

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

The Readiness of Students for Entrepreneurship in the Era of ASEAN Economic Society

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Abstract:

This article is based on the research results which aimed to find out the effect of income expectation, family environment, and entrepreneurship education on students' entrepreneurship interest. This research used Likert Scale to measure attitudes, opinions, and perceptions related to the role of universities in producing your generation of entrepreneurs, especially students. The research results show that: (1) Indonesia needs to encourage the number of entrepreneurs in Indonesia by applying entrepreneurship education in various levels of education. (2) In the era of AEC, Indonesia needs to focus on implementing entrepreneurship education in lecture level. Thus, universities are expected to produce competent young generation and can compete globally, both through entrepreneurial theory and practice. The younger generation should no longer see the AEC as a threat but should see it as a golden opportunity to be achieved instead. Therefore, entrepreneurship education implementation is the key for Indonesia to win the AEC competition. (3) Income affects student entrepreneurship interest. The higher the likelihood of income that will be achieved exceeds employees' income, the greater students' interest on entrepreneurship. (4) Family environment affects students' interest on entrepreneurship. The more conducive the family environment and the surrounding society, the more it will encourage someone's interest to become entrepreneurs than if they don't get the support from their family or society. (5) Universities play a role in motivating students to become new entrepreneurs. Therefore, college need to prioritize education programs which capable of changing the mindset of either students or other youth as the agent of social change in order for them to have passion for entrepreneurship, so as to reduce the dependence on the availability of employment, transforming the job-seeker generation into the job-creating generation.

Keywords: AEC, entrepreneurship, income, family environment, education, entrepreneurship interest

1. Research Background

The most important moment at the end of 2015 was the enactment of ASEAN Economic Community (AEC). AEC 2015 comes into effect on December 31, 2015. For Indonesia the AEC era will be an opportunity in trading. This will affect the increase in exports, which will ultimately boost Indonesia's revenues. However, there is a challenge for Indonesia, which is the similar commodity types being traded, for example, agricultural commodities, rubber, wood products, textiles, and electronic goods (Santoso, 2008). In this case, competition risk will arise with the flow of many imported goods to Indonesia that could threaten local industries in competing with foreign products that have much better quality.

On the employment aspect, there is a huge opportunity for job seekers, because there will be a large number of employment opportunities with a wide range of skills needed. AEC becomes a great opportunity for Indonesian workers to find the best job according to the desired criteria. In terms of productivity, Indonesian workers have substantially improved over the past 15 years. This is based on the latest report of Economic Insight: South East Asia by ICAEW that Indonesian workers' productivity is growing rapidly which in turns occupy the second largest position in ASEAN after Vietnam. The report also writes that Indonesian productivity rate grows 3.8% and will continue up to 3.9% within next 5 years. With only 2% labors in the main industrial sectors compared with Malaysian 10%, Indonesia has bigger opportunity to increase the productivity rate in the future.

The scope of AEC is not only about goods trading, but also investment and services. In producing and selling to the market, Indonesia is defeated by neighboring countries, not only in the goods trading sector, but also in the investment sector. In the service sector, Indonesia will face considerable challenges due to the Mutual Recognition Agreement (MRA) as a very important tool for skilled labor to facilitate the move among ASEAN countries.

With the existence of AEC, Indonesia has the opportunity to take advantage of the domestic economic scale excellence as a basis to gain profit. Nevertheless, Indonesia still has many challenges and risks that will emerge after the AEC is implemented. Therefore, the risk professionals are expected to be more sensitive to the fluctuations that will occur in order to

anticipate the arising risks appropriately. In addition, good collaboration between state authorities and business actors is required, infrastructure, both physically and socially (laws and policies) need to be addressed, as well as the need to improve the capabilities and competitiveness of workers and firms in Indonesia. Don't let Indonesia only becomes a spectator in his own country.

With the presence of the AEC, the improvement in capability and competitiveness of workforce are required. We are quite concerned to see the reality that Indonesia still facing problems of limited work opportunities for university graduates with the ever-increasing number of intellectual unemployment these days. Based on data of Central Bureau of Statistics (BPS) in August 2016, of the total 7,031,775 unemployed people, 786,971 are intellectual unemployed, which consists of 219,736 diploma I/II/III graduates and 567,235 university graduates.

A sociologist named McClelland (1987) argued that if a country wants to prosper, at least 2% of the total population of the country should become entrepreneurs. According to minister of Cooperative and Micro-Medium enterprises Anak Agung Gede Ngurah Puspayoga says that Compared to other countries, Indonesia is still lacking of entrepreneurship development index, which is 3.1%. As a comparison, the entrepreneurship in the United States is recorded to reach 12% of its population, Japan is 11%, China is 10%, Singapore is 7%, and Malaysia is 5% (depkop.go.id, 2017).

