

# **The Influence of Entrepreneurial Curriculum, Lecturer, and Extra Curriculum Programs toward Students of Business and Management Faculty of Widyatama University Intention to Be an Entrepreneur**

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## **Abstract**

*Business and Management Faculty of Widyatama University gives entrepreneurial curriculum, lecturers and other extra curricula programs to the students. Prof Koesbandijah, the founder of Widyatama University and she is also an entrepreneur, has taken part to promote entrepreneurship. Her involvement is to give students direct example that owner of Widyatama University support and encourage them to be entrepreneur after graduate. Unfortunately, this goal has not been seen yet. The aim of this research is to find the influence of entrepreneurial curriculum, lecturers and extra curricula activity toward students of Business and Management Faculty intention to be an entrepreneur. Research objects are 353 students of Business and Management Faculty, Widyatama University. This study uses descriptive-verificative method with descriptive and explanatory survey. Path analysis is used to analyze data. Curriculum, lecturers, and extra curriculum activity give positive influence on student's intentions to be an entrepreneur 25.2%. Other factors is bigger than curriculum, lecturers and extra curriculum activity influence on student's intentions to be an entrepreneur such as family, entrepreneurship event and media. Curriculum and lecturers influence student's intentions to be an entrepreneur. But, extra curriculum activity does not give positive influence on student's intentions to be an entrepreneur.*

*Keywords: curriculum, lecturer, extra curriculum, entrepreneur*

## **1. Introduction**

Faculty of Business and Management, Widyatama University is one of business faculty that offers business and management education to the students. It focuses on how to educate students to be professional in business.

One of program introduced by Faculty of Business and Management Widyatama University is entrepreneurship. It is in line to Indonesian National Education Ministry programs, which promotes entrepreneurship as focus curriculum in the state and private universities/institutes through Entrepreneurship Education for Student Program, TOT Entrepreneurship Education for Lecturers program, Cooperative Academic Education (ditkelembagaan-dikti.net).

The goals are to create self independence graduates, able to create job opportunity and not being job seeker. Government allocates 37 billion Rupiah to succeed entrepreneurship for students (kompas.com), entrepreneurship education program for 1500 lecturers from state and private universities/institutes to enrich their view and experiences in entrepreneurship because they will be facilitator for the students in the entrepreneurial subject in the campus.

Another program is 10,000-20,000 students are targeted by DIKTI for studying and training entrepreneurship in the campuses in 2009 (dikti.go.id). Students are not only taught entrepreneurial theory, but also guided to run business and provided loan for working capital.

To support these programs, Faculty of Business and Management, Widyatama University provides curriculum, lecturers and some related extra curriculum activities for the students.

Curriculum, which is offered to the students, has been prepared by benchmarking to some top universities that offer entrepreneurship as one of their main subject. Some of them are Ciputra University, Binus University, Prasetya Mulya School of Business, and also School of Business and Management ITB. The result of benchmarking is used to formulate Syllabus and Outlines of teaching process and guidelines for lecturers and students. Other supporting tools are teaching method, cases and teaching supporting tools like multi media.

Lecturers are supported to develop themselves before teaching entrepreneurship. Entrepreneurial training, which is run by government as well as private institution, is

followed by lecturers. Skill, knowledge and attitudes of lecturers should be improved after joining the trainings. Last but not least, lecturers also has understanding on business since they have to teach real business to the students in the class.

Other activities are extra curriculum activity related to entrepreneurship. Faculty of Business and Management, Widyatama University sets some activities like seminar, training, business plan expo for the students who take entrepreneurial subjects in the class. Students are expected to take part in this activity.

Although Faculty of Business and Management, Widyatama University offer entrepreneurial curriculum, supported lecturers and extra curriculum activity but based on observation, most of graduates from Faculty of Business and Management, Widyatama University are still become job seeker, not job creator as the goal of entrepreneurial curriculum. Consequently, the goals of this program is not achieved. Other conditions are

1. Lower graduates interest to be entrepreneur in West Java. Most graduates choose employee as their goal because they are afraid of fail because fail will make them give up. Jerry Koswara, owner of Monamic Center Marketing Consulting and Services said that only 15% of students dared to run business. 10% of 15 % are from rich families and helped by parents. Only 5% run business by himself (kompas.com).
2. Perry Trisianto, owner of the Big Price Out Group said that only 20% students dare to run business and the rest, is still only wish to run the business.
3. Alumni creativity in running business is still low. It is indicated by new business offered by alumni. Most of their businesses are existing businesses that have been offered by society. Creativity is the source of entrepreneurship.
4. Lower innovation, which is indicated by diversification of business and development of business are still limited.
5. Sustainability of business is not long. Most of businesses are run in short period.
6. Graduates find difficulties in getting fund to run business.

