

STUDENTS ENTREPRENEURSHIP BEHAVIOR OF STATE UNIVERSITIES IN JAKARTA PROVINCE AND SURROUNDING

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STUDENTS ENTREPRENEURSHIP BEHAVIOR OF STATE UNIVERSITIES IN JAKARTA PROVINCE AND SURROUNDING

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ABSTRACT

The objective of this research is to know the effect of organizational culture, self-interest and achievement-motivation towards entrepreneurship behavior of state-universities' students in Jakarta province and surrounding. Survey was applied in this research which data had been analysed by path analysis after all variables put into a correlational matrix. In this research, three state-universities in Jakarta province and surrounding have been choosen as unit analysis and 150 samples were selected randomly. The result of the research shows that entrepreneurship behavior is effected directly by self-interest and achievement motivation. It is also found that entrepreneurship behavior is effected indirectly by organizational-culture through self-interest and achievement-motivation. Based on those findings it could be concluded that any change or variation which occurred at entrepreneurship behavior might have been effected by self-interest and achievement-motivation (directly) and also it could be effected by organizational-culture (indirectly). Therefore, in entrepreneurship behavior: self-interest, achievement-motivation and organizational-culture should be put into strategic planning of student entrepreneurship program development at the state-universities' in Jakarta province and surrounding.

Keywords: *entrepreneurship behavior, organizational-culture, self-interest, achievement-motivation.*

Every year many universities in Indonesia, both state and private graduated thousands of new graduates. Unfortunately however, of the many scholars who passed by the Higher education, most certainly would be unemployed. This statement is not unreasonable, high graduate unemployment has become one of the phenomena that needed deeply concern. The statistics data show the number of unemployed graduate students on August 2014 reached more than 495 thousand people, or 5.88% of total unemployment which reached 7.24 million people. According

to the official news statistic of Jakarta Province, in February 2015 the absolute number of job seekers or unemployed in Jakarta amounted upto 46,540 people and 4.51% of them (about 2,100 people) are graduated from Diplomas and universities (Central Bureau of Statistics – Jakarta Province, 2015: 1).

Some factors contributing to high unemployment of graduated students, such as : lack of employment, skills mismatched graduates with the necessary criteria and competencies of the business world and most of graduates still have the paradigm as a job seeker.

Realizing the limitations, State Universities located in the Province of Jakarta and surrounding areas (Jakarta State University, University of Indonesia and the State Islamic University - Syarif Hidayatullah), in addition to equip its students with Entrepreneurship also facilitate its students with the unit of Entrepreneurship, such as the Program for Management Development and Business (PMDB) in the Jakarta State University and the Center for Entrepreneurship Development and Studies (CEDS) in the University of Indonesia that serves as a business incubator. The main problem in this research is the students entrepreneurship behavior of State Universities in Jakarta province and surrounding, how the State Universities could civilize the entrepreneurship on campus so as to change the paradigm of graduates from "Job seeker oriented" to become "Job creator oriented". In this study also examine what kind of factors that could affect entrepreneurship behavior of students, such as organizational culture, Self-Interest and Achievement motivation.

Entrepreneurship Behavior

In the beginning entrepreneur is defined as a person who buys goods with a certainty price, although it is not yet know the price of goods that will be sold. According to Sukardi in Suryana and Kartib Bayu (2013: 57-59), there are 9 entrepreneurship behaviors, namely: (1) the nature of instrumental, (2) the nature of Achievement, (3) the nature of flexibility to get along, (4) the nature of hard working, (5) the nature of self-confidence, (6) the nature of risk taking, (7) the nature of self-control, (8) the nature of innovative and (9) the nature of independence.

According to Priyatno (2009), a long history of entrepreneurship began in the eleventh century, where the meaning of entrepreneurship is merely "to do something". Later in the thirteenth century entrepreneurship interpreted as an adventurer or undertaker. Later this concept is growing steadily until the seventeenth century entrepreneurship interpreted as improving economics.

⁹ According to Jones (2010 :64), Entrepreneurship is the process by which people recognize opportunities to satisfy needs and then gather and use resources to meet those needs.