Based on the data, the Indonesian entrepreneurship has not been encouraging, whereas the potential of entrepreneurship in Indonesia is very large, especially when viewed from the data of Micro and Small Enterprises (SME). Until 2016, the number of SMEs (Micro and Small Enterprises) in Indonesia reached 57.9 million units and able to absorb 97.22% workforces of the total existing workforce (finance.detik.com, 2916). This data provides an idea of the magnitude of entrepreneurial activity (which reflected by the number of SME) in Indonesia and its impact on the economic progress of the country. However, this huge potential has not been optimally utilized, there are still many unemployment problems and poverty as well as Indonesian income that is below the poverty line.

2. Literature Review

2.1. ASEAN Economic Community

Indonesia is one of the ASEAN member countries, the Association of Southeast Asian Nations (ASEAN), which is a geopolitical and economic organization of countries in Southeast Asia.

The AEC era is not a frightening "monster" figure, but Indonesia must understand and able to determine proper steps and preparation, in politics, social, culture, defense, education, and economy. AEC is a free trade system among ASEAN member countries. So, in this system, customs are eliminated and other countries are free in putting in their goods.

ASEAN members, including Indonesia, have agreed on a prosperous, stable and competitive ASEAN economic cooperation agreement. AEC aims to accelerate the economic growth, social progress, and cultural development.

2.2. Entrepreneur

About entrepreneur, in Bahasa known as *wirausaha* comes from the word "wira" and "usaha". According to Poerwadarminta (1987), *wira* means man, hero, human. *Usaha* is an activity by exerting energy, mind, or body to achieve a purpose. So, entrepreneur or *wirausaha* is a fighter or a hero who does something.

According to the Directorate of Learning and Student Affairs of the Directorate General of Higher Education (2013) the term entrepreneur was first introduced in the early 18th century by a French economist Richard Cantillon. In his opinion, entrepreneur is "agent who buys means of production at certain prices in order to combine them". While Steinhoff and Burgess (1993) suggested entrepreneur is people who manage, organize, and dare to bear all the risks to create business opportunities and new business. Schumpeter in Bygrave (1996) stated that an entrepreneur is someone who achieves an opportunity and creates an organization to pursue that opportunity.

According to Machfoedz and Machfoedz (2004), entrepreneurship is an innovator capable of turning opportunities into an idea that can be sold, can add value through effort, time, cost, and proficiency in order to gain profit. While entrepreneur, according to Schumpeter (1934), is an innovator who implements changes in the market through new combinations. The new combination can be in the form of; (1) introducing new products, (2) introducing new production methods, (3) opening new markets, (4) obtaining new sources of supply of new materials or components; or (5) running new organizations in an industry.

2.3. Entrepreneurship

Meanwhile, entrepreneurship (*kewirausahaan*) literary consists of the word *wirausaha* who gets the prefix *ke-* and the end *-an*, *wirausaha* (entrepreneurship) can be interpreted as an activity related to entrepreneur. Entrepreneurship has different meanings between one expert to other experts. Richard Cantillon (1775) in Winardi (2003) for example, defines entrepreneurship as self-employment.

According to Drucker (2008), entrepreneurship is the ability to create something new and different. Meanwhile, according to Robins and Coulter (2005), entrepreneurship is the process of pursuing various opportunities to meet the needs and desires through innovation.

According to Zimmerer and Scarborough (1993): "An entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalize on those opportunities"

According to Siagian (1998), entrepreneurship is the passion, behavior, and ability to respond positively to opportunities to obtain self-profit and better service to customers/communities, and to create and provide more useful products by applying more efficient and effective work, through the courage to take risks, creativity, innovation, and management skills.

According to Untoro (2010), entrepreneurship is the courage to make efforts to meet the daily needs performed by someone, on the basis of the ability to take advantage of all of the potential owned to produce something beneficial for himself and others. While Sanusi (1994) states that entrepreneurship is a value embodied in behavior that is used as resources, driving force, goals, tactics, tips, processes, and business results.

According to Prawirokusumo (1997), entrepreneurship is a value needed to start a business and develop a business. While Harianto and Sudomo (1998) suggests that entrepreneurship is everything important about an entrepreneur, which are people who have the nature of hard work and sacrifice, focus all of his power and dare to take risks to realize the idea

According to Soemahamidjaja (1977), entrepreneurship is an ability in creative thinking and innovative behavior that is used as the basis, resources, driving forces, goals, strategies, tips, and processes in facing life challenges. The definition of entrepreneurship varies according to some experts' opinions. But the meaning of the notion of entrepreneurship is not much different.