Those are macro aspect but it also indicate to the graduates of Faculty of Business and Management, Widyatama University. This

phenomenon is supposed related to curriculum, lecturers and extra curriculum activities in campus. Ciputra said that entrepreneurial education could give good impact for Indonesian future, like Singapore. But, the key is education must be creative (dikti.go.id).

The goals of this study are to know and analyze curriculum, lecturers, extra curriculum, and student intention to be an entrepreneur.

## 2. Relevant Work, which Is Done, the Theories under Layer

Education plays an essential role in shaping attitudes, skills, and culture—from the primary level up. Entrepreneurship education provides a mix of experiential learning, skill building and, most importantly, mindset shift. Certainly the earlier and more widespread the exposure to entrepreneurship and innovation, the more likely it is that students will consider entrepreneurial careers at some point in the future (Wilson, 2008).

### 2.1 Curriculum, Lecturer, Extra Curriculum, and Student Intention

Undang-Undang Republik Indonesia Number 20, Year 2003 about National Education System said curriculum is a set of plan and regulation about objectives, content, teaching material and ways used as guidance to run learning activity to achieve defined education objectives. UNESCO said that there are four foundations of education learn how to know, learn to do, learn to be, and learn to live together.

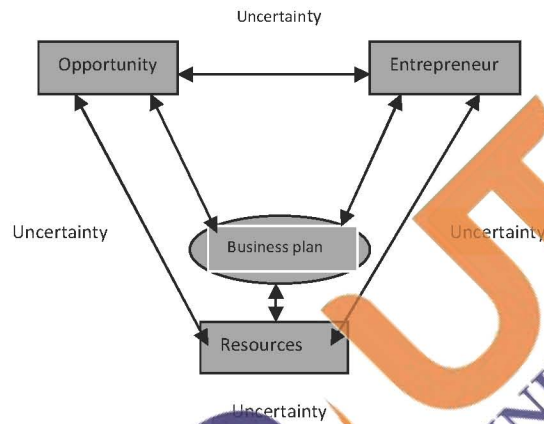
Another factor in Entrepreneurial education to students is lecturer. Undang-Undang Republik Indonesia Number 14 Year 2005 about Teachers and Lecturers, said that lecturer is a professional education and scientist with main duty to transform, to develop and to disseminate knowledge, technology and art through education, research and community service.

There are some theories about entrepreneurship because it has been an interested study from different body of knowledge like sociology, psychology, and behavioral theory. Economic theory about entrepreneurship put entrepreneurship as key production factor and not only as sub ordinate in the external variable. This theory said that entrepreneurship was created and developed if there is an economic opportunity. So, entrepreneur is one who always searches for,

responds change and applies it to be opportunity, take risk (Cantillon & McClelland), creating new way (Schumpeter), Decision making (Casson) and organization creation (Leibenstein).

Opportunity is an existing chance and can be seen, like incremental of change in human need on product and service, spreading of economic resources among regions (Say), limited information about market, raw material or uncertainty on human resources supply (Leibenstein), transfer of production technology and organization form developed countries to developing countries (Broehl) and so on.

A qualified entrepreneur is believed to be able to create a business plan based on opportunity and existing resources. Timmons explain relationship among entrepreneur-opportunity-resources and uncertainty:



Source: Timmons (1994)

Figure 1. Three Determined Factors

The relationship among those determined components become a problem in a small business running by an entrepreneur because owner and manager are still focused on one figure. In this case, an entrepreneur is an idea and business opportunity inventor and also be the one who has to supply economic resources needed to run the business.

Figure 2. AIDA Model

|                 | Model AIDA         |
|-----------------|--------------------|
| Cognitive Stage | Attention          |
| Affective Stage | Interest<br>Desire |
| Behavior Stage  | Action             |

Source: Kotler & Keller, 2009: 515

Student's intention is at the second level at response hierarchy model.

