The Journal of Educational Development

JED 7 (1) 2019 : 1 - 15

http://journal.unnes.ac.id/sju/index.php/jed

Determinant Model of Student Entrepreneurship Awareness

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Article Info

Article History :
Received December 2018
Accepted January 2019
Published February 2019

Keywords:
Interest in Student Entrepreneurship, Determinant Factors

Abstract

This study aimed to analyze factors that influence the awareness in student entrepreneurship. The research took the form of a survey of 140 final-year students at the Indonesia Tourism Economics College (STIEPARI) Semarang who were or had taken an internship program. The benefits of Mobile Learning were measured by students' perceptions in gaining knowledge, experience, and social motivation about entrepreneurship. Data were analyzed using Structural Equation Modeling (SEM). The results of this study generally show that in entrepreneurship education through an apprenticeship program, the perception about the benefits of M-Learning and that of entrepreneurship feasibility have a significant effect on the interest in entrepreneurship both directly and through perception of entrepreneurial desires. The total influence of entrepreneurship education variables through the apprenticeship program shows that the path coefficient is greater than the perception variable on benefits so that M-Learning only functions as a support for entrepreneurship education in an internship program to increase students' entrepreneurial interest. The results of this study have implications for the development of electronic learning through M-Learning to support entrepreneurial learning. M-Learning, for example, has the potential to provide independent learning, opportunities for sharing knowledge, problem solving-based experiences, and entrepreneurial motivational facilities, solving the problem of busy time mentors in the industrial environment, and learning that is not limited to space and time.

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p-ISSN 2085-4943
e-ISSN 2502-4469

INTRODUCTION

Globalization, free market, development of the internet, and information technology have had an important impact on entrepreneurship education. Free market provides incentives for competition and entrepreneurial opportunities. Free trade requires the availability of highly competent human resources to compete in the regional, nationa, and international labor markets. Education faces challenges in creating competitive human resources and can respond to global opportunities. Universities face challenges in 1) producing graduates who are immediately useful for industry and entrepreneurship and 2) building a system of research and innovation to support industries because the environment is rapidly changing (Abele et al., 2015). Universities face the challenge of: identifying future employment profiles, competency requirements, and the ability to adapt and improve the concept of sustainable education (Wiratno, 2012: 454).

Universities face challenges in developing innovation and competition systems. Even so, in reality, in developing countries like Indonesia universities actually face the problem of graduate absorption level in the workforce that demands adequate readiness and competence. Data compiled by the Central Statistics Agency (BPS, 2015) shows that in the period of February 2012 - August 2014 the Open Unemployment Rate (OUR) for university graduates was in the first rank. As one of the implementations of the Dual System Education Concept (PSG), Internships are often adopted in various countries to reduce unemployment rates (Eichhorst et al., 2014; Bliem et al., 2014; Euler et al., 2013). However, entrepreneurial awareness among college graduates is still low. The results of the Media Group R & D survey written in Media Indonesia dated April 30, 2015 entitled "Lack of Interest in Entrepreneurs" showed that the motivation of Indonesian people (including college graduates) to become entrepreneurs was still very low. The survey results are in line with the results of the 2001 to 2006 National Labor Survey (in Balitbang, 2010) which states that the profile of Indonesian labor is indeed dominated by workers. Of the total 25 million people, less than one-fifth are entrepreneurs. The question in the same survey, namely "what do the majority of Indonesians want to be?" was answered that 70% wanted to become civil servants (PNS), only 20% wanted to become entrepreneurs. The lack of effective entrepreneurship education in the internship program has caused several weaknesses in its implementation so far, among which is that mentors in industries are busy learning something that has not integrated learning in higher education and the business world.

In the era of information technology, internet use and information technology such as the development of mobile learning (M-Learning) has the potential to support the problem of entrepreneurship education in the internship program so far (Nygren, 2016). First, mobile learning enhances the function of guidance, counseling among mentors in the industrial world, apprentice and student supervisors who emphasize the ease of transferring the learning process without being limited to the physical location of the learning process (Kukulska-Hulme & Traxler, 2005). Second, mobile learning supports the design of effective learning (Dirksen, 2012). Entrepreneurial learning activities often involve low and high level thinking skills and a mixture of concrete and abstract knowledge, sharing experiences and problem solving that are not limited to space and time (Cheong and Cheong, 2012; Nygren, 2016). Apprenticeship in the industrial world is one way to get tacit knowledge that can observe, imitate, and practice what they have learned through individual internships. Mobile learning can also increase the effectiveness of implementing link and match education at the tertiary level by taking initiatives to convert entrepreneurship knowledge in the world of business and industry (DUDI) into the academic community (Wiratno, 2012: 459). Third, in terms of the learning environment, mobile learning facilitates knowledge sharing in the social entrepreneurship community (Nygren, 2016).