2.4. Interest in Entrepreneurship

Mappiare (1982) states that interest is a mental device consisting of a mixture of feelings, hopes, attitudes, prejudices, fears, or other tendencies that lead individuals to a particular choice. Hurlock (1991) states that interest is a motive that showing direction of individual attention to interesting and fun object. If an individual is interested in a particular object or activity, then he will tend to relate more actively to the object or activity. While Brown Lent and Hacket in Sondari (2009) expresses that interest can be established through direct experience or impressive experience that provides an opportunity for individuals to practice, obtain feedback, and develop skills that lead to personal efficacy and hope for satisfactory outcomes.

Krueger and Brazeal (1994); Segal, Borgia, and Schoenfeld, 2002 (in Farzier & Niehm, 2008) suggest that the influence of family, education, and first-time work experience is an important factor in the development of entrepreneurial interest. While Peterman and Kennedy (2003) in Farzier & Niehm (2008) states that parents have a strong impact on the selection of entrepreneurial interests. Research shows that entrepreneurs usually have parents who are also an entrepreneur.

Holden Nabi and Walmsley (2006); Van Auken, Fry, and Stephens (2006) stated in Sondari (2009) state that education and work experience can influence career choices by introducing new ideas, building the necessary skills, and providing access to role models.

Farzier and Niehm (2008) in Sondari (2009) states that those who choose entrepreneurship as their choice have a certain perception in entrepreneurship career attractiveness, entrepreneurship feasibility, and self-efficacy beliefs to start a business.

Cramps (1983) and Shapero, Sokol (1982) in Sondari (2009) find that education and training affect people's perceptions of entrepreneurial interests, by providing an opportunity to simulate start-up and by observing a role model.

2.5. Entrepreneurship Education

Meyer in Bell (2008) states that entrepreneurship courses need to be specifically designed to develop entrepreneurial characteristics, such as creativity, decision making, leadership, social networking, time management, teamwork, and so on. It requires a change of entrepreneurship education system that was previously focused on functional control orientation, such as finance, marketing, human resources, and operation to develop entrepreneurship spirit to learners.

Ciputra (2007) divides entrepreneur into 4 groups, they are:

- Business Entrepreneur, which is divided into two groups, the entrepreneur owner (creator and business owner) and professional entrepreneur (people who have the entrepreneurial power but practice it in other company).
- Academic Entrepreneurs; academics who teach or manage educational institutions with the entrepreneur's style and pattern while still keeping the noble goals of education.
- Government entrepreneurs; a person or group of people who lead and manage state institutions or government agencies with entrepreneurial spirit and competence.
- Social Entrepreneurs; founders and managers of social organizations that have managed to raise public funds to carry out social tasks.

The purpose of entrepreneurship learning according to Ciputra (2007) is how to transform the entrepreneur's spirit, attitude, and entrepreneur behavior from business entrepreneur group that can be the basic material to penetrate other entrepreneur environments such as academic, government, and social entrepreneur.

The learning design must be systemic, which contains aspects of theory, practice, and implementation. In the implementation of entrepreneurial learning, it begins with the preparation and procurement of theory, practice, and implementation of learning materials.

Kram-Shapero (1983) and Sokol (1982) in Farzier and Niehm (2008) find that education and training affect people's perceptions of entrepreneurial careers, by providing an opportunity to simulate start-up and by observing a role model. It means that entrepreneurship education is not only implemented in the classroom in the form of lectures but must provide opportunities for learners to feel firsthand how difficult it is to start a business, run it, and get a chance to observe a role model, which is the entrepreneur who has run his business in the form of apprenticeship.

3. Research Method

This study used attitude scale, which is known as the interval and ratio scale, which is often used to measure symptoms in social research. From some form of attitude scale, this research used Likert scale. Silalahi (2009) states that the likert scale as a scaling technique widely used primarily to measure attitudes, opinions, or perceptions of a person about himself or his group or a group of people associated with a matter. With the Likert scale, the variables to be measured are translated into several indicators. Indicators are then used as a starting point to arrange the instruments items that can be in the form of statement or question, either favorable (positive) and unfavorable (negative) (Iskandar, 2009).

Likert (1932) assumes that attitude can be measured and the intensity of an experience is linear, which is sitting on a continuum from strongly agree to strongly disagree. The answer of each instrument item using Likert scale has a gradation from very positive to very negative. The rating system on a Likert scale is as follows:

Answer	Description
0% - 19.99%	Strongly (Disagree, Bad or Very Lacking)
20% - 39.99%	Disagree or Not Good
40% - 59.99%	Enough or Neutral
60% - 79.99%	Agree, Good or Like
80% - 100%	Strongly (Agree, Good, Like)

Table1: Percentage of Interpretation Index Value

Favorable Item; (SS) strongly agree/ strongly good (5), (S) agree/good (4), (N) doubt/neutral (3), (TS) disagree/not good (2) (STS) strongly disagree/not good (1) Unfavorable Item; (SS) strongly agree/ strongly good (1), (S) agree/good (2), (N) doubt/neutral (3), (TS) disagree/not good (4), (STS) strongly disagree/not good (5)

Furthermore, Likert (1932) suggests the final form of Likert Scale analysis by putting the position of one's attitude into the position of each response by counting how many are those who agree or disagree on a particular statement. Each of the five responses has a numerical value used for data processing by using median or mode operations, bar chart distribution, and so on.

