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Learning Model for Entrepreneurship Course to Generate Madurese Students' Entrepreneurial Intention

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Abstract- The Madurese community is considered having a work ethic inherited from their ancestors having a philosophy of cushioned by waves, blanketed in the wind, and protected under the umbrella of prayer mat. In other words, the Madurese are described as hardworking and tireless people. These obviously relate to entrepreneurs whose roles are very essential to increase the economic sector of a country as well as the economic growth of the Madurese community in particular. Therefore, this study investigated university graduates as educated people who are highly demanded to enter the entrepreneurship society. This was an explanatory research with a survey to Madurese native students. The samples were taken with accidental sampling method to Madurese students who are currently taking entrepreneurship courses at the University of Madura. As the results, this study indicated that the variable of learning model for entrepreneurship subjects had a significant effect on the entrepreneurial intention of students in Madura, with a significant value of 0.385. Then, the variables of personal character, independent attitude, and emotional intelligence mediated the significant effect of entrepreneurship learning model on students' entrepreneurial intention with the Sobel test scores of 2.244, 3.994 and 2.536 respectively.

Index Terms- Learning Model of Entrepreneurship, Entrepreneurial Intention, Madurese Students

I. BACKGROUND OF THE STUDY

Higher education obviously prepares students to access a society with academic and professional abilities. Incorporating entrepreneurship as a subject in the higher education is one of strategies that the government has implemented to develop the numbers of entrepreneurs in Indonesia. The universities also carry out the learning model for entrepreneurship by establishing campus entrepreneurship centres that provide various activities, such as: seminars, training, workshops, business practices, and cooperation with business entities and industries. Learning entrepreneurship are aimed to broaden students' insight into entrepreneurship and to motivate students for actively being young entrepreneurs who are able to contribute for Indonesian economy improvement.

The Madurese communities are described to have a higher work ethic, so they are expected to be successful entrepreneurs. They never give up and like challenges as inherited from their ancestors for having characters of enthusiasm, perseverance, and

independence. Referring to the Madurese philosophy: cushioned by waves, blanketed in the wind, and protected under the umbrella of prayer mat, the Madurese are identified as hardworking and tireless people who intend to give life completely to the Almighty God.

In other words, they have to be brave and patient to carry out whatever challenges and how big obstacles are faced. However, Madurese graduates (Sarjana degree) prefer finding jobs rather than creating jobs today. The greater numbers of bachelor graduates have affected higher unemployment rates in Madura. The misbalancing between working opportunities and fresh graduate quantities lead for joblessness. Thus, entrepreneurs are required to suppress high unemployment amounts. Schumpeter (2012) states that entrepreneurs play important roles of economic activities within a country. In particular, entrepreneurs are also essential to increase the community's economic growth in Madura.

II. THEORETICAL REVIEW AND HYPHOTHESES

A practical learning model for an entrepreneurship course can affect students' entrepreneurial intention. Joyce and Weil (1996:56) designate the model as the functional learning situation from planning a course, designing entrepreneurial education materials, determining literature and practice, developing programs and proficiencies. Maresch et al. (2016) state that entrepreneurship courses have a significant effect on students' interest in entrepreneurship. The students' intention on entrepreneurship are not generated from their births, but are developed from particular factors (Bygrave, 2003: 17). Moreover, the students' interest in entrepreneurship can be affected from the presence of high soft skills. Being an entrepreneurial student requires a variety of skills, such as: personal character, independent attitude, and strong emotional intelligence. Principally, the students' intention in entrepreneurship is formed from internal and external factors (Cano and Tabares, 2017).

Good entrepreneurial learning model, indeed, can develop students' mind set, attitudes, and behaviour to be real entrepreneurs; and the model has a significant effect on students' entrepreneurial intention as a career choice (Ramadhani and Nurnida, 2017; Farouk and Ikram, 2014). On the other hand, Maryanti et al. (2017) and Mopangga (2014) find that the learning model for entrepreneurship courses in the university have no significant effect on students' intention on entrepreneurship. The latest students mainly prioritize completing the entrepreneurship

courses only for good grades and attendance levels, perceiving no assignments, ignoring knowledge accomplishment, having no entrepreneurial spirits, and lacking supports from parents and family. Drawing to Bygrave (2003:107), students' entrepreneurial intentions are not generated from their births, but are developed as the results of interactions with several factors. Thus, the first hypothesis is as follow:

H1 : Learning model of entrepreneurship had an effect on Madurese students' entrepreneurial intention.

