

Development of Self-Assessment as an Instrument to Measure Entrepreneurial Spirit of Undergraduate Students: a Solution for Future Career Planning

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Abstract: This study aims at developing an instrument (self-assessment) to measure students' entrepreneurial spirit that can detect entrepreneurial skills, talents, interests, and the types of businesses that fit the characters of undergraduate students. A development approach with Borg & Gall cycle was used in the research. The population were taken from students in the Department of Educational Administration, Faculty of Education, Universitas Negeri Malang (Malang State University) and the Department of Educational Management, Faculty of Education, State University of Surabaya, East Java, Indonesia, from the year 2014 – 2017. The number of populations are 248 and sample 743 students (the preliminary research). The first trial used 10 students, while the second trial used 60 students. The result is a feasible instrument of self-assessment which can measure the entrepreneurial spirit of Undergraduate Students as a future career planning solution.

Keywords: instrument (self-assessment) entrepreneurship, talent, interest in entrepreneurship, future career.

1. INTRODUCTION

Indonesia is one of the developing countries. In developing countries, people work as farmers and fishermen, while in developed countries, people mostly work as businessmen. Based on the data from the Statistics Indonesia BPS (2016), the working population in Indonesia is still dominated by graduates of the primary school or below of as much as 44.27%, while the percentage of university graduates or above is only as much as 8.33 %.

Many people in developing countries are eager to become civil servant, which offers a comfortable position and is assumed to be safer and more promising position. Rianse, et al. (2002) states that there are so many people who want to reach a safe position, so they do not want to speculate for better livelihood. Such problem results from the people' mindset since people have a perception that a happy life is a secured life. Education is one of the solutions for such problem, people should not get educated only to obtain a diploma, but they should be able to apply it in the real world. To improve economic condition and welfare, Indonesia needs 4 million entrepreneurs, especially the innovative efforts. In Indonesia, the number of entrepreneurs is 400,000 or 0.18%. It is far from ideal which should be 2% of the population of a country. The entrepreneurial spirit in an individual will appear if he or she dares to develop his/her new businesses and ideas. The essence of entrepreneurship itself adds some value of an individual in the market through the combination of resources and different new ways in order to obtain competitive advantages, including: developing new technology, discovering new knowledge, improving existing products or services, and finding different ways of

producing more products and services with fewer resources. Fritsch & Storey (2014) reviews research on new regional business formation published in four special issues of *Regional Studies* over a period of 30 years. It is observed that, over those decades, there has been a heightened recognition of the roles of both formal institutions and 'soft' factors such as social capital and culture of entrepreneurship. However, the core challenge is to explain why, in several high-income countries, despite these claimed cultural changes, the relative position of regions with regard to new business formation exhibits a little or no variation over a long period of time.

The findings of research conducted by Nasr & Boujelbene (2014) show that the programs offered by masters of entrepreneurship have positive impacts in giving the motivation to become entrepreneurs and developing the profiles of the participants. Then, the alumni who have found job scan transfer what they have learned to their works.

Suryana (2013) provides the general characteristics of successful entrepreneurs as follow: achievement-oriented, modern perspective, badly creative, highly innovative, committed to work, responsible, independent, having the courage to face the risk, always looking for opportunities. While the intrinsic values of entrepreneurship are: confident, task and result-oriented, having the courage to face the risks, future-oriented, having a leadership skill and original or creative and innovative. The supporting factors of entrepreneurship are 1) ability and willingness, 2) strong determination and hard work, and 3) opportunities and chances. While the factors which can inhibit / cause failure result from the personal characteristics of someone, such as

uncertainty, lack of clear guidance or orientation, underestimating quality, like to take shortcuts, lack of confidence, lack of discipline, and responsibility negligence.