4. Research Results and Discussion

4.1. Index of Interpretation of Revenue Expectations

Income expectation is the expectation of income earned by a person, either in the form of money or goods to meet their needs. This study was measured by Likert scale from number 1 (STS) to 5 (SS). The higher the score, the higher the earning expectation. Revenue expectations are measured with the expectation of earnings higher or above average if become an entrepreneur, it is a more potential income. From the five indicators (a) to (e), the scores obtained from the questionnaire, each indicator score was multiplied by the number of samples, and then the results were summed to obtain interpretation results.

For students of Management Study Program, the results of interpretation index of respondent toward income expectation are as in the following table.

Indicator	Likert Scale					Index
	SS	S	N	TS	STS	
a. High income expectation is my motivation to be an entrepreneur.	180	48	-	-	-	95%
b. By becoming an entrepreneur, I expect to earn above average income.	200	32	-	-	-	96,6%
c. I become an entrepreneur because I earn my own income.	200	32	-	-	-	96,6%
d. Income as an entrepreneur is bigger than as an employee.	120	40	24	12	-	81,6%
e. The revenue generated is more potential as an entrepreneur.	180	32	12	-	-	93,3%

*Table 2: Interpretation Index of Students of Management Study Program toward Income Expectation
Source: Primary Data, 2016*

The result of the interpretation index shows that the income expectation obtained by someone, to fulfill their life needs, is proven in the answer of questionnaire from the student of Management Study Program. The income expectation is indicated from the answer of the five indicators, with the interpretation index of indicator; (a) 95%, (b) 96.6%, (c) 96.6%, (d) 81.6%, and (e) 93.3%.

Of the five indicators, the result is between 80% -100%, therefore it can be concluded that respondents "Strongly Agree" that income expectations affect students interest to become entrepreneurs. Nevertheless, out of the five indicators, respondents from the Management Study Program prefer it for the reason (b) "by becoming an entrepreneur, I expect to earn above average income" (96.6%), and (c) "I become an entrepreneur because I earn my own income" (96.6%). While the lowest index (81.6%) is with the reason (d) Income as an entrepreneur is bigger than as an employee.

For students of Accounting Study Program, the results of interpretation index of respondent toward income expectation are as in the following table.

Indicator	Likert Scale					Index
	SS	S	N	TS	STS	
• High income expectation is my motivation to be an entrepreneur.	150	12	-	-	-	98,2%
• By becoming an entrepreneur, I expect to earn above average income.	165	12	-	-	-	100%
• I become an entrepreneur because I earn my own income.	150	16	-	-	-	98,2%
• Income as an entrepreneur is bigger than as an employee.	145	12	-	-	-	97,6%
• e. The revenue generated is more potential as an entrepreneur.	150					98,2%

*Table 3: Interpretation Index of Students of Accounting Study Program Toward Income Expectation
Source: Primary Data, 2016*

The result of the interpretation index shows that the income expectation obtained by someone, to fulfill their life needs, is proven in the answer of questionnaire from the student of Accounting Study Program. The income expectation is indicated from the answer of the five indicators, with the interpretation index of indicator; (a) 98.2%, (b) 100%, (c) 98.2%, (d) 97.6%, and (e) 98.2%.

Of the five indicators, the result is between 80% -100%, therefore it can be concluded that respondents "Strongly Agree" that income expectations affect students interest to become entrepreneurs. Nevertheless, out of the five indicators, all respondents from the Accounting Study Program (100%) prefer it for the reason (b) "by becoming an entrepreneur, I expect to earn above average income".

Indicator	Management Program	Accounting Program
a. High income expectation is my motivation to be an entrepreneur.	95%	98,2%
b. By becoming an entrepreneur, I expect to earn above average income.	96,6%	100%
c. I become an entrepreneur because I earn my own income.	96,6%	98,2%
d. Income as an entrepreneur is bigger than as an employee.	81,6%	97,6%
e. The revenue generated is more potential as an entrepreneur.	93,3%	98,2%

Table 4: Results of Respondents' Sample Interpretation Index of Revenue Expectations

Source: Primary Data, 2016

The comparison of interpretation index shows that from the five indicators, respondents from the Accounting Study Program are more interested in becoming entrepreneurs when viewed from the reasons of income expectations. It shows that respondents' interest to become entrepreneurs, besides influenced by income expectation, also depends on the program study of the respondents. Thus, the motivation for income expectation is a driving force for entrepreneurship.