In addition, there is a relationship between students' personal character and entrepreneurship course. Kusmintarti et al. (2016) argue for a significant effect of students' personal character in mediating the learning model on entrepreneurship courses. In contrast, Vilathuvahna and Nugroho (2015) state that the entrepreneurship learning model have no significant effect on students' entrepreneurial intention. Moreover, Wu and Wu (2008) convey that universities need to apply a concrete entrepreneurial learning model that is based on empirical input to prepare students with meaningful knowledge for advancing their entrepreneurial intention. The students' personal character and entrepreneurial interests are in relation to their hereditary character, behavior, and attitude towards their life struggle in attaining inner and outer happiness (Meredith, 2005: 56).

H2 : Personal character mediated the effect of entrepreneurship learning model on students' entrepreneurial intentions.

Then, an independent attitude refers to students' desire and behavior for not depending to other people to complete their assignments and responsibilities. According to Srihasinita (2016) and Tshikovhi and Shambare (2015), that entrepreneurship learning in a university has a significant effect on students'

independent attitudes. But Lawan et al. (2015) state that the students' independent perceptions and attitudes on the learning model have no significant effect on the entrepreneurship courses. Then, Rosmiati et al. (2015) believe that the students' independent attitude have no significant effect on their entrepreneurial intentions. While Slameto (2003: 180) state that the character of independency can be learned depending on how students react to a situation and considering what they are looking for lives without involving other people.

H3 : The students' independence character mediated the effect of entrepreneurship learning model on their entrepreneurial intentions.

Emotional intelligence is defined as the students' ability to motivate themselves, resilience to failure, control emotions, delay satisfaction, and regulate mental states (Goleman, 1999:187). In some researches, Zakarevicius and Aurimas (2010) and Ifham and Helmi (2002) state that learning model of entrepreneurship has a significant effect on emotional intelligence. Meanwhile, Najafi et al. (2014) argue that the emotional intelligence (self-regulation, motivation and students' social skills) has no significant effect on the learning competence of entrepreneurship subject. Paulina and Wardoyo (2012) find that emotional intelligence has a significant effect on student interest in entrepreneurship. However, Khatoon (2013) state that emotional intelligence is a significant difference for students' entrepreneurial intentions.

H4 : Emotional intelligence mediated the effect of entrepreneurship learning model on students' entrepreneurial intentions.

Furthermore, the theoretical framework of this study is demonstrated as the following figure:

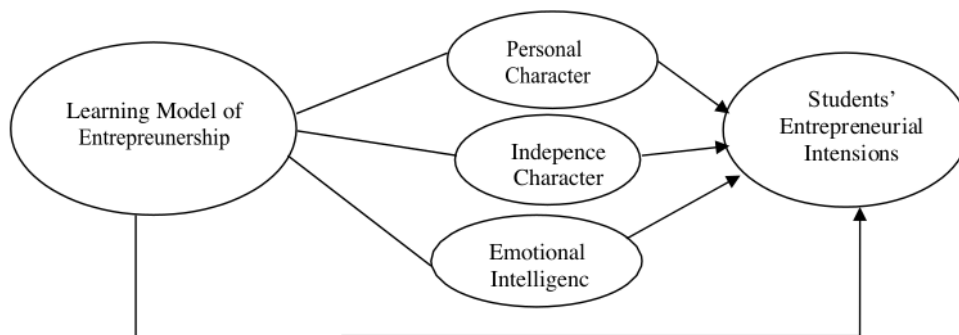


Figure 1. Conceptual Framework

III. RESEARCH METHOD

This study was an explanatory research with a survey to Madurese native students. The population of this study were 3,826 students. The total samples were considered as the proportion of overall Madurese students who had taken and were currently taking entrepreneurship courses at the University of Madura. Then, the samples were taken with accidental sampling method so the number of participants were 362 students, consisting of 53%

females (192 respondents) and 47% males (170 respondents). Furthermore, the research data were analyzed using SEM (Structural Equation Modeling) method.

