)

Entrepreneurship education does not only provide a theoretical foundation for the concept of entrepreneurship but shapes attitudes, behaviors, and mindset of an entrepreneur. This is a human capital investment to prepare students to start new businesses through the integration of important experience, skills and knowledge to develop and expand a business. Entrepreneurship education can also increase the interest of students to choose entrepreneurship as one of their career choices in addition to career choices to become private employees, civil servants, or BUMN employees which can significantly direct attitudes, behaviors, and interests towards entrepreneurship.

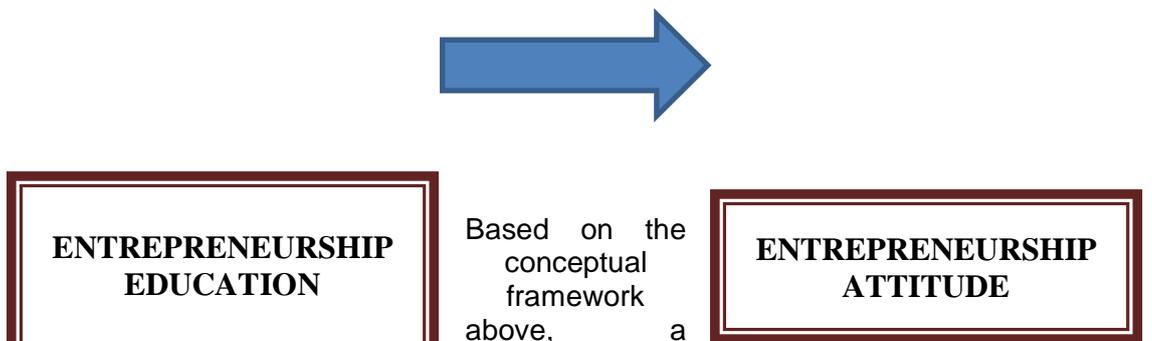
Attitudes, behaviors, and interests towards entrepreneurship of a student are

influenced by consideration of various aspects of career choice as entrepreneurs. Consideration of career choices may vary depending on the risk they will endure later. Students who are afraid to risk avert tend to choose to be a private employee, civil servant, or BUMN employee as a career choice while for students who risk takers to leave the comfort zone tend to choose to become an entrepreneur as their career choice.

Demographic factors (gender, parents' educational background, and work experience) can influence the career choices of entrepreneurs. The tendency of someone to do or not do something, such as choosing entrepreneurship as a career choice, can be predicted by the Theory of Planned Behavior (TPB) proposed by Hannes Leroy et al (2009). TPB uses three pillars as antecedents of intention, namely attitudes toward behavior, subjective norms, and perceptions about the ability to control everything that influences if they want to do this behavior.

Entrepreneurship education can shape the mindset, attitude, and behavior of students to become a true entrepreneur (entrepreneur) so as to direct them to choose entrepreneurship as a career choice. However, this influence needs to be studied further whether the presence of entrepreneurial courses can give birth to the interest of entrepreneurship for students. Therefore, there is a need for research to identify factors that encourage interest in student entrepreneurship given the importance of entrepreneurship for economic and social welfare.

The thinking framework of this study departs from the theoretical foundation developed from research and existing theories. The conceptual framework developed in this study can be explained in the following chart:



hypothesis can be formulated, namely: there is an influence of entrepreneurship education on entrepreneurial attitudes of the Students of Economic Education Study Program in Manado State University

RESEARCH METHODOLOGY

In this study the authors used the survey method. Survey methods are generally carried out to take a generalization from in-depth observations (Sugiono, 2010). It was stated that survey research is research carried out on large and small populations, but the data studied is data from samples taken from the population, so that events can be found relative, distribution and relationships between variables, sociological and psychological, (Kerlinger dalam Sugiono, 2010).

The independent variable in this study is entrepreneurship education, this variable is represented by X, with indicators:

- a. Educational levels that can be completed
- b. Educational Institution Curriculum
- c. Environmental aspects of education

The dependent variable in this study is student entrepreneurial attitudes symbolized by Y, with indicators:

- a. Honest

- b. Brave
- c. Persevere
- d. Patient
- e. Tenacious

The research instrument used by researchers used questionnaires with closed questions. The research instrument was developed from indicators forming research variables based on theoretical foundations. Alternative answers to the research questionnaire, that is Strongly agree, Agree, Hesitate, Disagree and strongly disagree with the weighting 5,4,3,2,1. (Likert Scale)

Data collection uses the method of distributing research questionnaires to the entire study sample. The data obtained are primary data while the secondary data research is supporting data such as data on the number of Unima economic faculties economic education study programs obtained in the education sub-section of Unima's economic faculty and data obtained from sources related to research.

Data analysis techniques used in this study use Simple Regression analysis (regression) using the help of SPSS for Windows version 16 statistical analysis software (AN. Bhuono, 2005: 43). Regression analysis is used to determine the effect of independent variables namely entrepreneurship education in the environment. family towards the dependent variable namely entrepreneurial attitude.

RESEARCH RESULTS AND DISCUSSION

Data on students' entrepreneurial attitudes in this study were obtained based on the instrument through a questionnaire consisting of 20 questions where through objective choices consisted of a: strongly agreed to be given a score of 4, b: agreed to be given a score of 3, c: did not agree to be given a score of 2, d: strongly disagree score 1.

From the results of the instruments distributed, the highest score was 46 and the lowest score was 38.

Hypothesis testing is done by using simple regression analysis and product moment correlation.