Cognitive social theory (e.g. Shapero, 1982; Krueger, 1993) explains that one's interest in certain behaviors is influenced by rational, psychological, and social aspects. Based on the social cognitive theory approach, student interest in low entrepreneurship can be caused by desire and low self-worthiness assessment for

entrepreneurship compared to other career choices such as working with other people. Shapero (1975), Krueger (1993), Krueger & Bazeal (1994) simplify attitudinal factors, subjective norms and behavioral controls in the Theory of Planned Behavior (TPB) model (Ajzen and Madden, 1986; Ajzen, 1991) to be perceived feasibility and perceived desirability.

Several studies in recent years (Koe, et al. 2012; Karimi, et al. 2014; Maresch, et al., 2016; AlHaj et al., 2011; Remeikiene, et al., 2013; Küttima, et al., 2014; Karimi, et al, 201; Sondari, 2014) examine the effectiveness of entrepreneurship education on the interest in entrepreneurship with inconsistent results. Entrepreneurship learning is not enough to be based on practical experience, but more importantly self-regulated. Entrepreneurship learning involves cognitive, affective, and motivational components. M-Learning is an entrepreneurship learning activity carried out with the help of technology. Electronic learning through M-Learning has the potential to share knowledge and experience and also support self-regulated learning.

Based on the Shapero model framework (1986), besides influencing the interest in entrepreneurship through perceptions of feasibility, entrepreneurship education also influences the interest in entrepreneurship through the perception of desire. Entrepreneurship education through an apprenticeship program provides better knowledge and experience about entrepreneurship which influences the belief that students can start new businesses and manage opportunities and barriers to entrepreneurship as a career choice.

Previous research (Karimi, et al. 2014; Maresch, et al., 2016; Remeikiene, et al., 2013; Küttima, et al., 2014) generally found that desire perception is an important factor that determines the influence of entrepreneurship education on desire perceptions with diverse results. Some research shows that entrepreneurship education influences the perception of entrepreneurship feasibility. Other studies have found that entrepreneurship education has no effect on perceptions of entrepreneurial feasibility, but rather influences perceptions of desire.

The Internet provides exposure to students both actively and passively towards entrepreneurial information, successful entrepreneurial experience, knowledge of business management, new production methods, and new business opportunities that can enhance their knowledge and experience. On the other hand, social communities in social media, besides having the potential to provide knowledge and experience, also have the opportunity to provide motivation. Gadgets development supports mobile Internet, which is easy to carry anywhere, so communication is increasingly delimited by space and time. The development of information and internet technology has the potential to support entrepreneurship education through apprenticeship programs, especially to overcome the problem of busy mentors in companies and problem-based learning in entrepreneurship education.

Research that discusses perceptions of the benefits of M-Learning both on perceptions of feasibility, perception of desire and interest in entrepreneurship is still limited. With regard to perceptions of confidence, M-Learning provides benefits in supporting entrepreneurship education through an internship program that facilitates the transfer of experience, knowledge, and motivation so as to increase confidence in starting new ventures and beliefs to succeed in managing barriers and success in giving wisdom.

Based on the Shapero model framework (1986), entrepreneurship education does not directly influence the interest in entrepreneurship but through perceptions of feasibility and perceived desires. However, there is no literature that explains the interactions between feasibility perceptions and desires perceptions. Students who consider a career as an entrepreneur are more economically and socially viable than other professions. So, individuals will tend to want to choose entrepreneurship as a career choice rather than other professions.

Internship (on job training) has the potential to develop a practice-based entrepreneurship education (experience) to support the learning of entrepreneurial (theoretical) subjects. In the apprenticeship process, tourism students can obtain new knowledge, new experiences, and opportunities to

practice the knowledge acquired in college. This new knowledge and experience provides additional references about their perceptions of the benefits and risk profile of entrepreneurship so that they can encourage their interest in choosing entrepreneurship as a career choice.

Research on the effectiveness of entrepreneurship education (Karimi, et al. 2014; Maresch, et al., 2016; Remeikiene, et al., 2013; Küttima, et al., 2014) provides mixed results. Some studies have found the effectiveness of entrepreneurship education to develop interest in entrepreneurship. However, other studies provide results that entrepreneurship education is not effective in developing interest in entrepreneurship.

The development of information and internet technology has the potential to develop entrepreneurship education to support the learning of entrepreneurial (theoretical) and practice-based (experience) subjects through internships (OJT). The internet can increase knowledge about entrepreneurship, facilitate sharing of experiences, facilitate bad influences, and motivate students about entrepreneurial careers. This new knowledge and experience provides additional references about their perceptions of the benefits and risk profile of entrepreneurship so that they can encourage their interest in choosing entrepreneurship as a career choice.

Research on internet effectiveness provides mixed results. Some studies have found the effectiveness of entrepreneurship education to develop an interest in entrepreneurship. However, other studies provide different results: entrepreneurship education is not effective for developing interest in entrepreneurship.