This is in accordance with the statement by Riyanti (2006), that one of the driving factors for entrepreneurship is motivation. The power of personal motives is an important or necessary encouragement to start a business. Successful work requires motives to encourage or support a work. This is supported by the opinion by McClelland (1987), in Riyanti, 2006 which states that motivation is one of the aspects that influence the interest to become an entrepreneur.

With regard to income expectations, according to Suryana (2006), income or revenue is something that a person obtains, either in the form of money or goods that can be used to meet his or her life needs. Entrepreneurship can provide high financial income, so it can be used to meet the life needs. The desire to earn income is what encourages a person's interest to become an entrepreneur.

4.2. Index of Interpretation of Family Environment

Family environment is the smallest community group consisting of father, mother, and child. This study was measured by Likert scale from number 1 (STS) to 5 (SS) (Suhartini, 2011). The higher the score indicates the higher the support of the family environment. Family environment can be measured with family support, family upbringing to become an entrepreneur, creativity of parents. From the five indicators (a) to (e) the scores obtained from the questionnaire of each indicator score was multiplied by the number of samples, and then the results were summed to obtain the results of the interpretation index.

For students of Management Study Program, the results of interpretation index of respondent toward family environment influence are as in the following table.

Indicator	Likert Scale					Index
	SS	S	N	TS	STS	
a. My family supports me if I become an entrepreneur.	100	64	18	12	-	80,8%
b. My father and mother told me to be an entrepreneur.	100	64	18	12	-	80,8%
c. Being an entrepreneur is ingrained in my family.	100	56	24	12	-	80%
d. My parents educate me since childhood to become entrepreneur.	100	48	24	12	-	76,7%
e. My parent's creativity is a basic asset for me to want to become an entrepreneur.	100	48	24	12	-	76,7%

Table 5: Interpretation Index of Students of Management Study

Program toward Family Environment

Source: Primary Data, 2016

The result of the interpretation index shows that the influence of family environment in the form of family support that make someone become entrepreneur is proven in the answer of questionnaire from the student of Management Study Program. The family environment influence is indicated from the answer of the five indicators, with the interpretation index of indicator; (a) 80.8%, (b) 80.8%, (c) 80%, (d) 76.7%, and (e) 76.7%. of the five indicators, it turns out for indicator (a) my family supports me if I become an entrepreneur (80.8%), (b) my father and mother told me to be an entrepreneur (80.8%), and (c) being an entrepreneur is ingrained in my family (80), are in the category of "Strongly agree". While for indicators (d) my parents educate me since childhood to become entrepreneur (76.7%) and (e) my parent's creativity is a basic asset for me to want to become an entrepreneur (76.7%), are between 60%-79.99%, or in the category of "Agree". Thus, it can be concluded that respondents are "Strongly Agree" that family environment influence the interest of students to become an entrepreneur.

For students of Accounting Study Program, the results of interpretation index of respondent toward family environment influence are as in the following table.

Indicator	Likert Scale					Index
	SS	S	N	TS	STS	
a. My family supports me if I become an entrepreneur.	115	20	9	4	-	89,7%
b. My father and mother told me to be an entrepreneur.	115	20	9	4	-	89,7%
c. Being an entrepreneur is ingrained in my family.	115	16	12	4	-	89,1%
d. My parents educate me since childhood to become entrepreneur.	115	16	12	4	-	89,1%
e. My parent's creativity is a basic asset for me to want to become an entrepreneur.	115	20	9	4	-	89,7%

*Table 6: Interpretation Index of Students of Accounting Study Program toward Family Environment
Source: Primary Data, 2016*

The result of the interpretation index shows that the influence of family environment in the form of family support that make someone become entrepreneur is proven in the answer of questionnaire from the student of Accounting Study Program. The family environment influence is indicated from the answer of the five indicators, with the interpretation index of indicator; (a) 89.7%, (b) 89.7%, (c) 89.1%, (d) 89.1%, and (e) 89.1%.

Of the five indicators, it turns out that the result is between 80%-100%, thus it can be concluded that respondents is "Strongly Agree" that family environment influence the interest of students to become an entrepreneur. Nevertheless, out of the five indicators, respondents from the Accounting Study Program have three similar main reasons – interpretation index of 89.7%, namely because of (a) my family supports me if I become an entrepreneur, (b) my father and mother told me to be an entrepreneur, and (e) my parent's creativity is a basic asset for me to want to become an entrepreneur.