There are two kinds of approaches to the definition of entrepreneurship. The first approach is the studies that focus on personality and experience or commonly called the personalities and the early experience. The second approach is focused on the behavioral aspects of entrepreneurs (Lumpkin and Dess G.G., 1996: 136).

According to Thompson (1999: 288), it needs to do a synthesis to produce output that is beneficial to the organization that is the behavior or actions of entrepreneurs to remain vigilant and pay attention to the turbulence of the any opportunities and challenges that exist.

Organizational Culture

According to Fahmi (2013: 49), culture is the result of human creative works which were produced and has been used as a part of everyday life system. A culture that is applied to life during a long period of time will affect the pattern formation of a society, such as habits in a discipline and diligent work. Culture is what people do and what their actions for themselves. Culture is the ideas, interests, values and attitudes that contributed by group. Culture become the background, skill, tradition, communication and decision processes, myths, fears, hopes, aspirations and expectations that become experiences (Wibowo, 2012: 471-472).

According to Balzac (2011 :1), ⁶ Culture is the frame within which we operate and the lense through which we view the organization. If we view an organization as a system of interacting and interrelated parts, culture defines, creates and supports that syatem.

² According to Amstrong (2009:384), Organizational or corporate culture is the pattern of values, norms, beliefs, attitudes and assumptions that may not have been articulated but shape the ways in which people in

organizations behave and things get done. 'Values' refer to what is believed to be important about how people and organizations behave. 'Norms' are the unwritten rules of behavior.

Self-Interest

Interest is a source of motivation to encourage people to do what they want when they are free to choose. When they see that something will be profitable, they feel interested. It then brings satisfaction. When satisfaction is reduced, the interest was reduced too, The pleasure is a temporary interest. The distinction of pleasure and interest is not in quality but in provisions (persistence). During the fun is there, perhaps the intensity was there, maybe the intensity and motivation accompanying the same height with interest. However it was soon reduced due to the resulting activities has only give a temporary satisfaction. Interest is more fixed (persistent) due to interest of satisfying the needs that are important in someone's life. According to Mulyati (2004: 46), stated that in the interests are included major issues such as: (1) the feeling of pleasure that focuses on the specific object, (2) there are some interests in the particular object, (3) there are activities on the specific objects, (4) the tendency of trying to be more active, (5) the object or activity is viewed functionally in life and (6) the tendency to direct and influence the behavior of individuals.

According to Chaplin (2004: 46), interest is an ongoing attitude that pattern someone's attention, so that makes him to be selective towards the object of interest. Feelings stating that the activity, work, or object is valuable or meaningful to someone. One state of motivation, or a set of motivation that guide behavior toward one direction or a specific goal. According to Chaplin dimentions of interest consists of: (1) ongoing attitude, (2) feeling that stated activites are meaningful to someone (3) the motivation that guide behavior toward a specific goal.

Achievement Motivation

The motivation for someone to perform an activity generally occurs because someone felt the need to make ends meet. When needs have been met, then the motivation will decrease. A Contemporary view of motivation, presented by Landy and Becker in Stoner *et. al.* (2003; 139-152) classifies many modern approach to the theory and practice of motivation into five categories, namely: the theory of needs, theory of justice, expectancy theory, reinforcement theory and theory of goal setting.

²³ According to Fuad and Abdul Manaf Bohari (2011: 275-277), they conducted research in Malaysia titled "Malay Women Entrepreneurs in the Small and Medium Sized ICT-Related Business: A Study on Need for Achievement" and the variables studied were a success of the entrepreneur (dependent) and Motivation / need for achievement (independent). The

Results indicated a positive and significant correlation between motivation / need for achievement by the success of the Enterprising Malaysian entrepreneurs engaged in the Small Business SME-ICT. Most likely this is due to the Enterprising individuals are working hard to achieve the desired goal and always think how to develop a business that is being lived.

