

ISBN 978-602-14716-2-3

Proceedings



International Conference on Entrepreneurship, Business and Social Science

August 13 - 14, 2015

Inna Garuda Hotel, Yogyakarta, Indonesia

co-organizers :



supported by:



Published by:
Department of Management
Faculty of Economics and Business
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**The International Conference on Entrepreneurship, Business, and Social Science
Proceedings**

Department of Management
Faculty of Economics and Business
Diponegoro University

Published by:

Department of Management
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First published in 2015

Editor : Dr. Suharnomo, M.Si
Erman Denny Arfinto, SE, MM
Layout : Thomas Sugeng H
Cover Design : M. Sofi Zevananda

Library of cataloguing in Publication Data:

The International Conference on Entrepreneurship, Business, and Social Science Proceedings published by Department of Management, Faculty of Economics and Business, Diponegoro University includes bibliographical references.

ISBN **978-602-14716-2-3**

Distributed by:

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DEAN'S WELCOME

KEYNOTE SPEAKERS

I am delighted to welcome you to ICEBSS 2015 and Yogyakarta, Indonesia.

For the first time, this conference is held under the name ICEBSS – the International Conference on Entrepreneurship, Business and Social Sciences. This year's conference brings together more than 150 presenters and participants around the world to discuss the latest advances issues on entrepreneurship, business and social sciences. ICEBSS is planned to be held continually every year in different places.

We are honored to have two keynote speakers in this conference: Professor Thomas J. Chemmanur from the Carroll School of Management at Boston College and Professor Jamie S. Davidson from Faculty of Arts and Social Sciences, National University of Singapore.

We are hoping that you take time not only for paper presentation, but also to actively engage with the presenters and participants and to take this opportunity to further develop your professional links.

The conference will not be possible to be organized without the dedicated efforts of many individuals who have contributed to the various processes that make up this event. For their dedication, I sincerely convey my appreciation. My sincere gratitude also goes to our institutions' partners that provide their supports as co-hosts and sponsors in this conference.

Last but not least, Yogyakarta with its traditional, exotic and unique atmosphere is very interesting to be explored. You can find many classical Javanese arts such as batik, silver crafts, handy crafts, to mention a few, in here. Also, the world famous *Borobudur* and *Prambanan* temples are very fascinating objects to visit.

So, enjoy your stay in Yogyakarta and happy conferencing.

STIR Subantrah

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PROGRAM

DATE	HOUR	PROGRAM
Thursday, August 13	07.30-15.00	Registration
	08.40-08.45	Welcoming Address by the dean of FEB UNDIP
	08.45-09.45	Keynote speech I by Prof. Thomas Chemmanur
	09.45-10.00	Coffee Break
	10.00-12.00	Concurrent Sessions I
	12.00-13.00	Lunch
	13.00-14.00	Keynote speech II by Prof. Jamie Davidson
	14.00-16.00	Concurrent Sessions II
	16.00-16.10	Coffee Break
	16.10-17.30	Concurrent Sessions III
Friday, August 14	07.30-10.00	Registration
	08.00-09.40	Concurrent Sessions IV
	09.40-09.50	Coffee Break
	09.50-11.30	Concurrent Sessions V
	11.30-11.35	Closing
	11.35-13.00	Lunch