Based on the Shapero model framework (1986), interest in entrepreneurship is influenced by perceptions of feasibility and perceived desires. If a career as an entrepreneur is more economically and socially viable than other professions, then individuals will tend to be interested in choosing entrepreneurship as a career choice instead of other professions. Conversely, if a career as an entrepreneur is not economically and socially feasible compared to other professions, then individuals will tend to be interested in choosing other professions and not interested in making entrepreneurship a career choice.

Research on the influence of feasibility perceptions on the interests of entrepreneurship has had mixed results. Some studies show that the perception of feasibility affects the interest in entrepreneurship. Other studies have different results: the perception of feasibility does not affect the interest in entrepreneurship. Some other studies show that feasibility sessions and perceptions of desire influence the interest in entrepreneurship, but the influence of perceptions of desire for interest in entrepreneurship is greater than the influence of the feasibility perception on the interest in entrepreneurship.

Based on the Shapero model framework (1986), interest in entrepreneurship is not only influenced by perceptions of feasibility but also by perceptions of desire. Individuals will choose entrepreneurship as a career choice not only based on rational considerations namely feasibility but also desire. Desire perception is a manifestation of self-confidence (optimism) that they will succeed in entrepreneurship. The belief is in the form of self-confidence to start a new business, self-confidence to overcome obstacles, and confidence in one's ability to manage a business. If an individual believes that he will succeed in entrepreneurship, then he will tend to be interested in choosing entrepreneurship as a career choice rather than another profession. Conversely, if the individual is not sure that he will succeed in entrepreneurship, then he will tend to choose other professions and not be interested in making entrepreneurship a choice of career.

Research on the influence of desire perceptions on interest in entrepreneurship has varied results. Some studies have found that the perception of desire affects the interest in entrepreneurship. Other studies have different results: Perception of desire does not affect the interest in entrepreneurship. Some other studies show that feasibility sessions and perceptions of desire influence the interest in entrepreneurship, but the influence of desire perceptions on interest in entrepreneurship is greater than the influence of the feasibility perception on the interest in entrepreneurship.

Based on this description, Mobile learning has the potential to support the weaknesses of

entrepreneurship education in the internship program so far. This paper is organized into five sections. The next section discusses the literature related to entrepreneur intention, M-Learning and the hypotheses of the study. Methodology, including the sampling, data collection techniques, and measurement methods, is discussed in section 3. Research findings are presented in the results section, which is followed by implications, and recommendations ...

METHODOLOGY

The object of this research is STIEPARI Semarang's final level students who are or have already participated in on-the-job training in the tourism industry. Data were obtained from apprenticeship program variables, perceptions of the benefits of M-Learning, perceptions of feasibility, perceptions of desire and interest in entrepreneurship in the form of primary data collected through questionnaires. Data is withdrawn for 2 (two) months, namely from November to December 2017.

Tabel 1. Variables dan Variable Indicators

Construct	Notat-ion	Indicator	Notat-ion	Source
Entrepre-neurship awareness	EI	Transactional awareness: decision for entrepreneurship Explorative offer.	EI_1 EI_2	Saphero (1975; 1982), Krueger (1993)
Perception about entrepre-neurship feasibility	PD	Gain significance Career and social significance Autonomy	PD_1 PD_2 PD_3	Saphero (1982), Krueger (1993)
Perception about desire to entrepre-neurship	PF	Belief in competencies Belief through constraints Belief to succeed	PF_1 PF_2	Verheul (2001) Saphero (1982), Krueger (1993)
Program-med entrepre-neurship education	EC	Mentor capacities Learning design Apprenticeship location	EC_1 EC_2	Baldwin & Ford (1988), Collin et al. (1989)
Perception of *M-Learning significance*	EL	Transfer of knowledge Transfer of experience Motivation facilities	EL EL_2	Nygren (2016)

Data were analyzed using Structural Equation Modeling (SEM) testing model through testing of the structural equation and measurement test of construct.

RESULTS

Description of Data

The frequency distributions and average scores of the research variables are presented in Table 2.

Table 2. Frequency distribution and average scores of the research variables

Variable	Frequency						MEAN	CATEGORY
	SR	R	AR	AT	T	ST		
Entrepreneurship in Aprenticeship Program	-	4	114	237	43	22	3.92	AT
Preception of mobile learning	12	129	179	78	17	5	2.94	AR
Perception of feasibility	-	10	120	181	86	23	3.98	AT
Perception of desires	4	74	263	46	25	8	3.09	AR
Interest to entrepreneuschip	-	35	189	45	7	4	3.13	AR

Notes:
Between 1 and 1.83 = (SR) is in a very negative area (very low/very disagreed).
Between 1.84 to 2.67 = (R) is in the negative area (low/disagree).
Between 2.67 to 3.5 = (AR) is located in a somewhat negative area (somewhat low/somewhat disagree).
Between 3.51 to 4.33 = (AT) is in the region somewhat positive (rather high/somewhat agreeable).
Between 4.33 to 5.17 = (T) is in a positive area (high/agree).
Between 5,217 to 6 = (ST) is in a very positive area (very high/strongly agree).
Source: Processed from student surveys (2018).