The research objective is to determine the effect of Organizational Culture, Interest for Self and Motivation for the Achievement towards the Entrepreneurship Behavior, with hypotheses: (1) Cultural Organisation directly positive influence on the Entrepreneurship Behavior; (2) Interest for Self directly positive influence on the Entrepreneurship Behavior; (3) Motivation for Achievement directly positive influence on the Entrepreneurship Behavior; (4) Cultural Organisation directly positive influence on the motivation for Achievement; (5) Interest for Self directly positive influence on the motivation for Achievement and (6) Cultural Organization directly positive influence on the Interest for Self.

METHODS

The research was conducted on students of State Universities in Jakarta and surrounding areas with survey method (questionnaire). The research population were students of the Faculty of Economics and Business and the Faculty of Family Welfare - Jakarta State University, the Students who are members of Center for Entrepreneurship Development

Studies – University of Indonesia and the ¹⁷ students of Faculty of Economics and Business – State Islamic University “Syarif Hidayatullah”. Total population are 600 students. Sample set of 150 people with simple random sampling technique (Barlett ¹⁶ II, Joe W. Kotrlik and Chadwick C. Higgins, 2001: 48).

The research instrument tested in advance to assess the validity of the formula product moment correlation and reliability with Cronbach alpha formula. ⁴ Data analysis using inferential statistical analysis. The statistical descriptive analysis included the ⁴ average value, median, mode, standard deviation, variance, maximum and minimum scores and distribution frequency and histogram. Inferential statistical analysis using formulas path analysis. The research examined the relationship between variables that were analyzed and measured the effect of one variable to another variable. The research examined four variables: Organizational Culture, Self-Interest, Achievement Motivation and Entrepreneurship Behavior.

The theoretical model of research variables could be seen on the following figure;

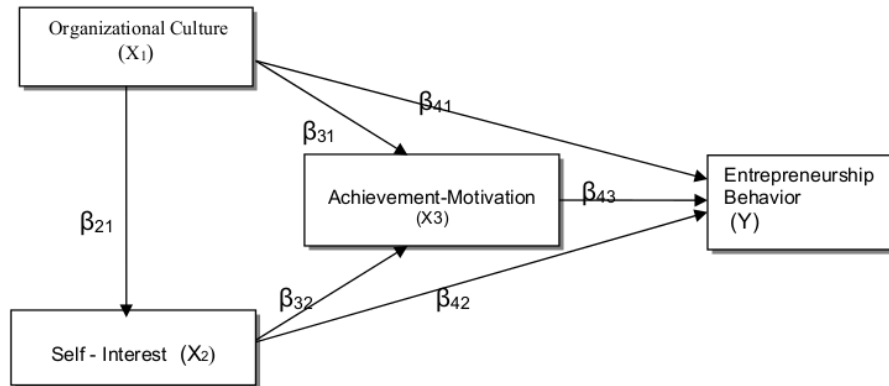


Figure1. Theoretical Model Research Variables

Prior to the data analysis to test the hypothesis, necessary to test requirements analysis, including normality test, linearity test, regression and correlation significance. Subsequently carried out evaluating the hypothesis with path analysis. After conducted Validity and Reliability test towards the respondents data then conducted normality test by using Lilliefors and linearity test. These tests are purposed to see whether the data can be representative of the population and whether the constructed model has a linear relationship or not.

The evaluation of the path coefficient will be executed after research-hypothesis have been tested in advance by statistical hypothesis, namely:

Hypothesis 1 :

$$H_0 : \beta_{41} \leq 0$$

$$H_1 : \beta_{41} > 0$$

Hypothesis 2

$$H_0 : \beta_{42} \leq 0$$

$$H_1 : \beta_{42} > 0$$

Hypothesis 3 :

$$H_0 : \beta_{43} \leq 0$$

$$H_1 : \beta_{43} > 0$$

Hypothesis 4 :

$$H_o : \beta_{31} \leq 0$$

$$H_1 : \beta_{31} > 0$$

Hypothesis 5 :

$$H_o : \beta_{32} \geq 0$$

$$H_1 : \beta_{32} < 0$$

Hypothesis 6 :

$$H_o : \beta_{21} \geq 0$$

$$H_1 : \beta_{21} < 0$$

RESULTS AND DISCUSSION

Before calculating the path coefficients, it is necessary to calculate the correlation coefficient between the variables in advance. The calculations show that all the correlation coefficient between variables is positive, indicating that there is a positive relationship between the variables contained in the structural model. The entire value of the correlation coefficient was significant at $\alpha = 0.05$. The Simple summary correlation coefficient between the variables could be presented in the following matrix table.

