

ENHANCEMENT INSTITUTIONAL CAPACITY OF CAMPUS ENTREPRENEURSHIP THROUGH BUSINESS COMMUNITY DEVELOPMENT IN SOME COLLEGES IN INDONESIA

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Abstract: This study aims to determine the factors that affect entrepreneurship capital among students at several universities in Indonesia. The focus of this research is to identify the determinants of entrepreneurial attitudes and intentions. Specifically, this study investigates the views of respondents regarding entrepreneurship in terms of enhancing the institutional capacity of campus entrepreneurship. It further examines the respondents through self-assessment on entrepreneurship quality and their views on entrepreneurs. In addition, the importance of the various benefits and values for starting a business and the role of influencers according to their perceptions of entrepreneurship will also be analyzed. This study was analyzed through descriptive research method with the aim of obtaining profiling in terms of certain demographic attributes. Thus, entrepreneurship attitudes and intentions can build entrepreneurship skills through appropriate learning methods supported by strengthening the institutional capacity of campus entrepreneurship as a business incubator, container assistance, and entrepreneurship training.

Keyword: entrepreneurial capital, entrepreneurial intentions, entrepreneurial attitudes, business community development



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Colleges which in fact as the front guard in advancing this nation should be able to provide solutions with various formulas and strategies to realize College student who not only become a job creator but also can make College student as an agent of change in making entrepreneurship as the best choice in building this nation. There are at least two ways that Colleges in Indonesia does in

improving entrepreneurship on campus. First, through the establishment of Campus Entrepreneurship Center such as Business Community Development (BCD) at University Widyatama. Through the campus entrepreneurship center, many activities are conducted such as seminars, talk shows, short courses, workshops, business practices, business cooperation, and Entrepreneurship Expo. Secondly, through the Entrepreneurship Course which became the priority scale of entrepreneurship development in Colleges. Through cooperation with institutional entrepreneurship development campus, such as BCD at University Widyatama, because it needs a research on strengthening the capacity of Institu-

tional Entrepreneurship Campus, examine the extent of attitudes and entrepreneurial skills among College students associated with individual intentions of entrepreneurial behavior, and find out about their attitudes and intentions when examined from a demographic perspective among College students.

This study aims to identify the determinants of entrepreneurial intentions and attitudes among students, to know differences in attitudes among the groups of respondents based on demographic factors, and to examine the relationship between respondent characteristics, their attitudes towards entrepreneurship, and their intent to start a business. This study also aims to determine the determinants of institutional strengthening capacity Institutional Entrepreneurship Campus in the context of the formation of intentions and attitudes of entrepreneurship. The results of this study are expected to provide theoretical significance in filling the literary gap and the contribution of thoughts on intention and entrepreneurial attitudes in the context of College students in some Colleges in Indonesia. From the side of practical significance can be a consideration and input in efforts to strengthen the capacity of Institutional Entrepreneurship Campus in building the establishment of intentions and attitudes of entrepreneurship among College students.

LITERATURE REVIEW

Human Capital Theory

Based on the theory of Human Capital asserted that individuals with higher levels of human capital will achieve high performance also in carrying out relevant tasks (Becker, 1964). From an entrepreneurial perspective, it has also been stated that individuals with greater human capital will be more likely to pursue and succeed in entrepreneurship (Douglas and Shepherd, 2005). Aldrich, et al. (1998), defines the concept of "Entrepreneurial Capital" as the experience and skills associated with business ownership and managerial experience. Douglas and Shepherd (2005), define entrepreneurship capital as a composite of the entrepreneurial attitudes of the individual concerned and his entrepreneurial abilities. Entrepreneurial attitude is their autonomy in taking risks, determining the type of work, income

earning and additional income, while entrepreneurial ability includes the opportunity to get recognition that he/she is able to entrepreneurship, looking for opportunities, screening viability, and creative problem solving skills in entrepreneurship (Setiadi and Puspitasari, 2014). Research has been conducted to identify the determinants of attitudes and entrepreneurial intentions (Byabashaija, et al., 2010; Fitzsimmons and Douglas, 2005; Setiadi and Puspitasari, 2014). Guerrero, et al. (2008), found that entrepreneurial attitudes are the deciding factor for becoming an entrepreneur. The study of Barnir, et al. (2011), discusses the effects of role models and self-efficacy in shaping career goals, and their impacts on sex and the process. Focusing on entrepreneurship as a career choice, research Barnir, et al. (2011), explores the effects of exposure to entrepreneurship role models on intent to entrepreneurship, differences in effect between men and women and the function of self-efficacy mediation. The results show that role models have a positive and Significant impact on intent, that gender moderates their effects, and that self-efficacy mediates them. Moderate mediation relationships for women, role models have a stronger influence on self-efficacy which in turn affects entrepreneurial career intentions.