Moorman & Halloran (1993) states that entrepreneurship is: the act of managing an enterprise that has the potential to make profit or to incur loss. An entrepreneur is an individual who is willing to take the risk of investing time and money in a business that has the potential to make profit or incur loss. The characteristics are: 1) entrepreneurs must possess confidence to make decisions, 2) entrepreneurs need to have determination and perseverance, 3) successful entrepreneurs should possess creativity, and 4) successful entrepreneurs should have the need to achieve something. Zimmerer & Scarborough (2002) declare that entrepreneur is: the one who creates a new business while facing risks and uncertainty with the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalize on the business. The profiles of an entrepreneur are having: 1) desire for responsibility, 2) preference for moderate risk, 3) confidence in their ability to succeed, 4) desire for immediate feedback, 5) high level of energy, 6) Future-oriented, 7) organizational skill, and 8) value of achievement over money.

Lambing & Kuehl (2000) explain whether entrepreneurial tendencies have already existed from birth or developed as a person grows. There are some certain traits which are usually evident in those who are successful. Some of these traits are described below: 1) passion for the business, 2) tenacity despite failure, 3) confidence, 4) self-determination, 5) management of risk, 6) viewing changes as opportunities, 7) tolerance for ambiguity, 8) initiative and needing for achievement, 9) detail-orientated and perfectionism, 10) perception of passing time, 11) creativity, 12) understanding the big picture, and 13) having motivating factors.

Rianse, et al. (2002); Suryana (2013); Moorman & Halloran (1993) explain that there are many benefits of entrepreneurship such as self-esteem, income/financial control /entrepreneurs strive for the potential to achieve greater profits than a salary earned from working for someone else, generating ideas and motivation, as well as the future, autonomy/entrepreneurs desire to control their own destinies, the initial challenge and the orientation of achievement / entrepreneurs desire to achieve freedom from direct supervision of a boss. There are some disadvantages of entrepreneurship, which include: personal sacrifice, the burden of responsibility, little profit margin and the high possibility of failure.

Entrepreneurship will be successful if the person has talent and strong interest. Fajriyah (2016) and Dewianataria (2013) state that talent (aptitude) is an innate ability that still needs to be developed and trained. Talent is a gift/natural ability possessed by a person. It is someone's nature, intelligence, or trait that appears at birth. Talent can be academic, productive, artistic, kinesthetic/psychomotor, or social. Interest is one factor that can drive someone's

talent. Rahayu (2013) states that there are some factors which support the development of someone's talent and interest, such as, among others: 1) internal factors, composed of genetic and personality factors, and 2) external factors, which come from environmental factors (family, school, social). Talents and interests can be developed by means of 1) courage, 2) support and training, 3) supporting environment, and 4) understanding on the barriers to talent development and how to overcome them.

Talents and interests which are developed by a person will be able to support his or her life or career goals, and become a profession or occupation of the owner. Wakawimbang (2012) states that career is all works (positions) required (held) in someone's working life. Career path is a sequence of work patterns that must be passed through by an employee in order to achieve his career goals. Therefore, career paths are formal since they are determined by the organization. The career path is ideal and normative in nature; it is ideal that every employee has the same opportunity as another employee to achieve specific career goals. However, it is normative because an employee must meet the specified requirements. Although, sometimes is not always the case in reality as there are employees whose careers are not ideal although they have shown great dedications and achievements to the organization. In a good and well-established organization, an employee's career path has always been clear; there are clear required career points as well as the requirements that must be met to occupy a particular position (Juliani, 2012). Wakawimbang (2012) says that a person's career can be improved. Even successful people usually already have a career plan to be attained. However, career planning does not guarantee career success. The boss's attitude, experience, education, and fate also play an important role in someone's career. In order to determine future careers, the development of an instrument of self-assessment is necessary to assess the entrepreneurship skill of the undergraduates. To reduce the unemployment rate, should be developed entrepreneurial culture among young people. The entrepreneur culture needs cooperation between governments, communities, and schools. Sunarni (2016) states that one way to result young entrepreneurs need to be provided with the skills, knowledge, as well as tips and tricks to make them successful in the future. Required of career guidance, parenting, and motivation to students to be more independent and career as desired.