Indicator	Management Major	Business and Marketing Major
a. My family supports me if I become an entrepreneur.	80,8%	89,7%
b. My father and mother told me to be an entrepreneur.		
c. Being an entrepreneur is ingrained in my family.	80,8%	89,7%
d. My parents educate me since childhood to become entrepreneur.	80%	89,1%
	76,7%	89,1%
e. My parent's creativity is a basic asset for me to want to become an entrepreneur.	76,7%	89,7%

*Table 7: Results of Respondents' Sample Interpretation Index of Family Environment Influence
Source: Primary Data, 2016*

The comparison results of interpretation index show that from the five indicators, respondents from Accounting Study Program are more interested in becoming entrepreneurs when viewed from the reasons of family environment.

It shows that the respondents' interest to become entrepreneurs, other than influenced by the family environment, also depends on from which majors are the respondents. Thus, the family environment becomes the driving force for entrepreneurship.

This is consistent with the statement of experts that the family environment with all of the conditions in it, including the background of family members, family traditions, and the way parents educate, will be able to support, guide, and encourage a person, especially students for his upcoming life. In line with Sumarni and Salamah (2006) and Sartono (2006) which states that what the parents did can influence the interest in children's type of work in the future, including entrepreneurship.

Soemanto (in Supartono, 2004), states that how the parent achieving success in his work is a good asset to train the interests, skills, and ability of certain values related to the work the child wants. It means that the condition of parents can be a figure for the work selection of a child, as well as can be used as a mentor to grow interest in a work. Thus, the encouragement of parents and family members can have an impact on entrepreneurship interests.

Helmi and Rista (2006) state that one of the aspects that influence the interest to become entrepreneur is environment (family). A family will create good or bad conditions of a relationship or activities that individuals do. Family support will provide a smooth process of business. The socio-economic condition of the family also determines a person's willingness to open a new business to meet the needs. Socioeconomic conditions can affect a person's work depending on the situation when the person is going to set up a business. If a person is willing to open a business, then the economic factor is not a big problem.

Riyanti (2006), Helmi & Rista (2006), and Suryana (2006), state that supportive and encouraging family environments can play a role in the formation of an entrepreneurial interest. Family or parent's work can also influence on the growth of entrepreneurial spirit. Parents can also function as personal consultants, coaches, and mentors.

McClelland (1987) and Riyanti (2006) state that a harmonious family environment interaction will support success and lead to more efficient workforce.

Concerning the relationship with family and other social relationships, Alma (2007), states that the problem of family relationships can be seen from parents, work, and social status. Social factor that affect the interest of entrepreneurship is the issue of responsibility to the family. In addition, the child of parents who work for themselves, and have their own business tends to become an entrepreneur as well. This situation often inspires young children.

Environment in the form of "role model" also affects the entrepreneur interest. These role models usually are back to parents, relatives, other families (grandparents, uncles, aunts, and children), friends, spouses, or successful entrepreneurs who are idolized. Encouragement from friends is quite influential to entrepreneurship spirit, because we can discuss freely, than to others, ordinary friends give encouragement, understanding, even help, no need to fear for criticism, in addition there are other social factors that have influence.

Thus, the more conducive the family environment and the surrounding community, the more it will encourage someone to become an entrepreneur. If the family and community environment support, then someone's intention will be higher to become entrepreneurs than if it does not have support from family and community environment.

4.3. Entrepreneurship Education

Entrepreneurship education is the knowledge and skills gained during college. This study was measured by Likert scale from number 1 (STS) to 5 (SS). The higher the score indicates the higher the entrepreneurship education. Entrepreneurship education was measured by acquiring an adequate entrepreneurship education, attending entrepreneurship courses, adequate knowledge of entrepreneurship. From the five indicators (a) to (e) the scores obtained from the questionnaire of each indicator score was multiplied by the number of samples, and then the results were summed to obtain the results of the interpretation index.

For students of Management Study Program, the results of interpretation index of respondent toward entrepreneurship education influence are as in the following table.

Indicator	Likert Scale					Index
	SS	S	N	TS	STS	
a. I get an adequate entrepreneurship education.	30	80	36	20	-	69.2%
b. I get a lot of knowledge on entrepreneurship.	-	84	48	20	-	63,3%
c. I take a lot of entrepreneurship courses.	-	56	42	24	8	54,2%
d. For me entrepreneurship education is an important asset for success.	240	-	-	-	-	100%
e. Entrepreneurship education is very important for future provision	240	-	-	-	-	100%

Table 8: Interpretation Index of Students of Management Study Program toward Entrepreneurship Education Influence

Source: Primary Data, 2016

The result of the interpretation index shows that the entrepreneurship education influence in the form of knowledge and skills obtained during college is proven in the answer of questionnaire from the student of Management Study Program. The entrepreneurship education influence is indicated from the answer of the five indicators, with the interpretation index of indicator; (a) 69.2%, (b) 63.3%, (c) 54.2%, (d) 100%, and (e) 100%.