The results of this study generally indicate that students 'perceptions of entrepreneurship education in apprenticeship programs and entrepreneurship feasibility tend to be rather high, while students' access to knowledge, experience and entrepreneurial motivation is rather low, perceptions of desire and entrepreneurial interest are also rather low. The average number of internship program variables is 3.92 or in the intervals of 2.67 to 3.5 which indicates that on average respondents perceive somewhat agree with the questions about the content of entrepreneurship education in the apprenticeship program. Perception of entrepreneurship education is not optimal (only rather high, not high or very high). This can be caused by: 1) the program, the curriculum is good, only the implementation is not yet appropriate, 2) students take part in the apprenticeship program only to the extent of assigning grades. Most respondents (71.8%) (Table 2, 71.8% = 56.43% + 10.24% + 5.24%) positively perceived entrepreneurship education in the internship program so far, but there were 28.10% (Table 2, 28.10% = 0% + 0.95 % + 27.14%) respondents who perceive negatively towards entrepreneurship education in the internship program so far. A small number of respondents considered that the current internship program focused more on the technical aspects of operational and company services and limited aspects of entrepreneurship. This is indicated by an OJT evaluation that has not included the entrepreneurial aspect.

Negative perceptions about entrepreneurship education in the internship program so far can also be caused by students not yet understanding the purpose and entrepreneurship education programs provided by the campus. For a small number of students, the internship program is sometimes only used as a means to get good grades; this program is only to obtain the A quality predicate for this course. Students do not need to be faced with a final evaluation test in writing and enough to complete a structured assignment given by the apprentice supervisor or mentor in the company; full attendance history will lead them to the predicate of A quality value with the Semester Credit System (SKS) weight of one credit. However, it cannot be denied that the internship program is also useful for students. The apprenticeship program is useful for applying knowledge acquired in everyday life.

The feasibility perception is rather high but the perception of desire is rather low. Actually, students have judged that entrepreneurship is feasible or provides economic, career and autonomy benefits but they tend to be less confident in their ability to face obstacles or will succeed in entrepreneurship especially in a dynamic and uncertain environment. Most students (76.43%, see Table 2) perceive negatively the desire for entrepreneurship as measured by the belief in self-ability. Entrepreneurial barriers include the ability to access capital and markets. Some respondents consider that a lot of capital has been offered by banks so far, but new entrepreneurs will not automatically get access to capital. Although many loans without collateral are guaranteed by the government as in the form of microcredit, in practice new entrepreneurs still need to have collateral and already have a business. This is a barrier to new entrepreneurs. Third, the majority of students (75.71%, see Table 2) perceive negatively towards the desire for entrepreneurship as measured by confidence to succeed if entrepreneurship is a career choice. External factors such as the uncertainty of the business environment make the challenge of entrepreneurship and make some students not

sure whether they will succeed in making entrepreneurship a career choice.

M-learning's perception of access to knowledge, sharing experiences, and means of motivating entrepreneurship are rather low. Exposure to knowledge access, sharing experiences and means to motivate entrepreneurship towards students tend to be rather low. Most students use the internet for college assignments, connect with social communities, entertainment, few access to entrepreneurship (knowledge of business opportunities, entrepreneurial experience, financial management, new product information, new markets). The results of the study generally indicate that students' perceptions of the benefits of mobile internet so far for access to information, knowledge, experience and entrepreneurial motivation are still rather low (Table 2). Most students use mobile internet to do college assignments (69.29%), to connect with friends (old and new) (88.57%), find information other than college assignments (24.29%), and for entertainment (32.14%), but are limited in for access to information, entrepreneurial knowledge and experience (Table 2). Only a small percentage (12.86%) of students use the internet to access information, knowledge and entrepreneurial experience.

The results of the study generally found that interest in entrepreneurship as a career choice was rather low (Table 2). The interest in entrepreneurship as a career choice is rather low in both aspects of transactional interest and interest in exploration. The majority of respondents (16.07%, Table 2) assess somewhat disagree with the benefits of entrepreneurship opportunities higher than the risk of making entrepreneurs as career choices. Most of the respondents considered rather disagree that the benefits of entrepreneurship as a career choice are better than other professions.

Hypothesis Testing

The results of the calculation of Goodness of Fit Statistics indicates that the model developed is fit. This is evidenced by the Normal Fit Function Chi-Square score of 0.00 and the probability score of 1.00, which means it is greater than the 0.05 significance level or p = 1.0> 0.05 (Figure 1). Besides that, it is also mentioned that the model is saturated, the Fit is Perfect.