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MAPPING OF STUDENTS' ENTREPRENEURSHIP ACTIVITY

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Abstract

The tendency of young job seekers recently is that they are trying to find jobs in formal sectors or just to be government employee, particularly for those who have undergraduate title. This indicates that the young job seekers still do not have yet positive intention to be entrepreneurs. Therefore in educational world, the government and private party must cooperate to determine economic activity interested by students and all activities to develop students' intention to be entrepreneurs. This research was conducted in two universities in Riau Province and the respondents are active students in these universities, amounted to 120 persons. The research is a descriptive qualitative research aiming to gain a description of the mapping of entrepreneurship activities in order to facilitate universities and regional government to bridge young generation's desire with government's policy. Regarding the descriptive qualitative research, the research methodology used is survey method, in which the information from the respondents is collected directly on-site empirically, aiming to find out respondents' opinions about the research objects. The result of this research shows that students are interested in to be entrepreneurs. This can be proved with several economic activities conducted by students for 1-5 years by reason of their own desire. On the other side, students also think that this economic activity encourages them to be independent individuals. Consciously or unconsciously, trainings conducted by regional government all this time, in this case Technical Unit of Job Training is only to increase the quality of manpower with single skill. Meanwhile, the future needs multi-skill manpower. For this reason, our challenge recently and in the future is how to create, build, and empower prodigious labor force to handle the fast industrial growth in Riau. This requires cooperation from various parties.

Key words: Mapping, Entrepreneurship, Students

Introduction

The role of entrepreneurship in development is beyond all doubt. Anggadiredja (1981) states the history of human civilization and progression have proved it, as the contribution of entrepreneur manpower work output capitalizes the economic progression, such as in the West Countries and Japan. An entrepreneur is an active power of the change executor and the creator of an economic social environment that can encourage environment to be a new economic society, so it can cause the increase of productivity.

There is a tendency of young job seekers recently is that they are trying to find jobs in formal sectors or just to be government employee, particularly for those who have undergraduate title. This indicates that the young job seekers still do not have yet positive intention to work in private sectors. In other words, the intention to be entrepreneurs still does not show a good tendency. This brings impact to the increase of inaccomodated job seekers, so they tend to think it is better to be jobless than to be entrepreneurs.

Realizing the importance of entrepreneurship role in the development of developing countries, many parties are encouraged to arise entrepreneurship intention in young generation, particularly university students. Many experts explain about the intention to be entrepreneur, but the policy of entrepreneurship education in educational level does not seem to make the maximum outcome. Entrepreneurship education should have been given early in the elementary and secondary school level to create paradigm and character of entrepreneur, but this has not been realized well yet. Therefore, it requires the mapping of entrepreneurship for university students that can be used to determine university policy for university and government in observing manpower problem.

The observation of manpower problem about entrepreneurship for university students gives students opportunity for researchers to investigate the mapping of entrepreneurship for university students to make them able to be entrepreneurs – young entrepreneur in the future. Based on background of the problems above, formulation of the problems can be formulated as the following:

1. What entrepreneurship activities are interested by students?
2. What entrepreneurship activities are conducted by related institution?

Specifically, the aim of this research is to find out what entrepreneurship activities interested by students and what entrepreneurship activities conducted by related institution to determine entrepreneurship policy in the future.

Theoretical Framework

General Concept of Entrepreneurship

In Dictionary of Indonesian as quoted by Suryanto, entrepreneur is identified as a smart or talented person in recognizing new products, determining new way of production, in arranging operational guidance to new product supplying, marketing, and arranging the operational financing.

An entrepreneur is one who makes decision to assist the creation of free enterprise economic system. Entrepreneur career can support prosperity of community, earning real financial return. Entrepreneurs in various industries assist the economy in supplying jobs and producing goods and service for domestic and foreign customers. Although a huge company catches the attention of public, but small business and entrepreneur activities at least can give a real contribution to the world economic and society life.

Many people are interested in entrepreneurship because of various returns that can be categorized into three basic categories: profit, freedom, and satisfaction in enduring life.

Profit

Entrepreneur expects outcomes that can replace not only the loss of time and money invested, but also to give a return properly for the risk, and the initiative they took in operating their own business. Thus, the profit return is a strong motivation for certain entrepreneurs.

Freedom

Freedom to run a company is another return for an entrepreneur. The result of survey in small business in 1991 showed that 38% of employees who left their job in a company because they want to be a boss of their own company. Some entrepreneurs use their freedom to arrange their life and their personal work attitude flexibly.

Satisfaction in Enduring Life

Entrepreneurs often state that they are satisfied in running a business. This work gives enjoyment that comes from reflecting personal work fulfillment of the owner on the company’s goods and service.