Huber, et al. (2014), analyzing the effectiveness of early entrepreneurship education. In his research conducted a random field experiment to evaluate the leading educational programs of entrepreneurship taught worldwide. Focus on developing entrepreneurial knowledge of College students and a set of non-cognitive skills relevant to the entrepreneurial activity. The results show that knowledge is not affected by the program. However, the program has a strong positive effect on non-cognitive entrepreneurship skills. Bae, et al. (2014), found a positive relationship between entrepreneurship education and entrepreneurial intentions will be stronger when entrepreneurship education is a valuation variable than just entrepreneurship education is a binary variable. While Piperopoulos and Dimov (2015), the results of cross-cultural studies conducted on potential entrepreneur objects are focused on the impact of entrepreneurship education and subjective norms on entrepreneurial attitudes and

intentions to start businesses from College students. Zhang, et al. (2014), found a significant positive interactive by sex, type of university, and a major study of the relationship between entrepreneurship education and Entrepreneur Intention in which men have Entrepreneur Intention higher than women. In accordance with previous research, Zhang, et al. (2015), found that social norms, control behaviors, and short-term risk preferences were positively related to entrepreneurial intent. The surprising fact that attitude fails to produce a significant impact on entrepreneurial intent, which is also negatively related to psychological well-being. Saeed's research, et al. (2015), indicates that perceived educational support has the highest influence on entrepreneurial self-efficacy, followed by concept development support, business development support, and institutional support. Self-efficacy, in turn, has a significant influence on entrepreneurial intent. Individual motivations such as self-realization, recognition, and role have an additional impact on intent. However, that intention is not related to financial success, innovation, and independence. The findings suggest that a holistic perspective provides a more meaningful understanding of the perceived role of university support in establishing College student entrepreneurship intentions. Theoretical and practical implications are discussed. Ekpe and Mat (2015), in his research on entrepreneurship orientation trying to find an influence on entrepreneurial intentions among College student business women in Nigeria, found that the social environment (friend agreement) moderates the relationship between entrepreneurship orientation (education) and entrepreneurial intentions among students. Again, this study contributes little literature on entrepreneurial intentions among people in developing countries, especially Nigeria. Therefore, the government should focus on ways to foster an entrepreneurial awareness among College students in Nigeria to enhance entrepreneurial and entrepreneurial intentions. This study is limited to female students not yet accommodate entrepreneurial intentions in men. Research Hatak, et al. (2015), found that gender issues, education and having an entrepreneurial parent have no effect on entrepreneurial intentions. Attention to

entrepreneurship education has led to a debate about whether entrepreneurship education can influence entrepreneurial behavior. Rauch and Hulsink (2015), using an experimental quasi design, compares an entrepreneurial program with a comparison group of supply chain management programs to test the effectiveness of entrepreneurship education, relying on Theory of Planned Behavior (TPB). The findings suggest that entrepreneurship education has proven to be effective. In particular, students who participate in entrepreneurship education show improved attitudes and perceived behavioral control. Furthermore, they have a higher entrepreneurial intention at the end of the program. Finally, entrepreneurial intentions mediate the influence of entrepreneurship education on subsequent behaviors associated with the creation of new businesses. These results suggest that entrepreneurship education emphasizes an introductory increase of intent and behavior. This study corroborates the results of Fayolle and Gailly's research (2015), which states that there is a positive effect of entrepreneurship education programs on entrepreneurial intent and behavior.

