

# Comparative Study of Student Entrepreneurship UNESA Indonesia and UPSI Malaysia

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**Abstract-** The aim of this study is to compare entrepreneurship lessons on student entrepreneurship attitudes between the Economic Education Department, Faculty of Economics, State University of Surabaya (UNESA), Indonesia and Faculty of Management and Economics, University of Education Sultan Idris (UPSI), Malaysia. This quantitative study used a comparative study method of entrepreneurship lesson activities in UNESA Indonesia and UPSI Malaysia. Differences in entrepreneurship learning between UNESA and UPSI students were measured by learning atmosphere, interest in entrepreneurship, and entrepreneurship attitude. The difference in learning atmosphere was due to the differences in culture and curriculum between countries, where entrepreneur lesson of UPSI students was taught early on in the course of study, while new UNESA students are taught in the fifth semester. There was a difference in entrepreneurial learning in the Department of Economic Education of the Faculty of Economics of Surabaya with the Faculty of Management and Economics of University of Education Sultan Idris, Malaysia. This research provides a vision for the academic community in determining the proper learning design to foster the character and attitude for entrepreneurship in the students.

**Keywords:** *comparison, entrepreneur, entrepreneurial attitude, entrepreneurial lessons*

## 1. Introduction

Entrepreneurship is a factor related to improving economic prosperity and improving living standards. The development of human culture and civilization causes increasing economic needs. Limited resources are one of the challenges faced in economic development. Entrepreneurship can be a solution. Entrepreneurship is the driver of the

economy and continues to grow along with the development of civilization and the needs of society. Currently, Indonesia still has a lack of entrepreneurs compared to other countries in Southeast Asia. This creates the question, why with a relatively larger number of people, is the number of entrepreneurs in Indonesia actually less? This is due to lack of awareness and interest in the community in entrepreneurship. The majority of graduates of higher education in this university prefer to be workers than be entrepreneurs. Entrepreneur interest can be increased by applying entrepreneurial learning to stimulate the mindset of job seekers into job makers. Ref. [1] explain that entrepreneurship education and training have a positive effect on the intensity of one's entrepreneurship. Graduates with entrepreneurship education and training will more likely have entrepreneurial interests. Entrepreneurship learning involves the introduction of the theory and practice of entrepreneurship implemented by students. [2] in his research explains that entrepreneurial learning must meet five criteria, which include explaining (1) the meaning, definition, and object of entrepreneurship education, (2) the target of entrepreneurship education, (3) the role of entrepreneurship education for local entrepreneurship activities, (5) how entrepreneurial learning contributes to learning activities, i.e., whether it has a positive impact on the intensity of entrepreneurship, or vice versa.

In contrast, entrepreneurship learning in Malaysia actually starts informally in early childhood. Children are taught to live independently and live in boarding schools. Independence is one indicator of entrepreneurial attitude; thus, children in Malaysia learn an entrepreneurial attitude earlier.

[3]. explains that the *Orang Asli* (Malaysian Native People) have an entrepreneurial attitude from an early age so that they have the potential to become promising entrepreneurs with the government. [4] compared students with educations in science and business in Malaysia. Business-educated students had a tendency toward more positive social attitudes than science-educated students. This shows the goal of entrepreneurship learning not only for commercial purposes but is also expected to bring a positive impact on the social environment. In Indonesia, entrepreneurship is generally officially taught to high school-level students (Senior High School); lessons are limited to the introduction of entrepreneurship and not the application of theory. Entrepreneurship learning at the university level in Indonesia begins with the provision of entrepreneurial materials followed by entrepreneurial practice. It aims to make students understand entrepreneurship conceptually and practically. The efficacy of teaching and learning entrepreneurship methods can be assessed in several ways. A learning atmosphere is viewed using several indicators that include: (1) student enthusiasm for learning, (2) understanding of concepts in the learned material, (3) student interaction in learning activities, (4) individual task completion, and (5) completion of a task by the group [5]. According to [6], the atmosphere of learning has a significant effect on the quality of entrepreneurship practice. A conducive learning atmosphere can enhance individual understanding and skills. The variables of interest in entrepreneurship are measured using several indicators that include: (1) tolerance to entrepreneurial risk, (2) self-efficacy, (3) information availability, (4) self-confidence, and (5) behavior expectancies [7]. In addition, the entrepreneurial attitude variables used are (1) self-efficacy, (2) tenacity, (3) courage in making decisions, (4) creativity, and (5) independence [8]. Based on the above description, the purpose of this study is to compare entrepreneurial learning in Indonesia and Malaysia in terms of learning activities, learning atmosphere, entrepreneurial interest, and entrepreneurial attitude.