IV. RESEARCH RESULTS

Respondent Descriptions

In this study, the respondents aged 21-25 were about 46.1%; the respondents aged 17-20 years were 38.7%; the respondents aged 26-30 were 11.1%; and the rest respondents

were over >30. They were categorized as having the same age and mature to provide useful information and perceptions for this research questionnaire. The majority of respondents were female with a total of 192 people (53.0%) and male respondents were 170 people (47.0%).

Furthermore, structural feasibility testing was carried out so that several model feasibility indices would be used as the following table:

Table 1
The criterion evaluation results of Goodness of Fit Indices

Criterion	Cut-Off Value	Measurement Results	Remarks
Chi – Square	Expected Lower	483.504	χ^2 with df = 176 Not Good
Significance Probability	≥ 0.05	0.000	Worse
RMSEA	≤ 0.08	0.070	Good
GFI	≥ 0.90	0.895	Good
AGFI	≥ 0.90	0.862	Adequately Good
CMIN/DF	≤ 2.00	2.747	Adequately Good
TLI	≥ 0.90	0.918	Good
CFI	≥ 0.90	0.932	Good

As the criterion evaluation result of *Goodness of Fit Indices* on the first table, this study indicated that the models were accepted so that further analysis could be conducted as the requirement.

V. HYPOTHESIS TESTING RESULTS

The hypothesis testings were conducted as the analytical results on the relationships between research causality and constructs. These were presented on the following table:

Table 2
Hypothesis Testing Results

Variables	Koefisien	S.E	CR	Prob.	Results
Learning Model of Entrepreneurship Students' Intensions (MB) → Entrepreneurial (MPK)	0.385	0.119	2.738	0.006	Significant
Learning Model of Entrepreneurship Personal Character Students' Intensions (MB) → Entrepreneurial (KP)	0.191	0.084	2.246	0.025	Significant
Learning Model of Entrepreneurship Indepence Attitude Students' Intensions (MB) → Entrepreneurial (SM)	0.291	0.070	4.019	0.000	Significant
Learning Model of Entrepreneurship Emotional Intelligence Students' Intensions (MB) → Entrepreneurial (KE)	0.150	0.058	2.082	0.037	Significant

VI. DISCUSSION

In this study, the learning model of entrepreneurship subject affected the entrepreneurial intention of Madurese

students. It can be said that better entrepreneurship learning model made better interest in entrepreneurship among Madurese ethnic students. Therefore, it was very noteworthy to pay attention to the learning model for entrepreneurship courses that were adjusted to the students' conditions. They were perceived to have an influence

on students' intentions on entrepreneurship. In fact, there was a continuity between the real condition and the learning model of entrepreneurship courses that had been implemented by lecturers. The practical learning models were expected through direct business practices in the university, in the forms of case studies, group discussions, group projects, action learning, seminars, and other learning models that emphasized on entrepreneurial practices. Such application of entrepreneurial learning model would lead students feeling more responsible, independent, disciplined, and creative to develop an entrepreneurial interest and to establish a self-determining business. The entrepreneurial-based learning should developed by formulating a system or method of entrepreneurship learning and training. Then, the universities must design entrepreneurship courses or materials that are tailored to the learning targets to be achieved.

Moreover, particular learning model of entrepreneurship courses encouraged lecturers to provide strategies in order to escalate Madurese students' entrepreneurial interest. They might influence students taking entrepreneurship in order to gain profit and to be free in managing their own business management. This study also reinforced a research of Wu and Wu (2008) showing a good entrepreneurship learning model to actualize students' interest in entrepreneurship due to profit and free time for business management. Indeed, this requires self-knowledge to make good decisions on how to spend time and motivate themselves in starting an independent business. Thus, personal character can mediate the relationships between the learning model of entrepreneurship courses and students' interest in entrepreneurship by obtaining a significant probability. So the variable of learning model was significant towards the variable of personal character. Then, the personal character variable was significant to the students' entrepreneurial interest, so the student's personal character variable was partially mediated.