Although the returns of being an entrepreneur is charming, but there is also other budgets regarding the business ownership. Starting and operating own business require work hard, takes many times, and drain one’s emotion. The possibility of being failed in business is a threat for an entrepreneur. There is no guarantee of success. An entrepreneur must be ready to accept the risk regarding a business failure.

Characteristics and Nature of Entrepreneurship

Attitude and behavior are influenced by characteristics and nature owned by a person. Good characteristics and nature will lead to advance-oriented person and required in an entrepreneur personality in order to make him/her advanced. Meredith (2006: 5-6) suggests characteristics and nature of entrepreneurship as the following:

Table 2.1. Characteristics and Nature of Entrepreneurship

Characteristics	Nature
1. Self-confidence	1. Conviction, independence, individuality, optimism.
2. Duty and output oriented	2. Need of achievement, profit-oriented, diligent and tough, strong will, hard-worker, energetic and initiative.
3. Risk-taking	3. Having capability to take the risk and challenge.
4. Leadership	4. Behave as a leader, able to be associated with other people, able to accept constructive suggestions and critics.
5. Originality	5. Having high innovation and creativity, flexible, multi-talented and having a wide business networking.
6. Future-oriented	6. Having good perception and future-oriented point of view
7. Honest and dilligent	7. Having faith that life is work

Zimmerer and Scarborough (1996: 6-7) state that there are 8 (eight) characteristics, including: (1) Having responsibility of all efforts conducted, (2) Prefer a moderate risk, (3)

Believe in his/her own capability to be successful, (4) Always wish for immediate returns, (5) Future-oriented, perspective, and visionary, (6) Having working spirit and hard-working to realize his/her wish for the better future, (7) Having a skill in organizing resources to create surplus, (8) Always appraise achievement with money.

In *Entrepreneurship and Small Enterprise Development Report* (1986) quoted by Zimmerer and Scarborough (1996:5), some successful entrepreneurship characteristics are: (1) Proactive, meaning initiative and firm, (2) Achievement-oriented, reflected in his/her view and action toward opportunity, efficiency-oriented, prioritize work quality, work planning, and monitoring, (3) Commitment to other people, such as in making contract and business relationship, creative thinking in entrepreneurship.

In daily life, there is an opinion that entrepreneurship activity is an undeveloped life aspect in native community. Some psychology factors that created negative attitude in society toward entrepreneur profession are:

- 1) Old image adhere in active people in this aspect, for example aggressive, expansive, dishonest competition, stingy, and instable income resource. This image makes some people in community are not interested in being an entrepreneur. Most parents want their children to be government employees, huge private company employees, engineers, doctors, pilots, armies and other "secure" career positions. Almost no parents want their children to be entrepreneurs. Some who want to be entrepreneurs are those who do not pass the entrance examination in universities, government employees, armies, and others.
- 2) Uninterested attitude toward entrepreneur activity is also triggered by superficial knowledge about religion lessons, particularly certain *hadits* which is interpreted in a glimpse as if only consider important of the world success.

Research Design

This research used Management approach focusing on Human Resource Management, specifically regarding Entrepreneurship. Therefore, this research is descriptive qualitative. Since the type of the research is descriptive qualitative, the research methodology used is survey, in which the information from respondents are collected directly on-site empirically, aiming to find out respondents' opinions about the research objects.

Sampling Method

Population in this research is undergraduate students of two state universities in Riau Province. The population the fourth, sixth, and eighth semester students in each faculty in State Islamic University Sultan Syafir Kasim Riau and Riau University. The sampling is based on judgement or purposive sampling, in which the sample is selected by certain criteria used by researchers (Remenyi, 2000). The total sample is 120 persons.

Data Collection Technique

The data collection is conducted by questionnaire and interview, which is data collection technique by doing direct interview with respondents (students) and other related institution that have conducted entrepreneurship training.