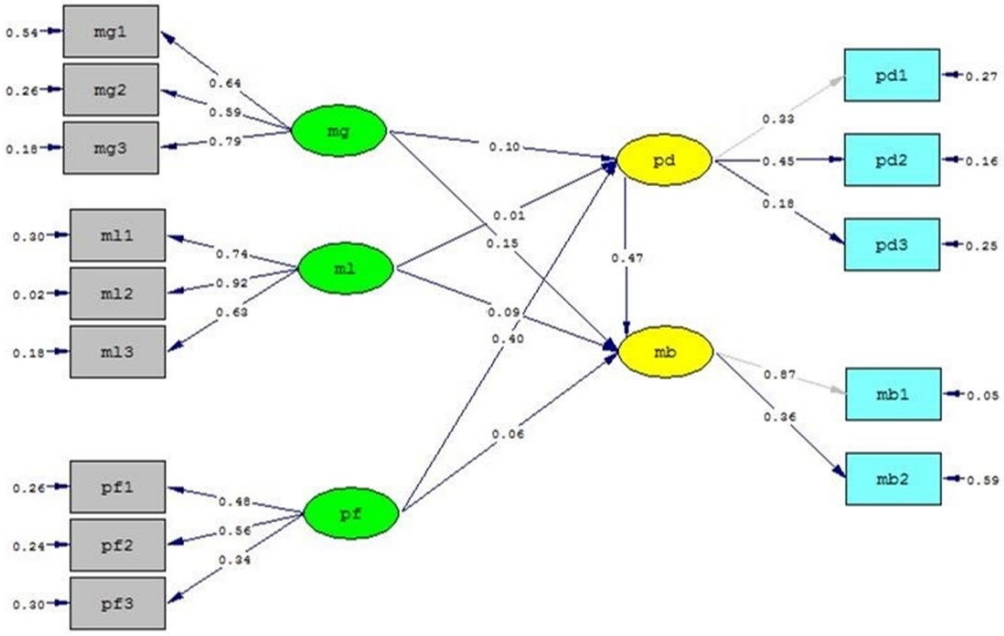

Figure 1. Results of Structural Equation Model Test

Degree of Freedom = 0
Minimum Fit Function Chi-Square = 0.00 (P = 1.00)
Normal Theory Weighted Least Squares Chi-Square = 0.00 (P = 1.00)
The Model is Saturated, the Fit is Perfect !
Source: Processed from student surveys (2018)

Tabel 3. Result of Regression Analysis

	Path Coeffient	t	□ 0.05	Indirect Effects	Total Effect	Notes
Endogenous Variable: Entrepreneural desire						
Entrepreneurship education in internship program	0.15	7.84	1.96	0.10	0.25	Significant
Mobile learning	0.09	9.93	1.96	0.11	0.20	Significant
Feasibility perception	0.06	12.26	1.96	0.40	0.46	Significant
Desire perception	0.47	7.66	1.96		0.47	Significant
Endogenous Variable: Perception of entrepreneurship desire						
Entrepreneurship education in internship program	0.10	7.38	1.96		0.10	Significant
Mobile learning	0.11	4.03	1.96		0.11	Significant
Feasibility perception	0.41	12.30	1.96		0.41	Significant

Source: processed from student surveys (2018)

Table 3 shows that the seven proposed hypotheses are proven. In the first Structural Equation (Endogenous Variable: Perception of Entrepreneurial Desire) it is shown that entrepreneurship education program variables in the apprenticeship program, perceptions of the benefits of mobile learning, and entrepreneurial feasibility perceptions have a significant effect on the perception variable (PD), with CR values above 1.96 and P smaller than 0.05. The path coefficient of the influence of entrepreneurship education variables in the apprenticeship program on the perception of desires is 0.10 in a positive direction, which means that the better entrepreneurship education in the internship program the better the interest in entrepreneurship is. The influence of entrepreneurship education in the internship program on the perception of desire is $(0.10)^2$ = 0.01. Thus, 1.00% of changes that occur in the perception of desires are directly caused by changes in entrepreneurship education in the internship program.

The mobile learning variable path coefficient on the perception of desire is 0.11 in a positive direction, which means that the better the mobile learning the better the perception of desire. The effect of mobile learning on the perception of desire is $(0.11)^2$ = 0.0121. Thus, 1.21% changes in perception of desires caused by changes in mobile learning.

The path coefficient of the feasibility perception variable on the perception of desires is 0.41 in a positive direction, which means that the better the work climate the better the perception of desire. The effect of the mobile learning variable on the perception of desire is $(0.41)^2$ = 0.1681. Thus, 0.1681% changes in perception of desires caused by changes in mobile learning.