Institutional Entrepreneurship Campus

Commitment as an entrepreneurship based campus continues to be done by University Widyatama (UTama). This commitment to creating young entrepreneurs has been incorporated into the internal education system of UTama. Entrepreneurship has been incorporated into the curriculum in UTama. Each College student is given a series of well-coordinated entrepreneurial learning in the curriculum from the second half to the fourth semester.

In addition to incorporating the curriculum, UTama has established cooperation with related institutions, including the Chamber of Commerce and Industry (in Indonesia: *Kamar Dagang dan Industri* or KADIN) of West Java Province in the framework of entrepreneurship development of College student, Indonesian Young Entrepreneurs Association (in Indonesia: *Himpunan Pengusaha Muda Indonesia* or HIPMI) Bandung City and Bank Mandiri for entrepreneurship facilitation of continuing College student and Business Commu-

nity Development (BCD) establishment for mentoring, entrepreneurship training and business incubator.

METHOD

This study uses a quantitative approach with explanatory research type. Explanatory research is a research that explains the causal relationship between variables through testing other hypotheses. This study aims to measure the extent to which the quality of entrepreneurship success can be influenced by prerequisites for entrepreneurship, constraints entrepreneurship, desire for entrepreneurship and capacity of entrepreneurial institutions in some Colleges in Indonesia in 2014-2016. The population in this study is the College student of several Colleges in Indonesia. The method of sampling in this study is to use purposive sampling. Based on the criteria and selection done, there are 4 Colleges who have the Institute of Entrepreneurship. Sample selection at this study, College student enrolled for Entrepreneurship course. This study uses 4 Independent variables and 1 dependent variable. Independent variables in this study include prerequisites for entrepreneurship, constraints entrepreneurship, desire for entrepreneurship, and capacity of entrepreneurial institutions, while the dependent variable

in this study is a variable quality of entrepreneurship success.

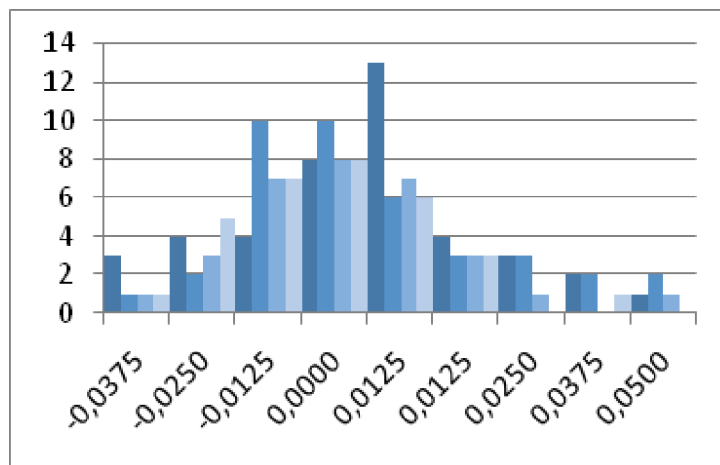
RESULTS AND DISCUSSION

Classic assumption test

The classical assumption test aims to provide assurance that the regression equation or regression model used has precision in estimation, unbiased, and consistent. In this study, the classical assumption test performed is normality test, autocorrelation test, multicollinearity test and Heteroskedasticity Test.

Normality test

The normality test aims to test whether in the regression model, the disturbing or residual variable is normally distributed or not. Normality test data is done by using Jarque-Bera test. The Jarque-Bera test is performed by looking at the Jarque-Bera probability value. If the probability of Jarque-Bera is greater than 0.05, it can be concluded that the data has been normally distributed. Conversely, if the probability of Jarque-Bera is less than 0.05, then the data is not normally distributed. Based on the results of data processing conducted by using Eviews 9, then obtained the following results:



Series:	Standardized	Residuals
Sample	2011	2014
Observations	144	
Mean	7.71e-19	
Median	-0.001110	
Maximum	-0.047857	
Std. Dev	0.017949	
Skewness	0.359028	
Kurtosis	3.232705	
Jarque-Bera	3.418528	
Probability	0.180999	

Source: data processed

Figure 1 Normality Test Results

Based on Figure 1 above, it can be seen that the test results using the Jarque-Bera test yielded a probability value of $0.181 > 0.05$ indicating that the data has been normally distributed.

