

Factor's Influencing Attitude Toward Entrepreneurship Among Sundanese High School Students

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Abstract

Entrepreneurship in young people represents a relatively untapped source of new business start-ups and economic growth. High school students are in their adolescence, a period of development and exploration that can shape their future orientation. In this period, students integrate their knowledge about their interest, capacity, and values as a basis of their future orientation. Attitude toward entrepreneurship is a personal evaluation of entrepreneurship that should be considered in shaping their future orientation. This research aimed to explore factors that influence attitude toward entrepreneurship among Sundanese high school students in West Java Province, Indonesia. This descriptive research used a cluster technique to sample public senior high school, private senior high school, vocational senior high school, and madrasah Aliyah (Islamic school). To measure the extent to which different factors affect students' attitude toward entrepreneurship, used an Attitude Toward Enterprise instrument (reliability = 0.967, N = 434). The results of the research showed that most of the students had a positive attitude toward entrepreneurship. Achievement and Leadership are two components which contributed most to the students' future entrepreneurship orientation. The trend of social media use among students could introduce students to the experience of selling and making a profit. The students' age, study background, and family members' experience could help strengthen their attitude toward entrepreneurship. The lessons learnt from the research provided an insight about what would be the most appropriate method that schools could adopt to develop students attitude toward entrepreneurship.

Keywords: Attitude Toward Entrepreneurship; Sundanese; High School Students

Article Received: 18 October 2020, Revised: 3 November 2020, Accepted: 24 December 2020

I. INTRODUCTION

For a big country like Indonesia, increase in the number of entrepreneurs can offer a solution to labor and economic problems. According to Statistics Indonesia, approximately 7.56 million people of Indonesia were unemployed (Statistics Indonesia, August 2015). Bank of Indonesia Deputy Governor Halim Alamsyah (2014) quoted the Minister of Cooperatives and SMEs, Agung Gede Ngurah Puspayoga, who stated that the number of entrepreneurs was only 1.65 percent of the total population of Indonesia. The statistics show that we are far behind compared to the neighboring countries such as Malaysia, Thailand, and Singapore, where entrepreneurs total to above 4% of their respective population. In order for a country to be categorized as prosperous, social psychologist David Mc Clelland said, its total number of entrepreneurs must

be at least 2% of the total population of entrepreneurs (Singgih Santoso, 2016).

One's propensity or inclination towards entrepreneurship can be influenced by formal education (Gorman et al., 1997). Peterman and Kennedy (2003) demonstrated that a formal enterprise education program significantly and positively influences an individual's perceptions of the desirability and feasibility of starting a business. High school is a crucial level to build what students aspire as their next path in life. Their perception about career and job determines their choice of higher study. It is the general perception of high school students that the field of study they choose in university can help them build their capacity to contribute to their country's future economic growth. A wrong choice would not only result in a waste of time and money but also in lower self-esteem. It is therefore important

for high school students to explore their interest and capacity and create future values.

The entrepreneurial career has been theoretically defined by Dyer (1994). Differentiation between the entrepreneurial styles, specifically novice, serial, and parallel entrepreneurs, has been theorized and support given (Alsos & Kolvereid, 1998; Kirschenhofer & Lechner, 2006; Westhead, Ucbasaran & Wright, 2005; Westhead, Ucbasaran, Wright & Binks, 2005c; Wright, Robbie & ennew, 1997).

The most densely populated province in Indonesia, West Java can potentially be a region with a large number of entrepreneurs. The province is home to the native Sundanese people, whose diverse characteristics, traits, and values can either encourage or hinder the emergence of entrepreneurship values in the individual. Traditionally, Sundanese people have lived as family or commercial farmers. Its high soil fertility makes the province a suitable farming and plantation area. This area has long been known as the "rice basket" of Indonesia. In addition to rice, tea is also largely grown, particularly in the mountainous areas. Secondary crops and fruits also grow well and abundantly. Sundanese people are famous for their friendliness. They are similar to the Javanese, particularly in the way they dress and the way they farm. The Sunda people place more emphasis on family and openness, whereas the Javanese tend to be more formal and hierarchical. Another difference from the Javanese is that Sundanese have a stronger devotion to Islam. Sundanese people believe that having a Sundanese character (*kasundaan*) is the best path of life. This character can be summed up as *cageur* (healthy), *bageur* (good), *bener* (right), *singer* (introspective) and *pinter* (intelligent).

Entrepreneurship is needed to develop the nation's economy and improve the nation's competitiveness. This study was conducted to determine whether entrepreneurship is a student's career choice. This paper presents attitude theory as an alternative to the trait and demographic approaches used to study entrepreneurs. An educational system that develops and propagates students' entrepreneurial initiatives plays a major role in fostering students' attitude toward life and cultivating their sense of entrepreneurship. The article discusses the extent to which entrepreneurial initiative is developed among high school students in Jatinangor, Sumedang, West Java, Indonesia.