## 2. Methods

The method used in this research was descriptive comparative with quantitative approach. The sample was taken by purposive sampling method which allowed the researcher to determine the

sample or the research object. The objects of research were 305 students from the Economic Education Department, State University of Surabaya (UNESA) Indonesia, in 2014, and 199 Students of Faculty of Management and Economics (UPSI) Malaysia, in 2016. Students of UNESA and UPSI were chosen as subjects for this research because each campus provides a major in Economic Education.

## 3. Results

The difference of entrepreneurship learning in UNESA and UPSI was measured in terms of the variables learning atmosphere, interest in entrepreneurship, and entrepreneurial attitude. Based on the average indicator of learning atmosphere variables, there were differences in the entrepreneurial learning atmosphere in UNESA and UPSI. The significant difference was the duration of the interaction. The average duration of UPSI student interaction was higher than UNESA ( $4.28 > 3.66$ ). There were significant differences in student interest in entrepreneurship at UNESA and UPSI. The indicator of the success of UNESA students was greater than UPSI students ( $4.19 > 4.05$ ); however, UPSI students have the greater convenience to access entrepreneurial information than UNESA students ( $3.93 > 3.78$ ). Entrepreneurship attitudes were measured using self-efficacy indicators: tenacity, decision making, creativity, and independence. Differences in learning atmosphere, entrepreneurial interests, and attitudes in UNESA and UPSI were tested using the following Paired Samples Test (Table 1).

Based on the results of the analysis, a summary of the statistics of learning atmosphere in the Department of Economic Education Faculty of Economics, State University of Surabaya, and Faculty of Management and Economics, University of Education Sultan Idris Malaysia was obtained. The value of the learning atmosphere at UNESA was higher than UPSI ( $3.9011 > 3.7519$ ). Based on the result of Paired Sample Test correlation, there was a significant difference between the entrepreneurship-learning atmosphere in UNESA and UPSI.

The value of the interest in Entrepreneurship at UNESA was higher than UPSI ( $4.0147 > 3.6692$ ). Based on the result of correlation analysis of the Paired Sample Test, there was a significant

difference between Entrepreneurship interest in UNESA and UPSI. Entrepreneurship attitude at UNESA was higher than in UPSI (4.1184 > 3.7368). Based on correlation analysis results, there was a significant difference between the entrepreneurship attitudes of UNESA and UPSI students.

#### 4. Discussion

Entrepreneurship education is a great way to grow entrepreneurial interest and entrepreneurship. [1] explain that after doing entrepreneurial learning and training, college graduates tend to be more consistent with entrepreneurial interests. Based on the results of data analysis on the atmosphere of learning, entrepreneurial interest, and entrepreneurial attitude, there are differences in entrepreneurial learning between the Department of Economic Education Faculty of Economics UNESA with Faculty of Management and Economics UPSI Malaysia. The results show that there is a significant difference in entrepreneurship learning at UNESA and UPSI Malaysia. The existence of cultural differences between the two countries can impact the social environment of society and individual habits as described by [9], who found that studies of indigenous cultures and cultural differences in different countries impacted the social environment and people's habits, as well as in Indonesia and Malaysia. The learning atmosphere indicators that have the most significant difference is the interaction in learning and enthusiasm of students in following the learning. The learning interaction level of Malaysian UPSI students was higher than in UNESA students. UPSI student enthusiasm is also higher because entrepreneurship-learning activities in Malaysia get support from Malaysian Government. In the practice of entrepreneurship, student activities are centered in Proton City, which is the center of the bazaar for trading products in Malaysia. Learning activities also get support from the University. UPSI helps facilitate the activities of Gebyar Entrepreneur by providing a strategic location for buying and selling activities. The campus also helps promotional activities by inviting another campus to participate in bazaar activities. Entrepreneurship learning activities in Malaysia begin in the first semester, i.e. in the Entrepreneurial Practice course to improve the understanding of entrepreneurship concept and theory. Then the curriculum proceeds with the

Culture of the Charismatic lectures, which provides exposure to entrepreneurship and business studies with an emphasis on the application of interactive learning. In the Entrepreneurial Culture lectures, students begin to conceptualize and plan businesses. When preparing a business plan, students are required to conduct market research to determine the type of business and the type of product to be sold. The practice of entrepreneurship in UPSI is done after the preparation and presentation of the business plan. In entrepreneurship practice, students get support and facilities from the campus in the form of capital, materials, and tools for entrepreneurial activities. At UNESA, entrepreneurial learning activities begin in the fifth semester with the provision of entrepreneurial concepts and materials from the beginning to the middle of the semester. Entrepreneurship encouragement begins with giving a description of some successful entrepreneurial profiles to attract students. A motivation in entrepreneurial learning activities will increase student optimism and interest. Learning is continued with group divisions to conceptualize what entrepreneurship activities will be implemented by students. In drafting the concept, students are allowed to observe MSME (Micro and Small Business Enterprises) and other local industries to develop student business ideas and promote local resources. Ref. [10] states that entrepreneurs not only contribute to economic progress but also develop local potentials around them. After designing the appropriate concept, furthermore, it is composing and presenting a business plan. After the midterm semester, students are allowed to do entrepreneurial practice and create a progress report at the end of the lecture activity. UNESA also invites speakers, both from academic and entrepreneurial groups to hold talk shows or guest lectures, to provide additional insights to students about entrepreneurship. Indicators of interest in entrepreneurship traits are entrepreneurial risk tolerance, self-sufficiency, information availability, confidence, and behavioral expectancies. Indicators that show significant differences in the entrepreneurial learning of UPSI and UNESA are the level of self-sufficiency and information access. UNESA student achievement indicators are higher than UPSI, due to the development of the business plan. UNESA students have a bigger space to observe the MSMEs and local industries that develop their creativity to