Table 1. Matrix of simple correlation coefficient between variables

	X ₁	X ₂	X ₃	Y
X ₁	1,000			
X ₂	0,879	1,000		
X ₃	0,998	0,880	1,000	
Y	0,956	0,917	0,964	1,000

In table 1, the degree of closeness of relationship (correlation coefficient) between Cultural Organization (X1) with interest for Self (X2) - $r_{12} = 0.879$. The correlation coefficient between Cultural Organization (X1)

with Motivation for Achievement (X3) - $r_{13} = 0.998$. The correlation coefficient between interest for Self (X2) with Motivation for Achievement (X3) - $r_{23} = 0,880$. The correlation coefficient between Cultural Organization (X1) with Entrepreneurship Behavior (Y) - $r_{14} = 0.956$. The correlation coefficient between interest for Self (X2) with Entrepreneurship Behavior (Y) - $r_{24} = 0.917$. The correlation coefficient between Motivation for Achievement (X3) with Entrepreneurship Behavior (Y) - $r_{34} = 0.964$.

The result of the path coefficient calculation of sub-structures 1, 2 and 3 are as follows: (1) The path coefficients X1 to X2 is 0,879, (2) path coefficients X1 to X3 is 0.985, (3) The path coefficients X2 to X3 is 0,033, (4) the path coefficients X1 to Y is -1136, (5) the path coefficients X2 to Y is 0.309 and (6) the path coefficients X3 to Y is 1.825.

Summary of all the results of the path coefficients, ²¹ can be seen on the following table.

Table 2. Results summary and influence of the path coefficient

No	Variable	Direct influence of path coefficient
1	X1 to X2	0,879
2	X1 to X3	0,985
3	X2 to X3	0,033
4	X1 to Y	-1,136

5	X2 to Y	0,309
6	X3 to Y	1,825
7	ϵ_1	0,476
8	ϵ_2	0,071
9	ϵ_3	0,210

4 Based on the results of data analysis, it's obtained a structural equation

below:

Sub Structural 1: $X_2 = 0.879 X_1 + 0.476$.

Sub Structural 2: $X_3 = 0.985 X_1 + 0.071$.

Sub Structural 3: $Y = 0.309 X_2 + 1.825 X_3 + 0.210$.

After calculating the path coefficients in Sub Structure 1, 2 and 3, the path diagram could be described as the following.