An independent attitude could mediate the effect of learning model in entrepreneurship courses on students' interest in entrepreneurship with significant results. So the variable of learning model was significant to the independent attitude variable. While the independent attitude variable was significant to the student's entrepreneurial interest variable. So the student's independent attitude variable was a partial mediation. A good learning model for entrepreneurship could form students' independent attitudes and behavior to become entrepreneurs. This was proven by several students who carried out entrepreneurial business in the forms of online, offline, and home industry with various efforts and attitudes: having commitment and determination, having a sense of responsibility, being ambitious to look for opportunities, working hard spirit, having competitive spirit, maintaining change, being creative and innovative (Zimmerer, 2002: 74). Therefore, this study recommended to develop creative formal education and training programs to succeed in fostering students' entrepreneurial knowledge and attitudes.

Students' emotional intelligence mediated the significant effect of entrepreneurship learning model on students' intentions in entrepreneurship. The learning model had a significant effect on the emotional intelligence variable; while the emotional intelligence variable had a significant effect on the student's entrepreneurial interest variable. So the students' emotional intelligence variable was partially mediated. Students' emotional

intelligence which aimed to recognize their own emotions and others' emotion could escalate students' entrepreneurial intentions in the University of Madura. These results are in line with a research by Korhonen et al. (2016) that students' academic intelligence do not eventually determine entrepreneurial intentions. Those who have moderate grades generally possess optimal emotional intelligence that can lead them to be more creative and innovative entrepreneurs. The students with higher emotional intelligence can be more confident to be entrepreneurs. Such students are described more skillful to do whatever they perceive right and success. Moreover, students with emotional intelligence are able to motivate themselves and endure frustration, control impulses and not exaggerate pleasures, regulate moods, keep stress free, improve to think, empathize and always pray. In brief, students who take entrepreneurship course with emotional intelligence will be more potential to achieve success rather than ones who have high intellectual intelligence, but have less emotional intelligence.

VII. FINDINGS

As the analysis results and discussion, this study indicated several findings. First, the variable of learning model for entrepreneurship subjects had a significant effect on students' entrepreneurial intentions. The appropriate learning model for sustainable entrepreneurship courses include four stages: 1) developing an entrepreneurial mindset to students; 2) business introduction; 3) start-up business; and 4) business development. This study also found mediating variables, such as: personal character, independent attitude, and emotional intelligence that mediated the significant effect of entrepreneurship learning model on students' entrepreneurial interest. The result of mediating variables with the highest coefficient value was the independent attitude variable.

This study confirmed the implementation of Theory of Planned Behavior which consisted of attitudes towards behavior, subjective norms, and perceptions on behavior control. Attitudes towards behavior are developed and modified on independent attitudes. In this case, students will work in accordance with their own attitude towards their independent behavior for living. Otherwise, subjective norms are developed and modified into personal characters. In this section, personal character is identical to subjective norms by observing students' actions in generating their development awareness on surrounding community and social pressure. Meanwhile, the perceptions on behavioral control are developed and modified into emotional intelligence of which students understand their behavior indicating their ability of self-control based on emotional intelligence. Therefore, the Theory of Planned Behavior on this study undergoes a modification of which Madurese students' attitudes toward behavior become their independent attitudes, their subjective norms become personal characters, and their perceptions of behavior control are modified into emotional intelligence.

VIII. CONCLUSION

This study investigated the application of learning model for entrepreneurship course to generate students' entrepreneurial

intentions in Madura. This concluded that the learning model for entrepreneurship should be improved subsequently. The lecture model needs to be removed since students are not interested in the classroom. They get bored because there are no active interactions between informers (lecturers) and recipients of information (students). Otherwise, attractive learning models and entrepreneurial practices are required to foster students' learning motivation and enthusiasm in entrepreneurship.

Overall, this study found the significant relationship between all variables. This can be concluded that the learning model for entrepreneurship courses can create Madurese students' entrepreneurial interest in the university. Likewise, the mediating variables consisting of personal character, independent attitude, and emotional intelligence mediated the significant effect of the entrepreneurship learning model on students' entrepreneurial intention.

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