Autocorrelation Test

Autocorrelation test aims to test whether in a linear regression model there is Correlation between

an error of error in period t (period of analysis) with period $t-1$ (previous period). A good regression model is a regression independent of autocorrelation or no autocorrelation. The method used to detect the presence or absence of autocorrelation is by Durbin-Watson test. The following test results Durbin-Watson by using Eviews 9.

Table 1 Autocorrelation Test Results

Cross-section fixed (dummy variables)			
R-squared	0.242749	Mean dependent var	0.705350
Adjusted R-squared	0.215313	S.D. dependent var	0.173854
S.E. of regression	0.021149	Akaike info creterion	-4.640090
Sum squared resid	0.046070	Schwarz criterion	-3.794518
Log likelihood	68.12881	Hannan-Quinn criter	-4.296497
F-statistic	8.847642	Durbin-Watson stat	1.992205
Prob(F-statistic)	0.000000		

Source: Financial Statements

Based on Table 1, the autocorrelation test results show the Durbin-Watson figure of 1.99. The value will be compared with the Durbin-Watson table number of observations ($n = 144$, the number of Independent variables ($k = 4$ and the Significance level of 0.05%, the dL value of 1.6710, 4-dL of 2.3290, dU of 1.7851 and the value 4 -dU of 2.2149. The comparison between the Durbin-Watson score with the Durbin-Watson Table shows that the Durbin-Watson count is between dU and 4-dU, which means no autocorrelation in the regression model.

Multicollinearity Test

Multicollinearity test aims to test whether the regression model there is a correlation between independent variables (Independent variable). A good regression model should not have a correlation between Independent variables. To detect the presence or absence of multicollinearity in the regression model can be seen using the correlation matrix as follows:

Table 2 Multicollinearity Test Results

Var	Y1	X1	X2	X3	X4	Y2
Y1	1	0.396	-0.175	-0.033	-0.192	0.049
X1	0.396	1	-0.042	0.076	-0.000	0.105
X2	0.175	0.042	1	0.007	0.002	0.068
X3	0.033	0.768	0.007	1	0.590	0.246
X4	0.192	0.000	0.002	0.590	1	0.291
Y2	0.049	0.105	0.068	0.246	0.291	1

Source: data processed

Based on Table 2, multicollinearity test results using correlation matrix for each Independent variable resulting from data processing showed that there is no multicollinearity among Independent variables because the value of all correlation coefficient is below 0.8.

Heteroskedasticity Test

The Heteroskedasticity Test aims to test whether in the regression model there is a variance inequality of the residual one observation to the other

observations. A good regression model is homoscedasticity or does not occur heteroscedasticity. Testing of heteroscedasticity done by using Breusch Pagan Godfrey (BPG) test. The following test results Breusch Pagan Godfrey by using Eviews 9.

Based on Table 3, the test results show that the value of P-value obs * R-squared of 0.1586 > 0.05, which means no heteroscedasticity in the regression equation.

Table 3 Heteroscedasticity Test Results

Heteroskedasticity Test: Breusch Pagan Godfrey			
F-statistic	1.614531	Prob. F(5,138)	0.1601
Obs*R-squared	7.958111	Prob. Chi-square (5)	0.1586
Scaled explained SS	16.31913	Prob. Chi-square (5)	0.0060

Source: data processed

Data Analysis Model

The analysis used in this study is panel data regression analysis because the analyzed data is a combination of cross section data with time series (pooling data) to determine the effect of prerequisites for entrepreneurship, constraints entrepreneurship, desire for entrepreneurship, Intent of Entrepreneurship by Gender and capacity of entrepreneurial institutions to the success of entrepreneurship.