### 3. Design, Model, and Implementation

Students of Business and Management Faculty, Widyatama University become unit analysis of this research. There are 3,350 students as population and they are taken sample based on simple random sampling.

$$n = \frac{N}{N(d)^2 + 1}$$

N: amount of population

n : sample

d : precision

$$n = \frac{3.350}{(3.350 \times (5\%)^2) + 1}$$

$$n = 352.6$$

Minimum respondent is 353 customers.

This study uses descriptive-verificative method with descriptive and explanatory survey. Path analysis is used to analyze data.

Based on questioner distribution and calculated by SPSS 15, validity of each indicator is above 0.3, which means the instruments are valid. While the reliability is above 0.7 and it indicates, questioners are reliable.

Based on literature review, below is research design.

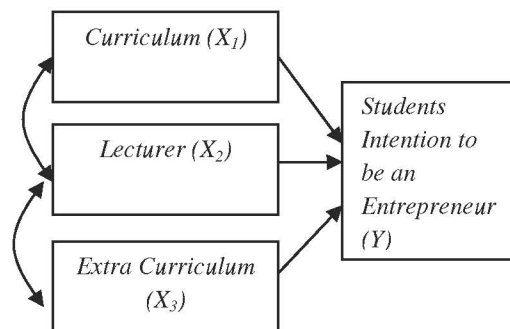


Figure 3. Research Design

### Hypothesis

H<sub>0</sub>: Curriculum, lecturers, and extra curriculum activity do not give positive influence on student's intentions to be an entrepreneur.

H<sub>1</sub>: Curriculum, lecturers, and extra curriculum activity give positive influence on student's intentions to be an entrepreneur.

## 4. Result

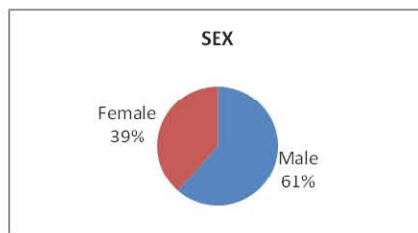
### 4.1 Profile

Profiles of respondents are based on sex, Income and parent occupation.

#### 4.1.1 Sex

Sex is divided into male and female of respondents and the result can be seen below:

Figure 4. Sex

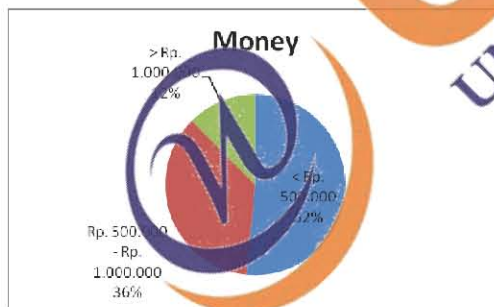


Source: Data collection on March-April 2010.

Majority of respondent is 61% male and 39% is female. It indicates that male is more than female as respondent in this research.

#### 4.1.2 Income

Student's income from their parents can be seen below graphic.



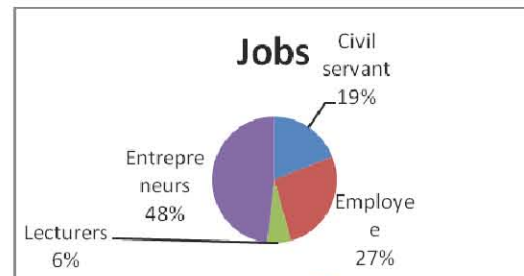
Source: Data collection on March- April 2010.

Figure 5. Income

52% of respondent has income for their daily operation as student below Rp. 500,000. It is used for their daily need such as food and beverage, personal need and others. While, 36% between Rp. 500,000 to Rp. 1,000,000. only 12% of respondents has income > Rp. 1,000,000.

#### 4.1.3 Parents Occupation

Occupation of student's parents is divided into some aspects they are civil servant, lecturers, employee, and entrepreneur.



Source: Data collection on March-April 2010.

Figure 6. Parent's Occupation

Majority occupation of student's parents is an entrepreneur 48% and 27% as employee of private corporate as well as state owned corporate. Civil servant is 19% and 6% is lecturer.

## 4.2 Curriculum

Curriculum of entrepreneurship consist of availability of entrepreneurial magazines, journal and books, involvement of business people in the teaching process, credits of teaching, teaching method, cases, real business, and business plan.