In the 2nd Structural Equation (Endogenous Variables: Entrepreneurial Interest), it can be seen that the apprenticeship program, M-Learning Benefit Perception, feasibility perceptions, and desire perceptions have a significant effect on the endogenous interest in entrepreneurship, with a CR value above 1.96 with P smaller than at 0.05. Entrepreneurship education variable path coefficient in the apprenticeship program towards the interest in entrepreneurship is 0.15 in a positive direction, which means that the better entrepreneurship education in an internship program, the better the interest in entrepreneurship. The influence of entrepreneurship education in the internship program on the interest in entrepreneurship is $(0.15)^2$ = 0.0225. Thus, 2.25% change in interest in entrepreneurship is caused by changes in entrepreneurship education in the internship program. Meanwhile, indirectly the influence of entrepreneurship education in the apprenticeship program on the interest in entrepreneurship, because of its relation to the perception of desire, is 0.10 or 0.01 or 1.00%. Then, the total effect of entrepreneurship education in the internship program on the interest in entrepreneurship is 0.25^2 or 0.0625 or 6.25%.

The path coefficient of the perceptions of the benefits of mobile learning on the interest in entrepreneurship is 0.09 in a positive direction. That is, the better the perception of the benefits of mobile learning the better the interest in entrepreneurship. The effect of the perception of the benefits of mobile learning directly on the interest in entrepreneurship is $(0.09)^2 = 0.0081$. Thus, 0.81% change in interest in entrepreneurship is directly caused by changes in perceptions about the benefits of mobile learning. Meanwhile, the indirect effect of the perception of the benefits of mobile learning on the interest in entrepreneurship, because of its relationship with the perception of desire, is $(0.11)^2 = 0.0121$ or 1.21%. Then, the total effect of the perception of the benefits of mobile learning on the interest in entrepreneurship is $(0.20)^2 = 0.0400$ or 4.00%.

The path coefficient of the feasibility perception variable on the interests of entrepreneurship is 0.06 in a positive direction, which means that the better the perception of feasibility the better the interest in entrepreneurship. The influence of the perception of feasibility directly on the interest in entrepreneurship is $(0.06)^2$, which is 0.0036. Thus, 0.36% of the changes that occur in the interest in entrepreneurship are directly caused by changes in perceptions of eligibility. Meanwhile, the indirect effect of the perception of feasibility on the interest in entrepreneurship caused by its relationship with the perception of desire is $(0.40)^2 = 0.16$ or 16%. Then, the total effect of the feasibility perception on the interest in entrepreneurship is $(0.46)^2 = 0.2116$ or 21.16%.

The influence of the perception variable on the interest in entrepreneurship is a direct influence. The path coefficient of the perception variable of desire towards the interest in entrepreneurship is 0.16 in a positive direction, which means that the better the perception of desire, the better the interest in entrepreneurship. The influence of the perception of desire directly on the interest in entrepreneurship is $(0.16)^2 = 0.0256$. Thus, 2.56% change in interest in entrepreneurship is directly caused by changes in perceptions of eligibility.

DISCUSSION

On the job training has the potential to develop experience-based entrepreneurship education to support the learning of entrepreneurial subjects (theoretical). In the internship process, tourism students can obtain new knowledge, new experiences, and opportunities to practice the knowledge they get on campus. The new knowledge and experience provides additional references about their perceptions of the benefits and risk profile of entrepreneurship so that they can encourage them to choose entrepreneurship as a career choice. Previous research generally found that entrepreneurship education was effective in increasing students' entrepreneurial interest (Karimi, et al., 2014; Maresch, et al., 2016; AlHaj et al., 2011; Remeikiene, et al., 2013; Küttima, et al., 2014).

The results of this study indicate that entrepreneurship education can develop interest in student entrepreneurship (Table 3). The results of this study support previous research (Karimi, et al. 2014; Maresch, et al., 2016; AlHaj et al., 2011; Remeikiene, et al., 2013; Küttima, et al., 2014) about the effectiveness of entrepreneurial education for develop interest in entrepreneurship. However, this study also found that the benefits of the internship program as entrepreneurial education were not optimal. The internship program is more focused on improving operational and management technical capacity but has not focused on entrepreneurship. Students have not been given adequate opportunities to gain experience about entrepreneurship. The results of the study found that only a small percentage (14.29%) of students who were given the opportunity to practice entrepreneurship were directly involved in business management. Learning design such as learning evaluation also does not involve entrepreneurship. Judging from the process, the busyness of mentors, company secrets, and entrepreneurship is difficult to teach so that students are not sufficiently involved in entrepreneurial activities at the place of internship.

Students can obtain theory-based entrepreneurship education and motivation (entrepreneurship lectures), experience / practice (internships) and social environments on the

internet. The development of information technology and the internet has the potential to develop entrepreneurship education to support the learning of entrepreneurial subjects (theoretical) and practice (experience) through internships (OJT). The internet can increase knowledge about entrepreneurship, facilitate sharing of knowledge and experience, facilitate social influence, and motivate students about entrepreneurial careers. This new knowledge and experience provides additional references about their perceptions of the benefits and risk profile of entrepreneurship so that they can encourage their interest in choosing entrepreneurship as a career choice.