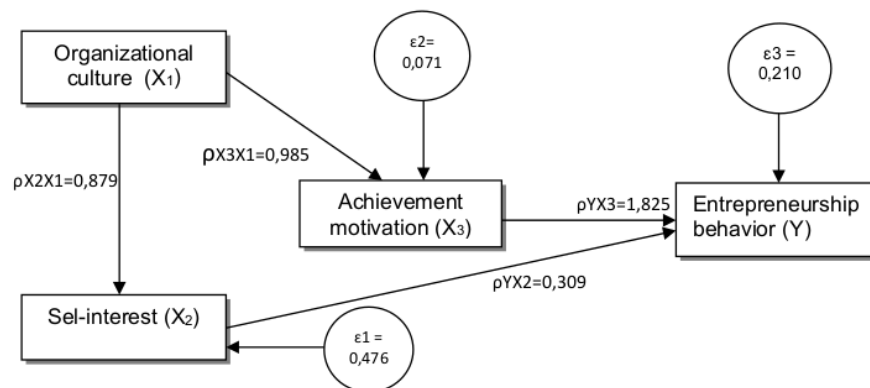


Figure 2. Path diagram of Variable X_1 , X_2 and X_3 towards Y

The evaluation results of Hypothesis 1 shows that the organizational culture does not directly influence Entrepreneurship Behavior. Based on the calculation results by SPSS V.22 showed the Organizational Culture does not influence towards Entrepreneurship Behavior, it is seen from the path coefficient $\rho_{41} = -1.136$. Nevertheless the Cultural Organization indirectly influence towards Entrepreneurship Behavior through variable Self-interest (X2) and variable Motivation for Achievement (X3). The large positive influence indirectly indicated by path coefficient value of 0.272 (ρ_{YX1X2}) and 1.798 (ρ_{YX1X3}). This indicated although Organizational Culture directly couldn't impact to the Entrepreneurship Behavior but indirectly through the variable Self-interest and Motivation for Achievement could have implications for the increasing of Entrepreneurship Behavior.

The Recapitulation of hypothesis evaluation results in Table 3 indicated that the path coefficient ρ_{YX1} and ρ_{X3X2} are not significant, whereas the path coefficient ρ_{YX2} , ρ_{YX3} , ρ_{X3X1} and ρ_{X2X1} are significant.

Table 3. Recapitulation of Hypothesis evaluation Results

No	Hypothesis	Test of Statistic	Path Coeff.	t_a df = 150	Decision of H_0	Conclusion
1.	Organizational Culture (X_1) directly positive effected towards Entrepreneurship Behavior (Y)	$H_0 : \beta_{41} \leq 0$ $H_1 : \beta_{41} > 0$	-1,13	-4,461	H_0 Accepted	No Directly Effected
2.	Self-interest (X_2) directly positive effected towards Entrepreneurship Behavior (Y)	$H_0 : \beta_{42} \leq 0$ $H_1 : \beta_{42} > 0$	0,309	8,437**	H_0 , Not Accepted	Directly Effected

3.	Achievement-Motivation (X_3) directly positive effected towards Entrepreneurship Behavior (Y)	Ho : $\beta_{43} \leq 0$ H ₁ : $\beta_{43} > 0$	1,825	7,134**	H ₀ , Not Accepted	Directly Effected
4.	Organizational Culture (X_1) directly positive effected towards Achievement-Motivation (X_3)	Ho : $\beta_{31} \leq 0$ H ₁ : $\beta_{31} > 0$	0,985	83,735**	H ₀ , Not Accepted	Directly Effected
5.	Self-interest (X_2) directly positive effected towards Achievement Motivations (X_3)	Ho : $\beta_{32} \leq 0$ H ₁ : $\beta_{32} > 0$	0,033	1,213	H ₀ Accepted	No Directly Effected
6.	Organizational Culture (X_1) directly positive effected towards Self-interest (X_2)	Ho : $\beta_{21} \leq 0$ H ₁ : $\beta_{21} > 0$	0,879	22,425**	H ₀ , Not Accepted	Directly Effected

* Significant at $\alpha = 0,05$ ($t_{tabel} = 1,645$)

** Very significant at $\alpha = 0,01$ ($t_{tabel} = 2,326$)

The finding is interesting to note that the research-sampling largely comes from the economic background of students, with the assumption that environments, an atmosphere of learning and culture are familiar with the business atmosphere. The reality in the field, from the research findings were considered quite the opposite, culture which was considered could support the improvement of entrepreneurship behavior has no direct influence.

This finding was supported by the results of research conducted by Nurul Indarti and Rokhima Rostian (2008), related to the educational background of the students, showed that Indonesian students with a background in economics and business are not too interested in becoming entrepreneurs because of the orientation of education or the educational curriculum of economic and business is not directed to establish self-employment but tended to prepare and equip students to work in large-scale enterprises and well established. If the orientation of economic and

business education aimed at the formation of graduates who are ready to become entrepreneurs, the ¹ university or the institution should set up a curriculum that could facilitate and promote the spirit of entrepreneurship.

As long as this educational curriculum Entrepreneurship applied in State Universities still embrace the "Problem Based Learning", it means students are only taught how to overcome the existing problems "How to solve the problem", has not touched the efforts of what and how to act or behave as an entrepreneur to overcome unemployment. Entrepreneurship learning paradigm needs to be addressed, namely by empowers entrepreneurship by implementing curriculum based on the empowerment of the project, namely "Project-based system". Students are directed and nurtured to become entrepreneur to make a "business plan", carrying out business according to their "passion" as they are constantly monitored and accompanied by competent lecturers from the State Universities until they succeed to pursue their efforts.