Table 1. Student's Response on Curriculum

| No. | Indicators                                        | Score | Meaning    |
|-----|---------------------------------------------------|-------|------------|
| 1   | Lack of new entrepreneurial magazine availability | 1,350 | Agree      |
| 2   | Lack of new entrepreneurial journal availability  | 1,329 | Agree      |
| No. | Indicators                                        | Score | Meaning    |
| 3   | Lack of new entrepreneurial books availability    | 1,348 | Agree      |
| 4   | Involvement of businessmen in teaching process    | 1,334 | Agree      |
| 5   | Amount of SKS is less than other subjects         | 1,221 | Agree      |
| 6   | Interactive teaching method                       | 1,351 | Agree      |
| 7   | Entrepreneurial cases                             | 1,388 | Agree      |
| 8   | Students are encouraged to set up real business   | 1,420 | Agree      |
| 9   | Make business plan                                | 1,474 | Very agree |

Source: Data collection on March-April 2010.

Business people are involved in the teaching process and it is recognized by students. They are business owners as well as business professional from companies that cooperate with Widyatama University.

Interactive teaching method and entrepreneurial cases is responded good by students. They are also encouraged to set up real business through business plan.

Unfortunately, students said that availability of entrepreneurial books, journal, and magazines is limited. It is indicated by those material in the library are not new. Most of them are old material and the issues are becoming not relevant to the latest development of entrepreneurial. Besides that, amount of SKS is less than other subjects.

#### 4.3 Lecturers

Lecturers of entrepreneurial are responded by graduates from some aspect. They are education background, business experience, tough concept, business examples and creativity as well as innovation.

Table 2. Students Responds on Lecturers

| No. | Indicators                                                         | Score | Meaning    |
|-----|--------------------------------------------------------------------|-------|------------|
| 1   | Lecturer's educational background                                  | 1,439 | Agree      |
| 2   | Lecturers has business experiences                                 | 1,508 | Very agree |
| 3   | Lecturers have strong concept of understanding on entrepreneurship | 1,504 | Very agree |
| 4   | Lecturers give examples                                            | 1,515 | Very agree |
| 5   | Lecturer teach creatively                                          | 1,472 | Agree      |
| 6   | Lecturer teach innovatively                                        | 1,473 | Agree      |

Source: Data collection on March-April 2010.

Based on the table, it indicates that lecture's educational background is responded suits to teach entrepreneurial subject. Lecturers are also supposed teach entrepreneurship creative and innovatively.

It is different from lecturer's business experience and concepts until they can give real and related examples while teaching in the class. Students responded very agree.

#### 4.4 Extra Curriculum Activity

Beside curriculum that has to be given to the students, they are also encouraged to participate in the extra curriculum activities, which are provided by campus. Based on observation, there are three aspects, are

entrepreneurial seminar and training, business plan expo and campus support on developing entrepreneurship.

Table 3. Students Responds on Extra Curriculum Activities

| No. | Indicators                                               | Score | Meaning |
|-----|----------------------------------------------------------|-------|---------|
| 1   | Irregular entrepreneurial seminars and training          | 1,433 | Agree   |
| No. | Indicators                                               | Score | Meaning |
| 2   | Irregular campus support on entrepreneurship development | 1,462 | Agree   |

Source: Data collection on March-April 2010.

Students responded that campus has held entrepreneurial seminar and training but execution are still irregular. Sometimes, each seminar or training is not related and not systemized and consequently, students cannot get the objectives of this activity.

Another activity is business plan expo which is executed once a year. This expo can drive students to create a creative business idea and show it to the other students as market. Unfortunately, organizing of this event is irregular and makes students become not understanding on the programs.

Finally, students responded that campus support on entrepreneurship development is irregular because they feel that campus has unstructured planned yet to develop entrepreneurship.

#### 4.5 Student's Intention to Be an Entrepreneur

Students are expected to respond their understanding to theory and real business, real business, marketing management, finance management, human resources management and operational management, business plan, their belief to entrepreneurial concept and theory as well as lecturers and finally their intention to be an entrepreneur.

Table 4. Student's Intention to Be an Entrepreneur

| No. | Indicators                                     | Score | Meaning    |
|-----|------------------------------------------------|-------|------------|
| 1   | Understand entrepreneurship theory             | 1,388 | Agree      |
| 2   | Understanding real business                    | 1,461 | Agree      |
| 3   | Getting new entrepreneurship in daily activity | 1,515 | Very agree |
| No. | Indicators                                     | Score | Meaning    |

|    |                                                 |       |            |
|----|-------------------------------------------------|-------|------------|
| 4  | Getting human resources management              | 1,467 | Agree      |
| 5  | Getting financial management                    | 1,461 | Agree      |
| 6  | Getting operational management                  | 1,446 | Agree      |
| 7  | Getting business plan knowledge                 | 1,508 | Very agree |
| 8  | Believe on entrepreneurial theory and practical | 1,433 | Agree      |
| 9  | Believe on lecturer's knowledge and experience  | 1,365 | Agree      |
| 10 | Intent to be an entrepreneur                    | 1,510 | Very agree |

Source: Data collection on March-April 2010.