2. METHODS

This study uses a developmental research approach. Developmental research is an approach conducted in order to develop a product. The product can be in forms of an approach and process including procedure or instrument. The development is conducted by using a development cycle according to Borg and Gall (1983). Prior to developing the instrument of entrepreneurship, the researchers conduct a preliminary study to get an overview of the existing problems in the field. The population and samples were taken from students in the Department of Educational Administration, Faculty of Education,

Universitas Negeri Malang (Malang State University) (AP FIP UM) and the Department of Educational Management, Faculty of Education, State University of Surabaya (UNESA FIP MP) East Java, Indonesia, from the year 2014 – 2017. The number of populations are 248 from 743 students. The sample consists of 138 students of AP FIP UM and 110 students of MP FIP UNESA. The research sample is taken based on Robert Krejcie and Daryle W. Morgan formula through the means of Proportionate Random Sampling based on the year of students. The technique used in data collection is questionnaire. The next step is to develop the products including the cover of the product, standard operating procedures, the instrument assessing entrepreneurial skill, and the answer keys of the instrument assessing entrepreneurial skill. The product is consulted with two experts in the field of entrepreneurship. After receiving input from the experts, the next step is field trials. Students were asked to fill out a product which assessed their entrepreneurial skill, interest and support, and the type of business which is suitable for the character of the students. The instrument of feasibility aspect of products aimed to explore the responses on the resulted products from the respondents, such as the ease of use of the product, product usefulness, the attractiveness of contents, readability, and clarity of language. Student responses are in the form of closed and open questionnaires. The closed questionnaires were analyzed through a descriptive analysis to seek for tendencies in the form of a percentage. Descriptive analysis technique was used to describe or depict whether the instrument product is feasible or not feasible. The data were analyzed using SPSS for Windows.

3. RESULTS AND DISCUSSIONS

3.1 RESULTS OF THE PRELIMINARY RESEARCH

Results of the preliminary research show that: 1) the perception of undergraduate students to their department is good; 2) the expectation of undergraduate students is very high. 3) Based on the variables of university and gender group, the students' perception and expectation have similarities. However, based on the academic year, their expectation is not the same (Sunarni, et.al., 2016).

One expert said that the entrepreneurial skill Instrument is "feasible," while the second expert stated that it is "very decent" to be used to reveal the entrepreneurial skill of the undergraduate students. The written suggestion says that: 1) the variable of non-entrepreneurial support needs to be included because the number of credits is much larger than the entrepreneurship subject. 2) The products require covers. 3) The number of answer A = ... and B = ... should only be provided in the "answer key and definition" sections. 4) The answer keys and definition is better to be separated from the questionnaire so that the respondents fill the questionnaire more effectively. If the questionnaire filling performed by the respondents is guided, the "answer keys and definition" is better to be presented on the LCD Projector. 5) The answer keys and definitions require separated covers and more detailed instructions for usage. 6) The items in the instrument which have been developed are

perfectly proportional and complete, although there are some parts of the instrument which need few editorial adjustments. The change of the second-person perspective to the first-person perspective needs to be considered in the questionnaires, such as changing the word "you" into "I.". 7) The overall components of these instruments are very effective and can identify the studied variables. And 8) supporting variables need to be added.

The results of the revision are as follow: 1) the identity of students should consist of: students' university and department, class, gender, previous education, place of origin, father's occupation, mother's occupation, father's latest education and mother's latest education. 2) Detection of entrepreneurial skill consists of: self-potential, attitudes toward a career, mental attitude, entrepreneurial characteristics, leadership ability, and decision-making ability. 3) An interest in entrepreneurship comprises: activities scheduling, having an interest in entrepreneurship, pleasure in entrepreneurship, eager to have a career in entrepreneurship and dare to take risks. 4) Support for students' entrepreneurship include supports from the departments and faculties, an entrepreneurship course, other subjects, family, and of friends. 5) The type of business in accordance with the students' characters consist of: the type of character towards business, personality towards business, a strong character, based on their talents, based on their interests/hobbies.