The evaluation results of Hypothesis 2 shows that Self-Interest Conduct a positive effect on Entrepreneurship Behavior. This positive effect shows that the interest for self will have implications for the increasing of Entrepreneurship Behavior.

Independence could be defined as behavior whose activity is directed to yourself, do something appropriate, able to solve problems

without any help of others, freedom in decision making and not depend on others. In order to awaken the interest of students to become independent it is necessary to be given the stimulation in the form of tangible actions that can help the student to realize his wishes in entrepreneurship, among others by equipping students with specific subjects such as Integrated Personal Development Course that includes the formation of soft-skills, leadership, and entrepreneurship , Besides the influence of courses, also needed seminar activities and entrepreneurship programs that can stimulate creativity and interests of students in order to improve entrepreneurship behavior.

According to Zuraida and K. Gita Ayu (2013: 912-913), in a study of Bina Nusantara University students, concluded that the percentage of time to start a business in all majors are 1-3 months and time-period to pursue the next business is 1-2 years. This is indicated an interest in entrepreneurship is quite high but will be not necessarily carried forward, the main obstacle perceived by students in starting a business is not available capital and time limitation

The evaluation results of Hypothesis 3 shows that Achievement Motivation conduct a positive effect on Entrepreneurship Behavior. This positive effect shows that high Achievement Motivation will have implications for the increasing of Entrepreneurship Behavior.

Motivation is a psychological process that is fundamental and is one element that may explain a person's behavior. Motivation is related to impulse or force which is located in the human being (Suryana and Kartib Bayu, 2013)

According to David McClelland in Stoner (2003: 142), indicated that a strong need for achievement is the drive to succeed or excel, with regard to the extent to which the person is motivated to do their job. People with a high need for achievement are like to be responsible for solving the problem; they tend to set goals that are difficult enough on their own and take calculated risks to achieve this goal and they greatly appreciate feedback about how well they work. Thus, those who have a high need for achievement tend to be motivated by the work situation that full of challenges and competition; people with the needs of low achievers tend to underperform in the same working situation.

The attempt to motivate students to perform better in Entrepreneurship should begin with the formation of entrepreneurial character, such as creativity, courage, confidence, ability to negotiate, as well as the ability to speak. The learning process should be done with a lot of dialogue and implement methods that can stimulate the creativity of students, such as by provide the opportunity to make students want to do

research and try to apply the theory of entrepreneurship which are learned in the practice.

The evaluation results of Hypothesis 4 shows that the Organizational Culture conduct a directly influence on Achievement Motivation. This positive effect shows that strong organizational culture will have implications for Achievement Motivation enhancement. Organizational culture could influence and encourage someone in the acted and should be the benchmark in any organizational development program and the policies taken.

The effort to maintain the culture of an organization could be done by: (1) socialization of anticipation, i.e. by involving all the activities of individuals before entering the organization and (2) accommodation, in this stage people see the organization and the work as it is. Through various activities, people seeks to become an active participant in the organization and a competent workers in doing the job (Ivanchevic, Robert Konopaske and Michael T. Matteson, 2007: 52).

Associated with the theory of how to be able to sustain an organizational culture that already exists, the State Universities need to socialize the program and unit activities that support entrepreneurship, particularly to new students so that they can be early acquainted with the organizational culture of State Universities as their host mainly related to

entrepreneurship, such autonomy is given to students in initiating business democratically, the State Universities must responds to the desire of students.

The evaluation results of hypothesis 5 shows that interest for Self has no direct influences on Achievement Motivation, it's seen from the path coefficient $p_{32} = 0.014$ less than 0.05. .It could be Happened because there are a limiting factor in the ambitions of independence (i.e. individuals who have their own businesses feel more honored than working with others). This presumption does not apply to most people, including the assessment of students, they assume work as an entrepreneur "less honorable" than working with others (Budiarti, Endang Tri Yani and Nuria Universari, 2012: 94). This feeling should be straightened out in the world of education, in fact entrepreneur is a job that could change one's destiny for the better because by managing one's own business could determine its earnings as much as possible, depending on how much effort, ability and willingness of its.