Of the five indicators, it turns out that for indicator (d) For me entrepreneurship education is an important asset for success, and (e) Entrepreneurship education is very important for future provision, was chosen by all of the respondents (interpretation index 100%). Thus, for indicators (d) and (e) are categorized as "Strongly Agree". While for the answer for indicators (a) I get an adequate entrepreneurship education, and (b) I get a lot of knowledge on entrepreneurship, the range of interpretation index is on 60%-79.99%. Thus, indicators (a) and (b) are categorized as "Agree". Even for indicator (c) I take a

lot of entrepreneurship courses (54.2%), the interpretation index is in the range of 40%-59.99%. Thus, for indicator (c), it is in "Neutral" category, with the possibility that not many respondents have taken entrepreneurship courses. It can be concluded that respondents are "Agree" and "Neutral" that entrepreneurship education influence the students' interest to become entrepreneurs.

For students of Accounting Study Program, the results of interpretation index of respondent toward entrepreneurship education influence are as in the following table.

Indicator	Likert Scale					Index
	SS	S	N	TS	STS	
a. I get an adequate entrepreneurship education.	25	48	30	12	-	69,7%
b. I get a lot of knowledge on entrepreneurship.	-	44	36	20	-	60,6%
c. I take a lot of entrepreneurship courses.	-	32	33	20	4	53,9%
d. For me entrepreneurship education is an important asset for success.	165	-	-	-	-	100%
e. Entrepreneurship education is very important for future provision	165	-	-	-	-	100%

*Table 9: Interpretation Index of Students of Accounting Study Program toward Entrepreneurship Education Influence
Source: Primary Data, 2016*

The result of the interpretation index shows that the entrepreneurship education influence in the form of knowledge and skills obtained during college is proven in the answer of questionnaire from the student of Accounting Study Program. The entrepreneurship education influence is indicated from the answer of the five indicators, with the interpretation index of indicator; (a) 69.7%, (b) 60.6%, (c) 53.9%, (d) 100%, and (e) 100%.

Of the five indicators, it turns out that for indicator (d) For me entrepreneurship education is an important asset for success, and (e) Entrepreneurship education is very important for future provision, was chosen by all of the respondents (interpretation index 100%). Thus, indicators (d) and (e) are categorized as "Strongly Agree". While for the answer for indicators (a) I get an adequate entrepreneurship education, and (b) I get a lot of knowledge on entrepreneurship, the range of interpretation index is on 60%-79.99%. Thus, indicators (a) and (b) are categorized as "Agree". Even for indicator (c) I take a lot of entrepreneurship courses (53.9%), the interpretation index is in the range of 40%-59.99%. Thus, for indicator (c), it is in "Neutral" category, with the possibility that not many respondents have taken entrepreneurship courses. It can be concluded that respondents are "Agree" and "Neutral" that entrepreneurship education influence the students' interest to become entrepreneurs.

Indicator	Management Program Study	Accounting Program Study
a. I get an adequate entrepreneurship education.	69.2%	69,7%
b. I get a lot of knowledge on entrepreneurship.	63,3%	60,6%
c. I take a lot of entrepreneurship courses.	54,2%	53,9%
d. For me entrepreneurship education is an important asset for success.	100%	100%
e. Entrepreneurship education is very important for future provision	100%	100%

*Table 10: Results of Respondents' Sample Interpretation Index of Entrepreneurship Education Influence
Source: Primary Data, 2016*

For students of Accounting Study Program, the results of interpretation index of respondent toward entrepreneurship education influence are as in the following table.

Indicator	Likert Scale					Index
	SS	S	N	TS	STS	
a. I get an adequate entrepreneurship education.	25	48	30	12	-	69,7%
b. I get a lot of knowledge on entrepreneurship.	-	44	36	20	-	60,6%
c. I take a lot of entrepreneurship courses.	-	32	33	20	4	53,9%
d. For me entrepreneurship education is an important asset for success.	165	-	-	-	-	100%
e. Entrepreneurship education is very important for future provision	165	-	-	-	-	100%

*Table 11: Interpretation Index of Students of Accounting Study Program toward Entrepreneurship Education Influence
Source: Primary Data, 2016*

The result of the interpretation index shows that the entrepreneurship education influence in the form of knowledge and skills obtained during college is proven in the answer of questionnaire from the student of Accounting Study Program. The entrepreneurship education influence is indicated from the answer of the five indicators, with the interpretation index of indicator; (a) 69.7%, (b) 60.6%, (c) 53.9%, (d) 100%, and (e) 100%.