Students understand concept and theory of entrepreneurship that are introduced by faculty of Business and Management, Widyatama University. They also understand real business as example taught by lecturers in the classes. This example is supported by their understanding on daily entrepreneurship surround them.

Students are also responded that they got knowledge of marketing and finance management but less in human resources and operational management.

This condition makes them believe on entrepreneurial concepts and theories which are taught by lecturers who are supposed have entrepreneurial knowledge and experiences. Finally, students intent to be an entrepreneur.

#### 4.5.1 The Influence of Curriculum, Lecturers, and Extra Curriculum Activity toward Student's Intentions to Be an Entrepreneur

##### Hypothesis

H<sub>0</sub>: Curriculum, lecturers, and extra curriculum activity do not give positive influence on student's intentions to be an entrepreneur.

H<sub>1</sub>: Curriculum, lecturers, and extra curriculum activity give positive influence on student's intentions to be an entrepreneur.

SPSS 15 is used to analyze data collected through questioners and the result for ANOVA below.

Table 5. ANOVA

| ANOVA |            |                |     |             |        |                   |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
| 1     | Regression | 21.464         | 3   | 7.155       | 39.261 | .000 <sup>a</sup> |
|       | Residual   | 63.601         | 349 | .182        |        |                   |
|       | Total      | 85.065         | 352 |             |        |                   |

a. Predictors: (Constant), VAR00006, VAR00002, VAR00005

b. Dependent Variable: VAR00004

Significance level in F Test is smaller than 0.05, so H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. It means curriculum, lecturers and extra curriculum activity give positive influence on student's intentions to be an entrepreneur.

The influence of curriculum, lecturers and extra curriculum activity can be seen from determination coefficient (R square).

Table 6. Model Summary

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .502 <sup>a</sup> | .252     | .246              | .42689                     |

a. Predictors: (Constant), VAR00006, VAR00002, VAR00005

R-square = 0.252. It means student intention to be an entrepreneur is influenced by curriculum, lecturers and extra curriculum 25.2%.

This percentage is small compares to factors that are not researched. Based on observation and interview to the students as respondents, environment becomes major factors that influence them to be an entrepreneur. Family is one of their closest environments where majority of parent's occupation is entrepreneur. Besides that, students are having surrounding with entrepreneur as their friends in the campus as well as out of campus.

Another factor that can be supposed influence them is programs offered by private as well as stated company or government. Competition, seminar and training can be seen every day offered by those institutions.

Finally, public media also introduces entrepreneurs routinely. One of simplest media is internet which is accessed by students every day. A lot of information about entrepreneurship can be read by students while they are accessing to internet.

#### 4.5.2 The Influence of Curriculum, Lecturers, and Extra Curriculum Activity toward Student's Intentions to Be an Entrepreneur Partially

##### Hypothesis

- H<sub>0</sub>: Curriculum does not give positive influence on student's intentions to be an entrepreneur.  
H<sub>1</sub>: Curriculum gives positive influence on student's intentions to be an entrepreneur.  
H<sub>0</sub>: Lecturers do not give positive influence on student's intentions to be an entrepreneur.  
H<sub>1</sub>: Lecturers give positive influence on student's intentions to be an entrepreneur.  
H<sub>0</sub>: Extra curriculum activity does not give positive influence on student's intentions to be an entrepreneur.  
H<sub>1</sub>: Extra curriculum activity gives positive influence on student's intentions to be an entrepreneur.