Research Findings

Characteristics of Respondents

Based on data collection technique from the distributing of questionnaire carried out to 120 undergraduate students, we can find out characteristics of each respondent, as:

Table 1 Characteristics of Respondents based on Sex and The Length of Work

No	Criteria	Frequency	Percentage
1	Sex		
	Male	65	54,17%
	Female	55	45,83%
2	Age		
	≤ 23 years	101	84,17%
	> 23 years	19	15,83%
3	The Length of Work		
	0 year	79	65,83%
	1-5 year	39	32,5%
	6-10 year	1	0, 83%
	>10 year	1	0, 83%

Source: Processed Data

From Table 1, we can see that the characteristics of respondents in this research based on sex, there are 55 female students (45,83%) and 65 male students (54,17%). From the age, most respondents are younger or at the age of 23 years, which are 101 students (84,17%) and only 19 students (15,83%) are older than 23 years. From the length of work, which is estimated by their perception, most respondents have not worked yet, those who prefer studying in the universities to working are 79 respondents (65,83%), those who are working part-time job for about 1 to 5 years are 39 respondents (32,5%), those who are working part-time job for about 6 to 10 years, and those who are working part-time job for more than 10 years is 1 respondents (0, 83%).

The Mapping of Entrepreneurship Activities for Students

Mapping is a technique of information excavation about entrepreneurship activities for university students including: first, business activity carried out by students consisting of the length of work and the reason of choosing this field; second, business activity demand by students consisting of training carried out by students, training carried out by related institution, philosophy values about entrepreneurship according to students and expectation to government policy. All these information described above are the overall real condition to be mapped.

1. The Mapping of Business Activity Carried Out by Students

University is expected to create graduates who are able to fill job vacation. Being an entrepreneur is a precise and logic choice, since beside the wide opportunity of to be successful. This agrees with the government program in the acceleration of creating strong small and medium entrepreneurs who rest on science and technology (Indarti and Rostiani, 2008).

Masrun in Yuwono et al. (2008) states that most of university graduates are not able to be entrepreneurs. Students tend to think how to be accepted in the work field in accordance

with their bachelor title and with the proper salary. They think it is better to be jobless than to get job inappropriate with their skill. Further, Masrun states that population with high education unfortunately has less interest to be entrepreneurs. It is noted that only 10% of them are interested to be entrepreneurs. Those who have lower educational level have more interest to be entrepreneurs, which is 49% of the population.

Swasono (1978) states that one interested in to be an entrepreneur is more determinable by the will to have achievement than just to get profit. An entrepreneur is not easily satisfied with the result they have reached, but always try to find new ways, combination, and production to widen his/her business. This means that those who are interested in to be entrepreneurs must own responsibility by calculating consequences that might come. An interest to be an entrepreneur will pull people from a business which is determined to be able to give something advantageous, useful, and very important for his/her life, so it can arise an encouragement and desire to get it. Those who are interested in entrepreneurship should own an ability to connect with entrepreneurship.

But the fact, there are many students carrying out various business, such as public service, home industry, supervisor, selling food, online shop, and many others. The following are some activities carried out by students in Riau University and State Islamic University Sultan Syarif Kasim Riau.

Table 2. The Mapping of Business Activities Carried Out by Students

Entrepreneurship Activities Carried Out by Students	Length of Carrying Out the Activity	Reasons of Being an Entrepreneur
1. Public Service (internet cafe, teaching, printing, and study course)	Most students have carried out their business for 1-5 years, only 1 student has carried out his business for 6-10 years, and 1 student has carried out his business for more than 10 years.	1. Self-desire 2. Economic difficulty 3. Family business
2. Home Industry (handcraft)		
3. Hotel Supervisor		
4. Food (fried food, toasts, and cakes)		
5. Farming, plantation and fishing		
6. Online shop (marketing)		
7. Maxima Surveyor		
8. Finance		
9. Media (newspaper)		
10. Trade (fishing-rod, fertilizer, computer accessories, cellular phone and clothes, phone credits)		

Source: Processed Data

From the table above, we can see that students have carried out business activities for 1-5 years with the reason of self-desire, economic difficulty, or family business.