According to Segal, Dan Borgia and Jerry Schoenfeld (2005: 42-57) shows that the variable tolerances of the risks, success in entrepreneurship and desire to be free is a motivation factors which **have a positive influence on student interest in entrepreneurship**. Thus it could be concluded that the variable Achievement motivation has a positive influence on self-interest.

At once it denies the hypothesis that claimed the self-interest is directly influenced the Achievement motivation.

The evaluation results of Hypothesis 6 shows ⁴ that Organizational Culture has a directly positive influence on Self-interest. This positive effect shows that strong organizational culture will have implications for the increasing of Self- interest.

According to Hrehova (2013: 45), in his research conducted in Slovakia, there are some findings which recommended, i.e. : (1) suppose the entrepreneurship education is not only given at the university level but also provided at the lower levels education widely and evenly, (2) the entrepreneurship education to be given in all departments both exact and social, (3) it is necessary to change in the pattern of entrepreneurial education from education based on courses to be directed into education "results based" and professionally qualified, (4) it is necessary to stimulate the ambition of doing business, develop the potential and business skills of the students and (5) it is necessary for increasing inter-connection between education, research and business environment. All these findings lead to the strengthening of the organizational culture that will ultimately be able to increase the Self-interest.

After conducting path analysis of the structural model, the path coefficient results obtained are used to test the research hypothesis. The

criteria used in the hypothesis evaluation is that if the path coefficient of less than 0.05, it is presumed that path does not mean (Sudjana, 1992: 304).

Some things to be considered to create a good Organizational Culture to stimulate self-interest and achievement motivation and give a positive impact on Entrepreneurship behavior of students, are as follows: (1) to conduct meetings among the student community, discussing how to promote product effectively and how to penetrate a particular market segment, (2) State Universities facilitate meetings between students with successful entrepreneurs and (3) hold regular meetings between students and the leader of the State Universities in order to evaluate the activities that have been and will be implemented, (4) State Universities should be able to create campus atmosphere that could stimulate the growing of Self-interest, such as opening a canteen conducted by the students or cooperative-unit, periodically organize bazars followed by students with their work, (5) State Universities should conduct a visit to other State and Private Universities whose own the unit entrepreneurial activity to mutual exchange of ideas and experience in developing entrepreneurial activity in their respective campuses.

In order to further enhance the Entrepreneurship Behavior of students, there are any recommended follow-up as follows : (1) to increase

the achievement motivation of the students, the State Universities extrinsictly should be able to give more stimulus and spirit to the students in order to do business by providing more opportunities for students to obtain financial assistance, such as through Venture Capital and (2) should be further research to study a wider and deeper entrepreneurship by adding variables that are conceptually affect the increasing or decreasing of Entrepreneurship Behavior, such as researching the influence of family support and environment and ease of access in getting funding for entrepreneurship through quantitative and qualitative approach.

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CONCLUSION

Based on the results of research and statistical analysis, it could be concluded: (1) Self-Interest directly positive influence towards the Entrepreneurship Behavior. It means that high interest for Self could increase Entrepreneurship Behavior of State Universities students in Jakarta province and surrounding areas, (2) Achievement Motivation directly positive influence towards the Entrepreneurship Behavior. It means that high Motivation for Achievement could increase the Entrepreneurship Behavior of State Universities Students in Jakarta province and surrounding areas, (3) Organizational Culture directly positive influence towards the Achievement Motivation. It means a strong organizational culture could improve Motivation for Achievement of State Universities students in

Jakarta province and surrounding areas, and (4) Organisational Culture directly positive influence towards the Self-interest. It means a strong organizational culture could improve the interest for Self of State Universities students in Jakarta province and surrounding areas.

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STUDENTS ENTREPRENEURSHIP BEHAVIOR OF STATE UNIVERSITIES IN JAKARTA PROVINCE AND SURROUNDING

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