empower local potential. On the other hand, UPSI students are provided with capital and raw materials, so students are given restrictions on marketable products. As stated by [11], the creative industry can enhance one's passion for entrepreneurship. [12] explain that passion relates to the ability of an entrepreneur to develop self, an entrepreneur who has the freedom to develop will increase success and confidence. Ref. [13] explain that creative thinking, conflict resolution, and optimism can have a positive impact on entrepreneurs. UPSI Malaysia students receive more information on entrepreneurship than UNESA students. Getting the availability of information in entrepreneurial learning is a driving force for entrepreneurial interest in entrepreneurship. With easy access to information, it is easier for students to get sponsors such that entrepreneurial interest is high. The entrepreneurial attitude is indicated by indicators of self-efficacy, perseverance, the courage of decision-making, creativity, and self-reliance. There is a significant difference between UNESA and UPSI students in making entrepreneurial learning decisions. UNESA students have a higher degree of dexterity and innovation because they have to look for ways and continue to entrepreneurship despite the limitations of materials, tools, and capital on local potential. UNESA students also have the courage to make bigger decisions than UPSI students, because with limited time and resources they have to make decisions quickly and appropriately. UPSI students earn capital from the campus, while UNESA students earn capital from fundraising. Student participation increases while following entrepreneurial learning, showing the enormous interest of students in entrepreneurship. [14] cite a number of factors that may affect the formation of entrepreneurial attitudes, which include environmental conditions and personalities. The learning environment is related to the learning environment. Ref. [8] says that the factors that determine entrepreneurship stance are personality, learning, experience, social and cultural factors. Learning indeed contributes to the formation of entrepreneurial attitudes. Ref. [15] revealed that after participating in the SBI (Small Business Institute) learning activities, student participation and entrepreneurial interest in entrepreneurship were also higher, these two factors contributing to forming entrepreneurial attitudes. There was a difference in entrepreneurial learning in the

Department of Economic Education of the Faculty of Economics of Surabaya with the Faculty of Management and Economics of University of Education Sultan Idris, Malaysia. Differences were measured by the learning atmosphere, interest in entrepreneurship, and entrepreneurial attitudes. The difference in learning atmosphere was due to the differences in culture and curriculum between countries, where entrepreneur lesson of UPSI students was taught early on in the course of study, while new UNESA students are taught in the fifth semester. Higher levels of UPSI student entrepreneurship were higher due to ease of access to information and government support [16]. However, UNESA's entrepreneurial attitudes are more prominent, especially in ductile and courageous decision-making. Due to the limited facilities for entrepreneurship, UNESA students are able to develop all the resources available in entrepreneurship.

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## TABLES

**Table 1.** Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Learning atmosphere (UPSI)	3.7519	133	0.45069	0.3908
	Learning atmosphere of (UNESA)	3.9011	133	0.38443	0.3333
Pair 2	Interest to entrepreneur (UPSI)	3.6692	133	0.57369	0.04975
	Interest to entrepreneur (UNESA)	4.0147	133	0.40615	0.03522
Pair 3	Entrepreneurial attitude (UPSI)	3.7368	133	0.49074	0.04255
	Entrepreneurial attitude (UNESA)	4.1184	133	0.39372	0.03414

Source: Data processed by the researchers (2017)

**Table 2.** Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	Learning atmosphere UPSI – Learning atmosphere UNESA	-.14925	0.48104	0.04171	-8.67917
Pair 2	Interest to entrepreneur UPSI - Interest to entrepreneur UNESA	-.34549	0.53177	0.04611	-.43670
Pair 3	Entrepreneurial attitude UPSI - Entrepreneurial attitude UNESA	-.38158	0.47643	0.04131	-.46330

Source: Data processed by the researchers (2017)

**Table 3.** Paired Samples Test

		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Learning atmosphere UPSI – Learning atmosphere UNESA	-.06674	-3.578	132	.000
Pair 2	Interest to entrepreneur UPSI - Interest to entrepreneur UNESA	-.25428	-7.493	132	.000
Pair 3	Entrepreneurial attitude UPSI - Entrepreneurial attitude UNESA	-.29986	-9.237	132	.000

Source: Data processed by researchers (2017)