2. The Mapping of Business Interested by Students

Tarmudji (2006) states that interest is a feeling of menyatakan bahwa minat adalah perasaan attracted or related to a thing or activity without anyone demand/order to. Tarmudji states that one's interest can be expressed by statement that shows someone is more interested to another object and by participating in an activity. Hurlock in Riyanti (2003) explains that an interest is a source of motivation that encourages someone to do what he/she wants to do if hi/she is free to choose. When someone appraise that something is advantageous, the interest

would come and would cause a satisfaction. When the satisfaction decreases, the interest would increase as well. Therefore, an interest is not permanent. It is temporary and changeable.

Crow and Crow in Yuwono et. al (2008) state that there are 3 (three) aspects of self-interest, as:

1. Impulse on to fulfill self-needs as the source of activator to do something.
2. Needs to interact with their social community that determines one's position in his society.
3. Personal feeling toward a work carried out.

From the field data, we can find several business activities interested by students to carry out, such as:

Table 3. Business Activities Desired by Students, Philosophy Values, and Students' Expectation

Business Activities Interested by Students	Philosophy Values of Entrepreneurship from Students' Point of View	Expectation to Government's Policy
1. Automotive	1. Encouraging to be independent persons by carrying out their own business. 2. Interesting in time management and developing the opened business. 3. Potential in developing self and talent. 4. Decreasing jobless rate.	1. Socialization about entrepreneurship 2. Giving financial capital assistance, business license and technology assistance (engine). 3. The increase of government's attention toward small and medium business. 4. Carrying out various training.
2. Online marketing		
3. Shop (clothes/distro, books)		
4. Small and medium business		
5. Advertising		
6. Agriculture products		
7. Food and café		
8. Pond fish (catfish and <i>patin</i>)		

Source: Processed Data

Based on the data above, we can see that students are interested in some activities, such as automotive, online marketing, advertising, foods, small and medium business, and agriculture products. All these activities are business activities popular or interested by consumers. In this case, students have been able to see advantageous business activities. Besides, philosophy values used when student is starting a new business activity is an ideal view means to support students to be independent persons, managing time, potential to develop themselves and talent, and decreasing jobless rate. However, we must realize that government's role is very needed to grow and develop entrepreneurship spirit in students by carrying out socialization, giving financial capital, business license facilitation, and many others.

3. The Mapping of Trainings Carried Out by Related Institution and Trainings Followed by Students

Training is one of non-formal education. Training is a part of education regarding learning process to gain and increase skills outside the applied educational system in a relatively short time and with practical methods (Saydam, 2006). The term of training comes

from the word “train” which has a close meaning to “teach” or “learn”. Therefore, the word “training” is an activity related to teaching and learning process.

Training is an effort intentionally carried out to give assistance from training experts in certain times aiming to increase participants’ working capability in a certain field to increase effectivity and productivity in a company. Objectives of this training are to give educational service for community function as substitution, addition, and or complement of forla education in supporting long-life education. This training activity is basically a realization of efforts to widen learning opportunity for society. Trainings carried out all this time are the output of cooperation between Government Institution with various community organizations. One of government institution active in carrying out various training activities is Technical Unit of Job Training of Riau Province, known as BLK, addressed in Jalan Terubuk, Pekanbaru.

From the interview with the Head of Technical Unit of Job Training (Oyon Ezeddin, 2013), it is known that consciously or unconsciously, all these trainings are carried out to increase quality of manpower with single skill, while in this globalization era, manpower is demanded to have multi-skill. Thus, our challenge recently and in the future is how to create, build, and empower prodigious labor force to handle the fast industrial growth in Riau. Therefore, Technical Unit of Job Training has carried out several training activities as follows:

Table 4. Training Activities Carried Out by Technical Unit of Job Training Riau

No	Type of Training	Activity Item
1.	Electrical and Electronic Vocation	1. Lighting Installation Major 2. Industrial Electrical Major 3. Power Installation Major 4. Household Tools Major 5. Air-conditional Technique (inc. refrigerator and car air-con) Major 6. Coiling-up Dynamo Major 7. Radio, Tape, VCD Major 8. Television/Parabol Major
2.	Information and Technology Vocation	1. Computer Operator Major 2. Computer Technician Major 3. Multimedia Major 4. Graphic Design Major 5. Computer Networking Major
3.	Automotive Vocation	1. Spray Paint Knock 2. Gasoline Cars 3. Diesel Cars 4. Motorcycle 5. Sticked Engine (boat)
4.	Trade System Vocation	1. Secretary 2. Office Administration 3. Administration 4. English 5. Typing 6. Accounting
5.	Tourism Vocation	1. Hotel 2. Front Office 3. Food Service

		4. Housekeeping
6.	Agriculture Vocation	1. Plantation 2. Fishery 3. Processing
7.	Buildings Vocation	1. Wood Construction 2. Stone Construction 3. Furniture
8.	Various Vocation	1. Tailor 2. Embroidery
9.	Metal Vocation	1. Production Engines 2. Electrical Welding

Source: Technical Unit of Job Training Riau Province

All these activities followed by training participants from working manpower and jobless people or job seekers. For those who are working or enterpreneuring, the training aims to increase their existing skills, so their productivity is increasing. Or they might follow this to get the better job. For those who are jobless, it aims to give outside skills to make them easy to get a job or to create work field. All of these active and good potential labor forces have good education or school graduates from all types and educational level or even are broken off school people.

Applicants of these training will first be selected, in order that the applicants and instructors will be easier to accept and to transfer the knowledge in following training or certification program. The selection requirement is adapted with the field and level of training. The selection covers cognitive, psychomotoric, talent and interest aspects.

Among these trainings carried out by Technical Unit of Job Training, most applicants are interested in the following training:

Tabel 5. Types of Trainings Interested by Students

No	Types of Trainings Interested by Applicants	Activity Items
1.	Information and Technology Vocation	Multimedia and Graphic Design
2.	Automotive Vocation	Gacoline Cars and Motorcycle
3.	Various Vocation	Embroidery and Tailor
4.	Electric and Electronic Vocation	Air-conditional Technique (inc. refrigerator and car air-con) Major

Source: Technical Unit of Job Training of Riau Province

From the data above, we can see that trainings interested by most applicants of Technical Unit of Job Training are Information and Technology Vocation with concentration Multimedia and Graphic Design, Automotive Vocation with concentration Gacoline Cars and Motorcycle, Various Vocation with concentration Embroidery and Tailor, and Electric and Electronic Vocation with concentration Air-conditional Technique (inc. refrigerator and car air-con) Major. Some training followed by students in and out of the university are:

Table 6. Training Followed by Students

No	Types of Training Followed by Students
1.	Entrepreneurship
2.	Leadership
3	Online Marketing
4.	Financial/Banking
5.	Capacity Building
6.	Tourism

Source: Processed Data

Based on the data explained above, we can conclude training conducted by Government, particularly by Technical Unit of Job Training, and training followed by students still have relationship each other, and these training must be developed continuously by all aspects by looking at every change happened, internally and externally. This agrees with Hitt's statement in Kaswan (2012) identify 2 (two) dominant factors that cause new competition field in business: (1) Globalization, and (2) Technology Revolution. Things should be done for this reason:

1. Developing of work skill in using new technology effectively.
2. Developing new organization structure.
3. Forming culture that developes learning and innovation.

Conclusion

Mapping is a technique of information excavation regarding entrepreneurship activity for students. From this mapping, we can get some information. First, business activities carried out by students consisting of the length of time in this field and the reason of carrying out this business. Second, business activities interested by students consisting of training carried out by students, training carried out by related institution, philosophy values regarding entrepreneurship from students' vie and government's policy. From this research, we can conclude that training carried out by government is in accordance with training interested by students, and the fields are appropriate with fields carried out by students the work field demands. In this case, students want a great attention from government in responding every change happened in business field.

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Wawancara dengan Pimpinan UPT-LK, Oyon Ezeddin , Jalan Terubuk tanggal 24 September 2013 Jam 10.00 WIB