Furthermore, for the real level = α , then our hypothesis is accepted $-t_{(1-1/2\alpha)}$, where the t distribution used has dk = (n-2). In other cases, H_0 we reject. Of course, the alternative form for testing the hypothesis H_0 can be $H_1: P > 0$ or $H_1: P < 0$. In the first case it is the right-hand test while the second is the left-hand test. The critical test area, as usual, is adjusted to the alternatives taken, if in testing the real level α , then the test criteria are : accept H_0 if $x^2_{1/2 \alpha} < x^2 < x^2_{1-1/2 \alpha}$ where $x^2_{1/2 \alpha}$ dan $x^2_{1-1/2 \alpha}$ from the list of chi-square distributions with dk = (n-1) and each with opportunities $1-1/2$ jadi, $t_{(1-1/2\alpha)}$. In others H_0 is rejected.

$$\begin{aligned}
 &= 1 - 1/2 \cdot 0.5 \\
 &= 1 - 0,025 \\
 &= 0,975 \\
 n - 2 &= 60 - 2 \\
 &= 58
 \end{aligned}$$

Then, t table = 2,05

So, if $H_0 = 0$, then there is no influence between variables X dan variables Y, $H_1 \neq 0$, then there is an influence between variables X and Y. From the results of data analysis research obtained from $t_{hitung} = 3,05$ and $t_{tabel} = 2,05$ from the real level $\alpha = 0,05$ with dk = $n - 2 = 30 - 2 = 28$. Based on the comparison of the results of the study between t_{tabel} and t_{hitung} evidently t_{hitung} greater than t_{tabel} , means $t_{hitung} = 3,06 > t_{tabel} = 2,05$ so that H_0 reject dan H_1 accepted.

Thus, the hypothesis states that there is a significant influence between variables X and Y variables accepted. Then the research hypothesis is proposed, namely: There is a significant influence between entrepreneurship education and accepted entrepreneurial attitudes.

Based on the results of the research and after processing and analyzing the data using simple regression techniques, the results of the analysis of the data obtained $\hat{Y} = 44,99 + 0,06 X$. This shows that there is a positive influence between entrepreneurship education and entrepreneurial attitudes, where if entrepreneurship education increases by 44.99, there will be an increase in student entrepreneurial attitudes 0,06.

Based on the results of the study and after being analyzed using the t test or statistics it is known that there is an influence of entrepreneurship education on entrepreneurial attitudes and other factors.

Based on the results of the correlation analysis to determine the magnitude of the influence between variables where the value of $r = 0.5$ is obtained, it indicates that a large influence between the variables X and Y is entrepreneurship education with entrepreneurial attitudes of economic education study program students.

To find out the magnitude of the influence of Entrepreneurship Education with the results can be seen from the coefficient of determination (r^2) as follows $r^2 = 0.25$ which indicates that the results of Entrepreneurship Attitudes are influenced by Entrepreneurship Education by 25% while 75% is influenced by other factors not raised in this study.

The results of hypothesis testing using the t test based on the degree of trust (dk) = 0,05 value $t_{hitung} = 3,05$ and $t_{tabel} = 2,05$ so that $t_{hitung} > t_{tabel}$.

Thus, the hypothesis which states that there is a significant effect between variables X and Y variables accepted. In this case there is a significant influence between Entrepreneurship Education and the results of the Entrepreneurship Attitude of the Economics Education Study Program at the Faculty of Economics, Manado State University.

The results of hypothesis testing indicate that entrepreneurship education has a significant effect on entrepreneurial attitudes. Entrepreneurship education is meant to be a learning process to change students' attitudes and mindsets towards entrepreneurial career choices. Thus students who have taken entrepreneurship courses will have intrinsic values and entrepreneurial characteristics that will enhance their attitudes and love for entrepreneurship. The high desire to show an attitude to entrepreneurship will give birth to young entrepreneurs who have a clear vision in the future, high creativity and innovation in all fields. They will become more independent, creative and innovative in creating new business opportunities and new discoveries. The problem of educated unemployment will be overcome because output from the results of entrepreneurship education are prospective young talented entrepreneurs who are no longer job seekers but have become job creators.

Regarding the achievement of national education goals, especially those that lead to character building related to the formation of student entrepreneurial attitudes and behaviors, so far it has not been known for sure. This is because the measurement tends to be qualitative, and there are no national standards to assess it. The implementation of a decentralized system influences various life settings, including in education management, namely management which gives freedom to the management of education. The existence of freedom in the management of education is expected to be able to find a better management strategy so that it is able to produce quality education output both seen from academic and non-academic qualities. Academic quality in question is the quality of students related to the field of science, while non-academic quality is related to independence to be able to work in an office and open a business/own employment. In other words, education graduates are expected to have high character and entrepreneurial behavior.

CLOSING

Based on the results of research tested through data analysis and discussion, conclusions can be drawn as follows:

1. There is the influence of Entrepreneurship Education with the Attitude of Student Entrepreneurship. This, can be seen from the observation and the results of the analysis of the correlation coefficient between the two variables, namely the variable X as Entrepreneurship Education and variable Y as the Attitude of Student Entrepreneurship.
2. With the maximum Entrepreneurship Education, students will better understand the material and influence the Attitudes of Student Entrepreneurship.
3. These results can be understood that Entrepreneurship Education can improve the Attitude of Student Entrepreneurship if the process goes according to expectations.

Based on the conclusions above, some suggestions are presented as follows:

1. In the implementation of Entrepreneurship Education, it needs to be emphasized in terms of improving the quality of learning to support the entrepreneurial attitude of students
2. Entrepreneurship Education and Entrepreneurship Attitudes need to be encouraged to be able to produce young entrepreneurs.
3. The government needs to work with educational institutions in order to produce reliable young entrepreneurs.

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