Entrepreneurship in young people under 25 currently represents a relatively untapped source of new business start-ups and economic growth (Athayde, 2009). Entrance into high school means entrance into adolescence, a period of development when students begin to among others explore their

future orientation. In this period students integrate their knowledge, interest, capacity, and values as a basis for their future orientation. Attitude toward entrepreneurship is personal evaluation of entrepreneurship that will be a consideration in future orientation. This research is used to see the overall attitude of entrepreneurship among high school level students in Jatinangor, including the formation dimensions of their attitudes toward entrepreneurship.

II. OBJECTIVES OF THE STUDY

The main objectives of the study were to determine the attitude toward entrepreneurship among Sundanese high school students in Jatinangor, Sumedang, West Java. The term high school here refers to Public Senior High School, Private Senior High School, Vocational Senior High School, and Madrasah Aliyah (Islamic High School). The study further aimed to find out the extent to which career choice and Sundanese characteristics influence senior high school student to become entrepreneur.

III. REVIEW OF LITERATURE

The concept of "attitude" is more dynamic than that of "trait" as attitudes are responsive to external objects, and are capable of change. An "attitude" is also a much richer concept by being manifest in three ways: cognitive (beliefs), affective (emotions), and behavioral (actions) (Rust & Golombok, 1989 in Athayde, 2009). In a current social psychological context, attitude is defined as the predisposition to respond in a generally favorable or unfavorable manner with respect to the object of the attitude (Ajzen, 1982; Rosenberg & Hovland, 1960; Shaver, 1987). By definition, every attitude has an object, be it a specific person, place, thing, event, activity, mental concept, cognitive orientation, life style, or even combinations of these categories. Attitudes also exist at the general and specific levels for many objects. Because of this, attitude specificity needs to be matched by measurement specificity (Abelson, 1982; Ajzen, 1982; Ajzen & Madden, 1986; Ajzen & Fishbein, 1977, Robinson, 1991).

Athayde (2009) summarized some research finding, with a few characteristics, which include creativity; autonomy (personal control); achievement; leadership; and, less commonly, coping with uncertainty and ambiguity (Gibb, 1987, 1993, 2000, 2002). Attempts to measure the risk-taking propensity of entrepreneurs have had mixed results. Whereas studies such as Brockhaus (1976, 1980) and Peacock (1986) found no differences in risk taking between successful and unsuccessful

entrepreneurs and the general population, Carland, Carland, Carland, and Pearce (1995) and Stewart, Watson, Carland, and Carland (1998) found that entrepreneurs had a greater propensity for risk taking than managers.

The attitude model of entrepreneurship, as it is empirically and conceptually presented here, has ramifications for entrepreneurial education and change programs. Because attitudes are open to change, entrepreneurial attitudes may be influenced by educators and practitioners. The tripartite attitude model suggests ways of initiating change by influencing thoughts, feelings, and behavioral intentions (Rosenberg, 1960) with regard to entrepreneurship and related attitudes such as innovation, achievement, self-esteem, and personal control. But because of its complexity, self esteem is conceptualized as leadership and intuition, and innovation conceptualized as creativity (Athayde, 2009). Attitude toward entrepreneurship consists of the following dimensions:

1. Achievement: drive/orientation to reach personal goal setting
2. Personal Control: disposition for new venture creation
3. Creativity: innovatory process that leads to economic activity
4. Leadership: ability to manage strategically & opportunities
5. Intuition: ability to cope with uncertainty & unstable circumstances

IV. METHOD

This descriptive survey research aimed to investigate the attitudes toward entrepreneurship among Sundanese high school students in Jatinangor, Sumedang, West Java. It further aimed to find out whether attitude toward entrepreneurship would become career choice and characterized by Sundanese ethnic.

The study examined 434 randomly selected Senior High School Students from 4 categories senior high school in Jatinangor. SMK Pasundan Jatinangor (n=152) was randomly selected to represent

Vocational Senior High School; SMA Darul Fatwa (n=21) to represent Private High School category, SMAN Jatinangor (n=227) to represent Public Senior High School, and MA Darul Hufadz (n=34) to represent Madrasah Aliyah (Islamic High School).

The researchers personally sought the permission of the respondents to be part of this study through face-to-face encounter. The main purpose of the present study and the process by which the respondents were chosen were explained to them thoroughly. Then an oral consent was obtained before the actual gathering of data were scheduled and conducted. The respondents were given 20 to 30 minutes to complete the data-gathering instruments.