In the panel data regression analysis, the selection of the appropriate estimation model should be used to make the results more accurate. The Chow test is used to determine whether the Common Effect (CE) or Fixed Effect (FE) estimation model is appropriate for this study. The result of data processing shows the probability value of Cross-section F < 0.05 (0.00 < 0.05) which means that the Fixed Effect estimation model (FE) is more accurate than the Common Effect (CE) estimation model (data attached). The Hausman test is then performed, to determine the Random Effect (RE) or Fixed Effect (FE) estimation model in accordance with this study. The test results show the probability

value of Cross-section random < 0.05 (0.0005 < 0.05) which means that the Fixed Effect estimation model (FE) is more accurate than the Random Effect (RE) estimation model (data attached). The Lagrange Multiplier (LM) test does not need to be used because in Chow test and Hausman test has stated the same result that Fixed Effect (FE) estimation model more precisely in this study. The result of panel data regression with Fixed Effect estimation model (FE) using Eviews 9 shows the following result:

Based on the regression result as seen in Table, we can create a model of panel data regression equation as follows:

$$\text{Success of entrepreneurship} = 0,512938 + 0,001993 \text{ Prerequisites for entrepreneurship} - 0.000556 \text{ Entrepreneurial Constraint} + 0.055771 \text{ Desire for entrepreneurship} - 0,004470 \text{ Entrepreneurship intention according to Gender} + 0.095694 \text{ Institute of Entrepreneurship} + e$$

The above regression equation can be interpreted as follows:

1. The constant of the above regression model is 0.512938 which shows that at the time of prerequisites for entrepreneurship, entrepreneur-

Table 4 Panel Data Regression Results

Dependent Variable : Success of entrepreneurship
 Method : Panel Least Squares
 Cross-sections included : 36
 Total Panel (balanced) observations : 144

Variable	Coefficient	Std. Error	t-Statistic	Prob.
An entrepreneurial prerequisite	0.001993	0.002573	0.774658	0.4403
Entrepreneurial constraints	-0.000556	0.000461	-1.206882	0.2302
Desire entrepreneurship	0.055771	0.020314	2.745374	0.0071
Intent by gender	-0.004470	0.025045	-0.178480	0.8587
Entrepreneurial institutions	0.095694	0.036713	2.606545	0.0105
C	0.512938	0.067203	7.632696	0.0000

Effects Specification

Cross-section fixed (dummy variables)

R-squared	0.242749	Mean dependent var	0.705350
Adjusted R-squares	0.215313	S.D. dependent var	0.173854
S.E. of regression	0.021149	Akaike info criterion	-4.640089
Sum squared resid	0.046070	Schwarz criterion	-3.794517
Log likelihood	68.12881	Hannan-Quinn criter.	-4.296497
F-statistic	8.847642	Durbin-Watson stat	1.992204
Prob(F-statistic)	0.000000		

Source: data processed

1. The value of the regression coefficient of Entrepreneurship by Gender and the Institute of Entrepreneurship at College students in some Colleges in Indonesia equal to zero, success of entrepreneurship will rise by 0.512938.
2. The value of the regression coefficient prerequisites for entrepreneurship of 0.001993 shows that if the prerequisites for entrepreneurship increase by one unit, then the success of entrepreneurship in College students in some Colleges in Indonesia will decrease by 0.001993.
3. The value of the regression coefficient of entrepreneurial constraints of -0.000556 shows that if the constraints of entrepreneurship increased by one unit, then the success of entrepreneurship in College students in some Colleges in Indonesia will decrease by 0.000556.
4. The value of the regression coefficient of desire for entrepreneurship of 0.055771 indicates that if desire for entrepreneurship increases by one unit, then the success of entrepreneurship

5. The value of the regression coefficient of Intent of Entrepreneurship by Gender of -0.004470 shows that if the Intent of Entrepreneurship by Gender increases by one unit, then the success of entrepreneurship in College students in some Colleges in Indonesia will decrease by 0.004470.
6. The regression coefficient of the Institute of Entrepreneurship of 0.095694 indicates that if the Institute of Entrepreneurship increases by one unit, the success of entrepreneurship in College students in some Colleges in Indonesia will decrease by 0.095694.