Of the five indicators, it turns out that for indicator (d) For me entrepreneurship education is an important asset for success, and (e) Entrepreneurship education is very important for future provision, was chosen by all of the respondents (interpretation index 100%). Thus, indicators (d) and (e) are categorized as "Strongly Agree". While for the answer for indicators (a) I get an adequate entrepreneurship education, and (b) I get a lot of knowledge on entrepreneurship, the range of interpretation index is on 60%-79.99%. Thus, indicators (a) and (b) are categorized as "Agree". Even for indicator (c) I take a lot of entrepreneurship courses (53.9%), the interpretation index is in the range of 40%-59.99%. Thus, for indicator (c), it is in "Neutral" category, with the possibility that not many respondents have taken entrepreneurship courses. It can be concluded that respondents are "Agree" and "Neutral" that entrepreneurship education influence the students' interest to become entrepreneurs.

Indicator	Management Program Study	Accounting Program Study
a. I get an adequate entrepreneurship education.	69.2%	69,7%
b. I get a lot of knowledge on entrepreneurship.	63,3%	60,6%
c. I take a lot of entrepreneurship courses.	54,2%	53,9%
d. For me entrepreneurship education is an important asset for success.	100%	100%
e. Entrepreneurship education is very important for future provision	100%	100%

*Table 12: Results of Respondents' Sample Interpretation Index of Entrepreneurship Education Influence
Source: Primary Data, 2016*

The results of the comparison of the interpretation index indicate that from the five indicators, the respondents from the two study programs are more interested in becoming entrepreneurs because the indicator (d) For me entrepreneurship education is an important asset for success, and the indicator (e) Entrepreneurship education is very important for future provision. Both studies also indicate that the (c) I take a lot of entrepreneurship courses, obtained the lowest interpretation index. Thus, while acknowledging that the knowledge and skills acquired during the lecture influence the interest of becoming an entrepreneur, but the respondents of the two study programs have not so much as attended an entrepreneurship course.

This is in accordance with the statement of Kourilsky & Walstad (1998), that education not only affects a person to continue his business, but also helps in solving problems in running his business. Formal education plays an important role in entrepreneurship, because it provides the knowledge needed to manage the business, especially when faced with a problem. University as a place of formal education that supports entrepreneurship will encourage individuals to become an entrepreneur. Theoretically, it is believed that the provision of education in a person from an early age can increase a person's potential to become an entrepreneur.

From the theory by Helmi & Rista (2006) and Suryana (2006), state that education is one of the factors that influence entrepreneurial interest.

It can be concluded that entrepreneurship can be formed in a person through education or training. Universities are a great place to grow entrepreneurial values. Entrepreneurship education or training is a process of learning of concepts and skills to recognize the opportunities that others are unable to see, to have insight, self-esteem, and knowledge to act when others are in doubt.

The entrepreneurial education that a person acquires while in college, can affect the interest and motivation to become an entrepreneur. The role of universities in motivating their students to become entrepreneurs is part of one of the encouraging factors to the growth of entrepreneurship.

5. Conclusions and Suggestions

From the overall description that has been put forward in this description, several things can be concluded as follows:

- Indonesia needs to encourage the number of entrepreneurs in Indonesia by implementing entrepreneurship education in various levels of education.
- In the AEC era, Indonesia needs to focus on implementing the entrepreneurship education in the college lecturing level. Thus, universities are expected to produce young generation which are competent and capable of compete globally, both in entrepreneurial theory and practice. The younger generation should no longer see the AEC as a threat, but as a golden opportunity to be achieved instead. Thus, the implementation of entrepreneurship education is the key for Indonesia to win the AEC competition.
- Income affects students' entrepreneur interest. The higher the likelihood of income that will be achieved exceeds the income of an employee, the higher students' interest to become entrepreneur.
- Family environment affects the interest of students in entrepreneurship. The more conducive the family environment and the community around, the more it will encourage someone to become an entrepreneur. If the family and community environment support, then someone's intention will be higher to become entrepreneurs than if it does not have support from family and community environment.
- Universities play a role in motivating their students to become new entrepreneurs. Therefore, college needs to prioritize education program which capable of changing the mindset of students and other youth as the agent of social in order for them to have passion for entrepreneurship, so as to reduce the dependence on the availability of employment, transforming the job-seeker generation into the job-creating generation.

Based on several conclusions above, the following suggestions can be formulated:

- Entrepreneurship education needs to be developed since primary education.
- To be able to take part in the era of AEC, the focus of entrepreneurship education implementation in the university level, should not only give to the economics/business faculty/majors, but in all field of lecturing areas. This is to cultivate entrepreneurial spirit in all students.
- Related to income expectation factor, influence of family environment, and influence of entrepreneurship education which able to grow and strengthen students' interest to become entrepreneur, hence it needs to be accompanied by education program that capable of changing the mindset of students and other youth as agents of social change which always adapted to the personality/character of the nation.

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