Upon retrieval of the accomplished instruments, the obtained data were coded, tallied, computer-processed, and interpreted. The statistical tools used were frequency counts, percentage analysis, mean and standard deviation and were further employed in the analysis of the obtained data. The demographic approach had also its own problem in measuring the entrepreneurial attitudes discussed by Athayde (2009). Therefore, the data can tend to be generalizing individual groups within the population.

This research method combined a non-experimental approach with a descriptive method. To test the hypothesis, a verification method using statistical tests was used. In this research, the data were collected through a questionnaire. The data gathered were processed using 31 items of measurement tools adopted and modified from Attitude toward Enterprise Test (ATE) from Athayde (2009). The questionnaire's reliability score was 0.967, indicating a very high degree of reliability.

V. RESULTS AND DISCUSSION

Demographic data (Table 1) include the individual characteristics of sex, age, school, and career choice after graduation and the existence of family entrepreneurship. It is useful to know the background of the students and deepen the discussion.

Table 1. Demographic Data

Demographic	Category	Number of Respondents	Percentage
Sex	Male	212	48.8%
	Female	222	51.2%
Age	15	5	1.2%
	16	47	10.8%

	17	297	68.4%
	18	74	17.1%
	19	11	2.5%
Senior High School	State High School	227	52.3%
	Voacational School	152	35%
	Privat High School	21	4.8%
	Islamic Boarding School	34	7.9%
Career Choice	College	308	71%
	Work	96	22%
	Married	30	7%
Entrepreneur’s Family Member	Yes	214	49.3%
	No	220	50.7%

Based on the calculation to determine whether there are differences Attitudes Toward Enterprise

between demographic data, it can be seen from the following results:

TABLE 2. DISCRIMINANT ANALYSIS

Sex	P-Value	Sig.
Female	0.286	H ₀ accepted
Male		
15	0.219	H ₀ accepted
16		
17		
18		
19		
State High School	0.274	H ₀ accepted
Voactional School		
Provrat High School		
Islamic Boarding School		
Entrepreneur’s family Member	0.107	H ₀ accepted
No entrepreneur’s family Member		

With all P-values larger than 0.05, then H₀ was accepted. In other words, there was no difference in attitudes towards entrepreneurship across the students’ sex, age, university background, and family background. Based on the analysis, family background did not pose a factor that could cause the students to have a different attitude towards entrepreneurship. Students today belong to the category Generation Y, which is generally

characterized by a tendency to be able to do things freely and determine their own career choices.

The measurement results showed that the respondents had a moderate high level attitude toward entrepreneurship. With moderate-high and high levels predominating, it can be said that college students have a positive attitude toward entrepreneurship, as can be seen in Figure 2.

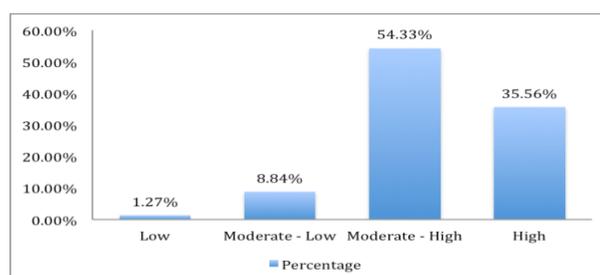


Figure 2. Level of Attitude toward Enterprise

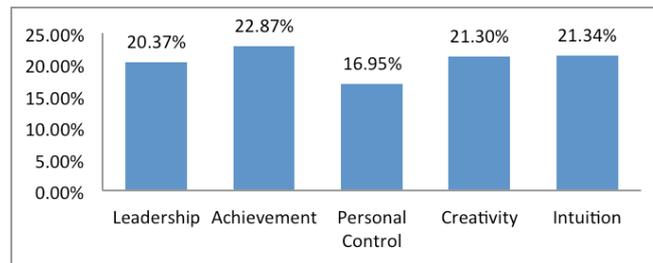


Figure 3. Attitude toward Enterprise Dimensions

Using Path analysis, we can see the differences between each dimension of Attitude Toward Enterprise based on figure below:

TABLE 3. STATISTICAL DATA OF ATTITUDE TOWARD ENTERPRISE DIMENSIONS

<i>Dimension</i>	<i>Standardized Coefficient</i>	<i>P-Value</i>	<i>Note</i>
<i>Leadership</i>	<i>.267</i>	<i>0.000</i>	<i>H₀ rejected</i>
<i>Achievement</i>	<i>.278</i>		
<i>Personal Control</i>	<i>.209</i>		
<i>Creativity</i>	<i>.259</i>		
<i>Intuition</i>	<i>.243</i>		

With p-value 0.000, that is <0.05, H₀ was rejected, which meant that there was difference in mean values between leadership, achievement, personal control, creativity, and intuition. In other words, the respondents showed the dimensions of

attitudes toward entrepreneurship differently. To measure the magnitude of the influence of each dimension in determining the magnitude of ATE score generated, a calculation was performed using path analysis method.