3.2 RESULTS OF THE FIRST FIELD TEST

The first field trial was conducted to 10 students from the class of 2014. With the consideration that the students already take the entrepreneurship course and already have a good understanding of other subjects provided by their departments. The second test was conducted to 60 people from various years consisting of students from the Department of Educational Administration, Faculty of Education, Universitas Negeri Malang (Malang State University) of as many as 30 students and from the Department of Educational Management, Faculty of Education, Universitas Negeri Surabaya (Surabaya State University), East Java, Indonesia of as many as 30 people. The first test results show that there are 7 (70%) students who chose to enter to the Department of Educational Administration (AP FIP UM) as their first option, while there are 3 (30%) students who chose it as their second option. Based on the genders, there are 4 (40%) male respondents and 6 (60%) female respondents. In term of previous education, there are 5 (50%) students graduated from high schools, 3 (30%) students graduated from Vocational High Schools, 1 (10%) student was graduated from *Madrasah Aliyah* (Islamic Senior High School), and 1 (10%) student did not choose any. All of the respondents come from around Malang, East Java. In term of fathers' occupation, there are 3 (30%) fathers whose occupation is entrepreneur, 2 (20%) fathers are Civil Servants/serve for Indonesian National Army, and 1 (10%) father works as a trader/entrepreneur, farmer, rancher, worker/laborer, and others. In term of mothers' occupations, there are 6 (60%) housewives, 2 (20%) entrepreneurs, and 1 (10%) is a Civil

Servant/serves for Indonesian National Army, merchant/entrepreneur, respectively. Most of the students' fathers' latest education is Elementary School or Senior High School of as many as 3 (30%) fathers; there are fathers who did not pass Elementary School, Junior High School, Diploma Degree, and Post-Graduate Degree, each consists of 1 (10%) father. While most of the students' mothers' latest education is elementary school consists of 4 (40%) mothers, junior high school consists of 3 (30%) mothers, Undergraduate Degree of 2 (20%) mothers and Senior High School of 1 (10%) mother.

3.3 RESULTS OF THE SECOND FIELD TEST

It is known from the second field test that there were 33 (55%) students who chose their departments as their first options, 16 (26.7%) students who chose their departments as their second options, 6 (10.0%) students chose their departments as their third option, and there are 5 (8.3%) students who did not choose their departments. The respondents who filled the questionnaires consisted of 23 (38.3%) respondents from the class of 2014, 15 (25.0%) respondents from the class of 2015, 12 (20.0%) respondents from the class of 2016, (15.0%) respondents from the class of 2017, and 1 (1.7%) respondent who did not fill the questionnaire. There were 44 (73.3%) female respondents and 15 (25.0%) male respondents, and 1 (1.7%) respondent who did not fill the questionnaire. In term of the previous education of the 60 respondents, there were 33 (55.0%) respondents graduated from Senior High School, 15 (25.0%) respondents graduated from Vocational High School, and 11 (18.3%) respondents graduated from *Madrasah Aliyah*, 1 (1.7%) respondent answered others. In terms of area of origins, there are 57 (95.0%) respondents came from East Java, and 3 (5.0%) respondents from outside East Java. Most of the student respondents' parents are self-employed, i.e the parents of 17 (28.3%) students respondents and the parents of 13 (21.7%) respondents are traders/entrepreneurs. The respondents' mothers are mostly housewife of as many as 38 (63.3%), and there are 10 (16.7%) respondents' mothers who are traders/entrepreneurs. In term of educational background, most fathers are senior high school graduates of as many as 27 (45.0%) respondents' fathers, and most mothers are also high school graduates of as many as 22 (36.7%) respondents' mothers.

On the second test, most of the students have experiences in entrepreneurship, e.g. having a business in the culinary field. Students' entrepreneurial experience is presented in Table 1.

Table 1: Student entrepreneurship experience

Number	Range of Criteria	Freq	%
1.	No entrepreneurship experience	24	40.0
2.	Having ever started a business	29	48.3
3.	Having Entrepreneurial Ideas	7	11.7

Total	60	100.0
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The entrepreneurial skills possessed by the students in the first and second trials are presented in Table 2.

Table 2: Entrepreneurial skill

Test	Entrepreneurial Skill	Freq	%
Test I	No entrepreneurial skill	0	0
	Possessing entrepreneurial skill	10	100
TOTAL		10	100
Test II	No entrepreneurial skill	4	6.7
	Possessing entrepreneurial skill	56	93.3
TOTAL		60	100

Students' interest in entrepreneurship on the first and second tests are shown in Table 3.