Table 7. Coefficient

| Coefficients |            |                             |            |                           |      |
|--------------|------------|-----------------------------|------------|---------------------------|------|
| Model        |            | Unstandardized Coefficients |            | Standardized Coefficients |      |
|              |            | B                           | Std. Error | Beta                      | Sig. |
| 1            | (Constant) | 2.727                       | .149       |                           | .000 |
|              | VAR000     | .135                        | .048       | .205                      | .005 |
|              | VAR000     | .313                        | .042       | .450                      | .000 |
|              | VAR000     | -.093                       | .048       | -.141                     | .056 |

a. Dependent Variable: VAR00004

Significance level for each curriculum and lecturer is smaller than 0.05. H<sub>0</sub> is rejected and H<sub>1</sub> is accepted which means there is an influence of curriculum and Lecturers toward student's intentions to be an entrepreneur. But, significance level of extra curriculum is bigger than 0.05 and consequently, H<sub>0</sub> is accepted and H<sub>1</sub> is rejected which means extra curriculum activity does not give positive influence on student's intentions to be an entrepreneur.

Students response on extra curriculum is rather negative because they saw seminar or training is not related and not systemized and consequently. Besides that, organizing of business plan expo is irregular and makes students become not understanding on the programs. Last but not least, campus support on entrepreneurship development is irregular.

Because extra curriculum does not give influence on student's intentions to be an entrepreneur partially, so it must be run

trimming by putting out extra curriculum. The result is:

Table 8. Coefficient

| Coefficients |            |                             |            |                           |        |
|--------------|------------|-----------------------------|------------|---------------------------|--------|
| Model        |            | Unstandardized Coefficients |            | Standardized Coefficients |        |
|              |            | B                           | Std. Error | Beta                      | t      |
| 1            | (Constant) | 2.679                       | .147       |                           | 18.231 |
|              | VAR0000    | .079                        | .038       | .120                      | 2.081  |
|              | VAR0000    | .288                        | .040       | .414                      | 7.202  |

a. Dependent Variable: VAR00004

Significance level for each curriculum and lecturer is smaller than 0.05. H<sub>0</sub> is rejected and H<sub>1</sub> is accepted which means that curriculum gives positive influence on student's intentions to be an entrepreneur and also lecturers give positive influence on student's intentions to be an entrepreneur.

Direct and indirect influence of curriculum and lecturers to student's intentions to be an entrepreneur partially.

Table 9. Direct and Indirect Influence

| Variable       | Influence |                |                |       |
|----------------|-----------|----------------|----------------|-------|
|                | Direct    | Indirect       |                | Total |
|                |           | X <sub>1</sub> | X <sub>2</sub> |       |
| X <sub>1</sub> | 0.0144    | 0.029          |                | 0.044 |
| X <sub>2</sub> | 0.17      |                | 0.029          | 0.2   |
|                |           |                | Total          | 0.244 |

Direct influence of curriculum is 1.44% and indirect influence is 2.9%. Total influence of curriculum to student's intentions to be an entrepreneur is 4.4%.

While lecturer's direct influence is 17% and indirect influence is 2.9%. Total influence of lecturer to student's intentions to be an entrepreneur is 20%.

Curriculum and lecturer influence student's intentions to be an entrepreneur 24.4% and the rest factors are not included in this research.

## 5. Conclusion

- Curriculum is responded by students: business people are involved in the teaching process, interactive teaching method and entrepreneurial cases is responded good by students. Students are also encouraged to set up real business through business plan. But availability of entrepreneurial books, journal and

- magazines is limited. Finally, amount of SKS is less than other subjects.
2. Students agree that lecture's educational background suits to teach entrepreneurial subject. Lecturers are also supposed teach entrepreneurship creative and innovatively. Lecturers have business experience and concepts until they can give real and related examples while teaching in the class.
  3. Students responded that campus has held entrepreneurial seminar and training but execution are still irregular. Business plan expo is irregular and makes students become not understanding on the programs. Finally, students think that campus support on entrepreneurship development is irregular.
  4. Students understand concept and theory of entrepreneurship. They also understand real business as example taught by lecturers in the classes which is supported by their understanding on daily entrepreneurship surround them. Students got knowledge of marketing and finance management but less in human resources and operational management. They believe on entrepreneurial concepts and theories which are taught by lecturers who are supposed have entrepreneurial knowledge and experiences. They intent to be an entrepreneur.
  5. Curriculum, lecturers and extra curriculum activity give positive influence on student's intentions to be an entrepreneur 25.2%. Other factors is bigger than curriculum, lecturers and extra curriculum activity influence on student's intentions to be an entrepreneur such as family, entrepreneurship event and media.
  6. Curriculum and lecturers influence student's intentions to be an entrepreneur. But extra curriculum activity doesnot give positive influence on student's intentions to be an entrepreneur.

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