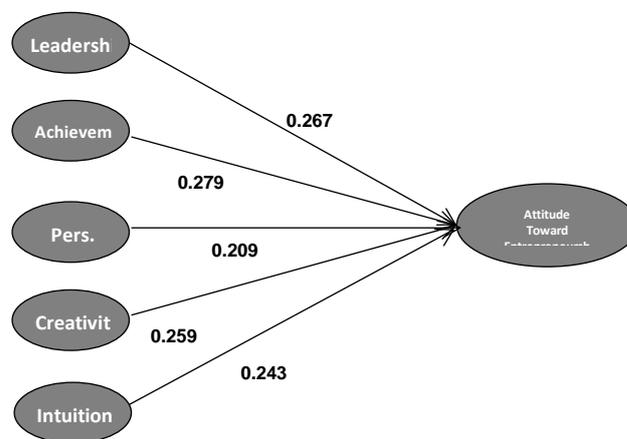


Figure 4. Students’ Attitude toward Entrepreneurship Path Analysis

As the picture shows, the aspect contributing most to the students’ attitude towards entrepreneurship in students was achievement, with a percentage of 22.87%, representing a tendency for achievement to be more dominant among the students than the other dimensions. The link between entrepreneurship and

achievement motivation has been confirmed by several studies (Caird, 1991; Durand & Shea, 1974; Morris & Fargher, 1974; Robinson et al., 1991). Achievement has been conceptualized and measured in many different ways. One study, for instance, looked at the “goal-setting,” “perseverance,” “drive,”

and “energy levels” of undergraduates (Louw et al., 2003). In developing a domain of enterprising behaviors of ordinary people, Gelderen (2000) included “being active,” “busy,” and “initiative.” So it can be said that the students' understanding and confidence regarding achievement orientation in their life, their sense of achievement orientation, and their tendency to reach goals constitute the most effective formation of attitudes towards entrepreneurship.

Related to the understanding and belief about one's life, the dimension of creativity, contributed 21.30% to the students' attitude toward entrepreneurship. A sense of the things that enhance one's creativity and a tendency to behave in accordance with the values of creativity will improve attitude toward entrepreneurship. Timmons and Spinelli (2004) argue that creativity is central to the concept of entrepreneurship and is particularly relevant in the teaching of entrepreneurship.

Intuition (21.34%) can be associated with the ability to cope with uncertainty and unstable circumstances, which can be associated with enterprise creation (Gibb, 1987). Intuition is important to develop an entrepreneurial activity. Leadership (20.37%) is related to understanding and knowledge about oneself and the ability to motivate others, communicate with others, and make persuasive action to convince others about one's opinion.

The last dimension measured was personal control (16.95%). Prerequisite for action, this dimension is related to one's understanding, belief, and feeling about his or her capabilities. Personal control is determined by one's tendency to achieve goal.

VI. CONCLUSION

- The results of the study showed that most students had a positive attitude towards entrepreneurship and would prefer to be entrepreneurs upon completing study.
- School has a role in developing student's entrepreneurial behavior, by providing them with knowledge about entrepreneurship, business idea generation, the search for and evaluation of business opportunities, as well as practical knowledge about the process of starting a business.
- Improvement of Attitude Toward Enterprise should be accompanied by the improvement of the ability to lead and influence others, do the job thoroughly, develop goal-oriented attitude, do work with a sense of pride, plan, develop self-

control, nurture belief about the importance of creativity, ratings personal about creativity within themselves, foster non-linear thinking, cope with uncertainty, and build risk-taking readiness in problem solving. All these attributes must be developed to improve students' attitude towards entrepreneurship.

- Differences in career choices among the respondents resulted in different attitudes towards entrepreneurship. Different career choices led to the different ways the students took to achieve their future. Respondents who chose to go to college after high school would very likely focus more on certain school subjects in which they needed to excel to gain admission to university. Desire to continue to university also led the lack of interest in some students to pursue knowledge about entrepreneurship.
- Typical traits of the Sundanese people are believed to have a role in improving dimensions of attitude toward entrepreneurship. For example, while being *bageur* (upright, good, sincere) is key to Leadership, being *bener* (true, right, genuine, real) can lead to better Personal Control, and being *singer* (introspective) can sharpen one's intuition. However, since achievement and creativity are not part of the basic values of the Sundanese people, it is important for Sundanese high school students to cultivate their creativity and achievement motives to build their entrepreneurship potentials and develop better attitude and intention toward entrepreneurial behavior.

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