Previous research generally found that M-Learning based learning was effective in improving students' abilities such as problem solving performance (Saadati et al., 2015), learning processes (Luckin and Noss, 2012) learning outcomes (Clark and Killingsworth, 2014), and distance learning (Clark and Killingsworth, 2014). However, the study only addresses the benefits of M-Learning for entrepreneurship education.

This study found the effect of students' perceptions of M-Learning on the interest in entrepreneurship (Table 3). The results of this study include aspects of problem solving performance (Saadati et al., 2015), the learning process (Luckin and Noss, 2012), learning outcomes (Clark and Killingsworth, 2014), distance learning (Clark and Killingsworth, 2014), and implications that M-Learning is effective in increasing interest in student entrepreneurship. The study also found that the influence of internet exposure on students' knowledge, experience, and entrepreneurial motivation tended to be rather low. Students often use the internet to help with assignments, connect with social, information and entertainment communities but are low for access to entrepreneurial knowledge and experience. This needs to be improved by including M-Learning in the design of entrepreneurial learning in an internship program. M-Learning can help overcome the problem of mentor activity, discussion and motivation that is not limited by time and space, and facilitates knowledge, sharing experiences more easily.

Based on the Shapero model framework (1986), interest in entrepreneurship is influenced, among others, by perceptions of feasibility. If a career as an entrepreneur is economically and socially feasible compared to other professions, then individuals will tend to be interested in choosing entrepreneurship as a career choice compared to other professions. Conversely, if a career as an entrepreneur is not economically and socially feasible compared to other professions, then individuals will tend to be interested in choosing other professions and not interested in making entrepreneurship a career choice.

Previous research on the effect of feasibility perceptions on entrepreneurial interests has had mixed results. Some of the research is as done by Segal, et. al (2005), Buelens (2008), Linan et al. (2011), Karimi (2012), Douglas and Shepherd (2002), Liñán and Chen (2006), Wang et al. (2011), Weerakoon and Gunatissa (2014), and AlHaj et al. (2011) found that feasibility perceptions influence the interest in entrepreneurship. Other studies such as those conducted by AlHaj et al. (2011) found different results, namely that the perception of feasibility did not affect the interest in entrepreneurship. Some other studies such as those conducted by Segal, et. al (2005), Liñán and Chen (2006), Wang et al. (2011), Weerakoon and Gunatissa (2014), and AlHaj et al. (2011) found that feasibility and desirability persuasions influence the interest in entrepreneurship, but the influence of the perception of desire for interest in entrepreneurship is greater than the influence of the feasibility perception on the interest in entrepreneurship.

This study found that the perception of feasibility has a positive and significant effect on the interest in entrepreneurship. The results of this study support previous research as done by Segal, et. al (2005), Buelens (2008), Linan et al. (2011), Karimi (2012), Douglas and Shepherd (2002) Liñán and Chen (2006), Wang et al. (2011), Weerakoon and Gunatissa (2014), AlHaj et al. (2011). However, the results of the study also found that only a small percentage of students had a higher interest in the entrepreneurial profession as a career choice (Table 3).

Based on the Shapero model framework (1975), interest in entrepreneurship is not only influenced by perceptions of feasibility, but also perceptions of desire. Individuals will choose

entrepreneurship as a career choice not only rational considerations, namely feasibility but also desire. Desire perception is a manifestation of self-confidence (optimism) that he will succeed in entrepreneurship. Among these beliefs in the form of self-confidence to start a new business, overcome obstacles, and manage the business. If individuals believe they will succeed in entrepreneurship, then he will tend to be interested in choosing entrepreneurship as a career choice compared to other professions. Conversely, if an individual is not sure that he will succeed in entrepreneurship, then he will tend to choose other professions and not be interested in making entrepreneurship a career choice.

Previous research on the influence of perceptions of desire for interest in entrepreneurship found results that tended to be consistent. Part of the research (Koe, et al. 2012; Karimi, et al. 2014; Maresch, et al., 2016; AlHaj et al., 2011; Remeikiene, et al., 2013; Küttima, et al., 2014; Karimi, et al, 2014; Sondari, 2014) found that perceptions of desire had an effect on interest in entrepreneurship. Several studies in recent years (Koe, et al. 2012; Karimi, et al. 2014; Maresch, et al., 2016; AlHaj et al., 2011; Remeikiene, et al., 2013; Küttima, et al., 2014; Karimi, et al., 2014; Sondari, 2014) found the effectiveness of entrepreneurship education in increasing interest in entrepreneurship through feasibility perceptions and perceptions of entrepreneurial desires.

The results of this study found that the perception of desire had a positive and significant effect on the interest in entrepreneurship. The results of this study support previous research as done by Segal, et. al (2005), Liñán and Chen (2006), Wang et al. (2011), Weerakoon and Gunatissa (2014), and AlHaj et al. (2011). However, the study also found that only a small percentage of students who had the perception of desire tended to be rather high towards the entrepreneurial profession as a career choice (Table 3).