Table 3: Students' interest in entrepreneurship

Num ber	Criteria	Test I		Test II	
		Freq	%	Freq	%
1.	Low	0	0.0	1	1.7
2.	Moderate	2	20.0	13	21.7
3.	Strong	6	60.0	31	51.7
4.	Very Strong	2	20.0	15	25.0
Total		10	100	60	100

Supports obtained by the students in term of entrepreneurship resulted from the first and second tests are given in Table 4.

Table 4: Supports obtained by the students in term of entrepreneurship

Num ber	Criteria	Test I		Test II	
		Freq	%	Freq	%
1.	Low	0	0	6	10.0
2.	Moderate	4	40.0	17	28.3
3.	Strong	4	40.0	31	51.7
4.	Very Strong	2	20.0	6	10.0
Total		10	100	60	100

There are 4 types of characters and personalities of a student entrepreneur as stated in Tables 6 and 7. Type I is a student entrepreneur with explosive character: "I'm popular", Type II has an organized character: "I'm the wise guy", type III has an innovative character: "I'm the hero", and Type IV has a character of a leader: "I'm the king".

Table 5: Types of student entrepreneurs' characters

Num ber	Type of Character	Test I		Test II	
		Freq	%	Freq	%
1.	Type I	1	10.0	6	10
2.	Type II	3	30.0	17	28.3
3.	Type III	6	60.0	29	48.3
4.	Type IV	0	0.0	5	8.3

5.	Not Answer	0	0.0	3	5.0
Total		10	100	60	100

Table 6: Undergraduate students’ personalities

Num ber	Students’Personalities	Test I		Test II	
		Freq	%	Freq	%
1.	Controllor –Advocator	1	10.0	8	13.3
2.	Analytic - Facilitator	6	60.0	15	25.0
3.	Advocator - Facilitator	1	10.0	11	18.3
4.	Controllor - Analytic	2	20.0	23	38.3
5.	Not Answer	0	0.0	3	5.0
Total		10	100	60	100

Students’ talents gathered from the first and second trials are listed in Table 7.

Table 7: Students’ talents

Num ber	Students’ talents	Test I		Test II	
		Freq	%	Freq	%
1.	Verbal	1	10	4	8.7
2.	Spatial	1	10	1	1.7
3.	Social	6	60	20	33.3
4.	Art	1	10	5	8.3
5.	Leadership	1	10	2	3.3
6.	Academic			2	3.3
7.	Productive			5	8.3
8.	Speaker			7	11.7
9.	Mechanics			2	3.3
10.	Sport			1	1.7
11.	Language			1	1.7
12.	Numeric			3	5.0

Num ber	Trial/ Test	Less Viable		Viable		Very Viable		Extremely Viable		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1.	Test I	0	0	1	10	5	50	4	40	10	100
2.	Test II	3	5	27	45	20	33.3	10	16.7	60	100

Table 9: Viability of the entrepreneurial product

4. DISCUSSIONS

Based on the results of the research on the development of entrepreneurial skill instrument, it can be summarized that the students’ perception towards the faculty is good and they have high expectation. The results of research conducted by Widyasari (2010) are: 1) there are differences in the students’ perception regarding with career choice in terms of salary, professional training, professional recognition, social values, working environment, of labor market consideration and 2) in terms of personality, there is no difference in the students’ perception regarding with career choice. A study performed by Chan (2012) showed that the training of professionals and personalities gives a significant effect on people’s interest in becoming a public accountant. On the other hand, the variables of financial rewards, working environment, labor market considerations

Num ber	Students’ talents	Test I		Test II	
		Freq	%	Freq	%
13.	Scholastic			3	5.0
14.	Accuracy (clerical)			1	1.7
15.	Not choose			3	5.0
Total		10	100	60	100

Most students have interest in the field of trading/entrepreneur. The results can be seen in Table 8.