Test of Model (F Test)

F Test is done to test whether jointly independent variable able to explain dependent variable well or to test whether the model used is correct or not. Table 5 below shows the model test results:

Table 5 Test of Model (F Test)

Cross-section fixed (dummy variables)			
R-squared	0.242749	Mean dependent var	0.705350
Adjusted R-squared	0.215313	S.D. dependent var	0.173854
S.E. of regression	0.021149	Akaike info criterion	-4640090
Sum squared resid	0.046070	Hannan-Quinn criter	-3.794518
Log likelihood	68.12881	Durbin-Watson stat	-4.296497
F-statistic	8.847642		1.992205
Prob(F-statistic)	0.000000		

Source: data processed

Based on Table 5, it can be seen that the F-count probability value of 0.00, which shows the variables of prerequisites for entrepreneurship, constraints entrepreneurship, desire for entrepreneurship, the Intent of Entrepreneurship by Gender and the capacity of entrepreneurial institutions to success of entrepreneurship have a linear relationship with success of entrepreneurship the estimation model used in the study was correct (fix) at the confidence level of 95%.

Determination Coefficient Test (R) 2

Test coefficient of determination (R) 2 used to see how large the ability of Independent variable in explaining changes independent variable. The magnitude of the coefficient of determination (R) 2 lies between 0 and 1. If the value of R2 = 0, the model does not explain a percentage of the variation of the variable X against the variable Y. the suitability of the model is better if R2 gets closer to 1, which means the model is formed or independent variables are used to explain the percentage variation of the dependent variable perfectly.

Based on Table 5 above, the magnitude of the coefficient of determination in the research model (R) 2 of 0.215313 or 21.53%, which means that variation on the dependent variable that is the success of entrepreneurship can be explained by variations in Independent variables ie prerequisites for entrepreneurship, constraints entrepreneurship, desire for entrepreneurship, and Entrepreneurship by Gender and capacity of entrepreneurial institutions amounted to 21.53%, while the rest of 78.47% influenced by other variables not included in this study model.

Hypothesis Test (t-test)

This test is performed to test the hypothesis proposed in the study or to see the influence of each Independent variable to the dependent variable. The criterion used in the t-test is when a count < a Table, then there is the influence of Independent variable to dependent variable. Conversely, if a count > a Table, then there is no independent variable influence on the dependent variable.

The test results for each Independent variable used in this study are shown in the following table:

Table 6 Hypothesis Test Results (t-test)

Variables	T-count	A-count	Conclusion
Prerequisites for entrepreneurship (X ₁)	0,7746	0,4403	Not significant
Constraints on entrepreneurship (X ₂)	-1,2068	0,2302	Not significant
The desire for entrepreneurship(X ₃)	2,7453	0,0071	Significant
The intent on Entrepreneurship by Gender (X ₄)	-0,1784	0,8587	Not significant
Institute of Entrepreneurship (X ₅)	2,6065	0,0105	Significant

Source: data processed

Hypothesis Test Results based on Table 6 above shows that only Desire for entrepreneurship and Institute of Entrepreneurship has a positive effect on Success of entrepreneurship. While Prerequisites for entrepreneurship, Constraints entrepreneurship and Intent of Entrepreneurship by Gender have no effect on Success of entrepreneurship. The Institute of Entrepreneurship campus is strengthened by cooperation and networking with the association and entrepreneurship support industries that can help College students get first hand knowledge transfer through mentorships, business inspiring and internship.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The importance of the role of entrepreneurship in university institutions in Indonesia needs to be aware of and assume the nature of entrepreneurship is very important. These entrepreneurial traits are necessary to include communication, creativity, persistence and persistence, confidence, friendliness, attention and enthusiasm, risk-taker, sensitivity, commitment, acting according to plan and open to criticism to build entrepreneurial spirit. College students have a high desire to become entrepreneurs in the future, where the majority of men are gendered. But constrained by the adequacy of capital, the ability to do business, managing finances so that the impact is reluctant to start a business. College students argue that to be an entrepreneur requires the ability to meet the prerequisites for entrepreneurship. The ability to manage in all things, including in financial terms, is seen as an important spotlight. The ability to communicate and ownership of capital does not escape to be an important prerequisite for becoming an entrepreneur.

Recommendations

College students are given real-project lessons with project based learning methods to hone their entrepreneurial competencies into business with the help of lecturers and practitioners who are members of the business incubator. Institutions give ap-

preciation to alumni in the form of capital and mentoring assistance. The mentoring process is always given to College students and with the incubator of business, a College student can entrepreneurship without worry of failure. The capital assistance provided using the Venture Capital scheme for College Students' business innovation proposal ends so as to benefit the prospective entrepreneur of capital to start his new business.

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