Based on the Shapero model framework (1986), entrepreneurship education influences the interest in entrepreneurship through perceptions of feasibility and also influences the interest in entrepreneurship through the perception of desire. Entrepreneurship education through an apprenticeship program provides better knowledge and experience about entrepreneurship which influences the belief that students can start new businesses and manage opportunities and barriers to entrepreneurship as a career choice. Previous research (Karimi, et al. 2014; Maresch, et al., 2016; AlHaj et al., 2011; Remeikiene, et al., 2013; Küttima, et al., 2014) generally found the influence of entrepreneurship education in internship programs towards the perception of the desire for entrepreneurship.

The results of this study prove that entrepreneurship education in the internship program has a positive effect on the perception of entrepreneurial desires (Table 3). The results of this study support previous research (Karimi, et al. 2014; Maresch, et al., 2016; AlHaj et al., 2011; Remeikiene, et al., 2013; Küttima, et al., 2014) about the influence of entrepreneurial education on perception of desire for entrepreneurship. However, most students (70%) have negative perceptions of desires in the form of self-confidence that will succeed in entrepreneurship.

Based on cognitive behavioral theory (Bandura, 1964; Fishebein, 1085; Shapero, 1986) it can be explained that there is a relationship between social environment, individual response and individual behavior. The social environment that can be an environment in the internet (internet) provides individual cognitive stimuli which ultimately influence behavioral responses, namely perceptions of beliefs (in the Shapero model, 1986) or behavioral control (in the Fishebein model, 1085).

Based on the Shapero model (1986), the benefits of M-Learning do not directly influence the interest in entrepreneurship but through the perception of desire other than perceptions of feasibility. Knowledge, experience, and social motivation about entrepreneurship from mobile internet are external factors that enhance self-ability, confidence can overcome problems, and believe will succeed in entrepreneurship. However, studies that examine the influence of mobile internet-based entrepreneurship education on the interest in entrepreneurship are still limited.

Several studies (Karimi, et al. 2014; Maresch, et al., 2016; AlHaj et al., 2011; Remeikiene, et al., 2013; Küttima, et al., 2014), who adopted the Shapero model (1986), explained

that entrepreneurship education does not directly influence the interest in entrepreneurship but through perceptions of feasibility (subjective attitudes and norms) and perceptions of desire (behavioral control). Entrepreneurship education through an internship program is an external factor that provides entrepreneurial knowledge and experience so that it influences subjective attitudes and norms that careers as entrepreneurs are economically and socially viable compared to careers as employees.

The results of this study indicate that entrepreneurship education influences the perception of entrepreneurship feasibility (Table 3). The results of this study support previous research (Karimi, et al. 2014; Maresch, et al., 2016; AlHaj et al., 2011; Remeikiene, et al., 2013; Küttima, et al., 2014) about the influence of entrepreneurial education on perception of the feasibility of entrepreneurship. Most students (69.29%) have a positive attitude that entrepreneurship can open opportunities to obtain greater income, but also greater risk. Most students (68.57%) also have a positive attitude that entrepreneurship can also provide job opportunities, autonomy in managing time and finance. However, most students (69.29%) have a negative attitude that entrepreneurship provides greater uncertainty. Working in a private company as an employee has a guarantee of better stability. Greater risk in a dynamic industrial environment and uncertainty.

CONCLUSION

The results of the study generally found that entrepreneurship education through experience (experience-based) and internet media (M-Learning Benefit Perception) as well as feasibility perceptions had a significant effect on the interest in entrepreneurship both directly and through perceptions of entrepreneurship as a career choice. The results of the study imply that entrepreneurship learning through apprenticeship programs and the influence of social media Perception The benefits of M-Learning effectively increase interest in entrepreneurship both directly and through perceptions of entrepreneurial desires. The results of this study also provide important implications in the development of electronic learning such as through e-learning or M-Learning in entrepreneurial learning. M-Learning, for example, provides the potential for independent learning, opportunities for sharing knowledge, experience, problem solving based and facilitating entrepreneurial motivation. overcome the problem of busy time mentors in the industrial environment and learning is not limited to space and time. These results generally imply the potential of M-Learning in supporting entrepreneurship education in an internship program.

This study has several limitations. First, M-Learning in supporting entrepreneurship education in the internship program is currently not yet available. Respondents' perceptions of M-Learning in supporting entrepreneurship education in the internship program were measured by the potential of M-Learning, namely exposure to information, knowledge and social media on student entrepreneurship. Future research can be done by developing M-Learning models in learning design (eg research and development approaches to learning), pilot projects and evaluating them. Second, the research was conducted with a survey approach. Research with a survey approach has weaknesses over a period of time. Research results can change over time (technology, social, cultural, policy), so further research needs to be done, along with technological, social, cultural, and policy developments. Third, this research was conducted at one of the private universities with the assumption that it represented the characteristics of students and universities in general in Indonesia. This research has not included the geographical area factor, eg due to technological, social, cultural infrastructure.

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