Table 8: Student interests

Num ber	Student Interests	Test I		Test II	
		Freq	%	Freq	%
1.	Science	2	20.0	3	5.0
2.	Trading	3	30.0	8	13.3
3.	Accounting	1	10.0	7	11.7
4.	Advertising	2	20.0	1	1.7
5.	Field Activities	2	20.0	-	-
6.	Nonprofit			5	8.3
7.	Adventurer			5	8.3
8.	Appreciation			2	3.3
9.	Art			9	15.0
10.	Entrepreneurship			12	20.0
11.	Not choose			3	5.0
Total		10	100	60	100

A viability test was held on the product in the form of the entrepreneurial instrument. On the first test, most of the students answered that it is very viable. On the second test, most students answered that it is viable. The results can be seen in Table 9.

and academic achievement do not have a significant effect on people’s interest in becoming a public accountant.

The results of research on both the first and second test show that the students have an entrepreneurial spirit, interest, and strong support. Hence, supervision and guidance of the institutions are necessary. According to the results of research performed by Irsyadi (2012) to the XI graders of Electrical Power Installation Engineering of SMK N 1 Sedayu: (1) career guidance has a significant positive impact on the students’ independence in choosing a career, (2) students’ parents parenting has a significant positive impact on the students’ independence in choosing a career, and (3) there is a positive and significant influence of both career guidance and parenting on the students’ independence in choosing a career. Ekayadi (2016) research states that motivation and career development jointly affect work satisfaction of employees; it is only the variable of career development which has a partial influence on

employees' work satisfaction in PT. Rimbajitiraya Citrakarya. The results of a study performed by Hu, Yangcheng (2013) state that the possible mediating or organizational learning (OL) effect was investigated. The research results indicated that EO could positively and significantly affect the NPOs' performance and organizational learning fully mediated the relationship between EO and the performance. This paper does not only contribute to the limited research on EO and organizational learning in the nonprofit context but also provides implications for NPOs' practitioners as for the way to improve organizational performance.

Both the first and second tests show that the type of students' character of entrepreneurship is the type III. People with this type usually possess a working skill in Public Relations, such as business in the field of promotion and advertising or service manager; consultant, such as business consultant; and research and development, such as businesses in the field of design, production, entertainment, music, and art. Hendro (2011) stated that, in the business world, the strong character of a person in seeing and assessing a risk and challenge is an extremely important factor in determining the character of a business and how to start a business. Usually, this factor influences a person's philosophical perspective about entrepreneurship. If we know our characters, then it is easier to determine what type of business that suits our character best.

Most of the undergraduate students have social talents. According to Rahayu (2013), there are some types of talents such as, among others: 1) general talent, a capability in the form of basic natural potential, which is possessed by everyone, and 2) special talent, an ability in forms of a special potential, which is not possessed by everyone, such as artistic, leadership, speaking, and sports talents. There are also some other special talents, such as verbal, numerical, scholastic, abstract, mechanical, spatial, clerical accuracy speed, and linguistic talents.

The first trial shows students' interests in trading, and the second trial shows students' interests in entrepreneurship. There are similarities between the two. According to Guilford (in Rahayu, 2013), there are some types of interests which include: 1) an interest which refers to the vocational fields of works, such as a) professional interests: interest, science, arts, and social welfare; b) a commercial interest: an interest in business world, trading, advertising, accounting, secretarial, and others; and c) an interest in physical, mechanical, outdoor activities, and others. However, there is also a vocational interest, namely an interest to obtain satisfaction or to do a hobby, such as an interest in adventures, amusement, appreciation, accuracy, etc.

A study conducted by Koe (2016) show results which indicated that university students demonstrated intention towards entrepreneurship and they were quite positive on becoming entrepreneurs. In addition, university students' entrepreneurial intention was found to be positively affected by their proactive and innovative qualities. However, students' risk-taking ability was not an influential

factor on their entrepreneurial intention. Theoretically, this paper confirmed the importance of studying EO individually. Practically, it suggested that higher learning institutions should pay much attention in designing the entrepreneurial education curriculum for students. Specifically, the entrepreneurship training should focus on enhancing student's individual entrepreneurial orientation (IEO) ability and increasing their entrepreneurial intention. The results of research conducted by McClure (2015) stated that colleges and universities in the United States have developed and implemented a wide array of opportunities for undergraduate students to learn about innovation and entrepreneurship. Drawn from an institutional case study, this article examines why a public research university initiated and supported curricular and co-curricular offerings in an effort to engage all students in innovation and entrepreneurship. Four rationales drawn from 31 interviews are presented: perceived labor market demands, student interest, private donations, and competition with other institutions. These rationales are analyzed and connected to conceptual perspectives on the formation and transformation of curricula in higher education.

Millman, et al. (2009) conducted research on which the paper is based. The research was carried out in two distinct phases: first, the focus groups were used to design, pilot and develop a comprehensive research questionnaire to be used in a wider, multi-countries survey; second, questionnaires were then distributed to students in IT and non-IT related disciplines in the UK, the USA, and China. The preliminary results show that most respondents were slow in conceptualizing and contextualizing e-entrepreneurship in the prevailing socio-economic and political conditions of their countries of origin. There were not any significant differences between the students of IT and non-IT disciplines in their perceptions of the viability and practicality of engaging in e-entrepreneurship. Generic support initiatives appear to neglect the vast portfolio of skills needed by graduates to be engaged in internet trading. The authors recommend that entrepreneurship education providers should engage with the emergent models of e-entrepreneurship and that the policy makers should provide innovative initiatives to cater to the specific needs of e-entrepreneurs.

Ratten's (2014) analysis of current challenges faced by entrepreneurs in developing countries found that there is a number of different types of collaborative entrepreneurship conducted. These include cultural collaboration, government attitudes and society benefits, community innovations and collaborative capabilities. A study by Davidsson (2006) shows that according to an investigation which was implemented among the general population in six structurally different clusters of regions in Sweden, values, and beliefs are assumed to be related to people's entrepreneurial behavior and entrepreneurial intentions. The cultural differences found are not very large, but they are interesting and statistically significant. The results suggest that the prevalence of certain values

affect the level of entrepreneurship which is measured in order to establish new companies. There is not a clear indication that beliefs on social and individual outcomes of entrepreneurship can influence the establishment of new companies. The results further suggest some intricate relationships among structure, culture, and entrepreneurship. These have implications for policy-making as well as research.

4. CONCLUSIONS

To sum up, the instrument (self-assessment) can detect the entrepreneurial spirit, talent, interest of the undergraduate students and the type of businesses that fit their characters. This product contains a Standard Operating Procedure, an instrument to measure entrepreneurial spirit, and the answer keys of the instrument. The instrument consists of questionnaires about entrepreneurial spirit, interest and support in entrepreneurship, and the type of businesses which are in accordance with the students' characters. This product is ideally applied to the final year students, but it can also be applied to students at the entry level as long as the instrument of entrepreneurship support is modified with the indicator in taking some subjects. Ali, Ibrahim, and Sidek (2015) stated that a lecturer needs to improve the knowledge and skills to use the technological outcomes and innovative learning that is constantly changing. A lecturer is faced with the latest teaching techniques or learning how to use technology in the classroom, so the role of teaching and learning is more interesting and easy to accept by students. El Talla (2018) stated the research concluded that there is a significant correlation between crowdfunding and entrepreneurial creativity, which means that the regression model is good, where the results of the study showed that entrepreneurial creativity, is fundamentally affected by the statistical function of participatory e-finance. The strong impact of crowdfunding in boosting entrepreneurial creativity was demonstrated. The research reached a number of recommendations, the most important of which is the need to promote awareness of the crowdfunding of Palestinian university students, the importance of supporting entrepreneurial creative ideas among university students. The establishment of business incubators at universities promotes creative innovation, the need for universities to adopt innovative creative ideas by providing support for their transformation into projects through crowdfunding

5. SUGGESTIONS

Indonesia currently has many unemployed educated from college graduates. Students need to be educated so that unemployment can be reduced. To become an entrepreneur there needs to be an entrepreneurial spirit, motivation, talent, interest, capital, and insight into entrepreneurship. In order to find out whether students are able to become entrepreneurs, it is necessary to have early detection. This instrument that has been developed can be used to detect early on the entrepreneurial spirit of students. Internal factors (motivation, talent, interest) and external both non-campus parties (the role of friends, parents,

community) and the campus (the role of lecturers, departments, universities) are very important in order to develop and foster the spirit of student entrepreneurship in Indonesia.

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