

# Enterpreneurship Development Based on Human Potential : A Case of Uiverisity Students in Indonesia

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**Submission date:** 11-Nov-2022 06:39PM (UTC+0700)

**Submission ID:** 1951068223

**File name:** IJSRP\_Vol\_6\_Issue\_11\_November\_2016.pdf (113.65K)

**Word count:** 5639

**Character count:** 34118

# Entrepreneurship Development based on Human Potentials: A case of university students in Indonesia

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**Abstract-** University students in Indonesia who are aspired to be entrepreneurs should understand the importance of human capability concept. Delivery of entrepreneurship teaching is usually conducted through transferring business knowledge and skills, which comes from outside of the students (*outside-in*) for their competency. To build business entrepreneur spirit, efforts to materialize students' human potentials that reflect entrepreneurship aspiration and enthusiasm are required (*inside-out*) and should be integrated with all competencies of the students. This entrepreneurship development is an endeavour to synergize these two patterns simultaneously to become human capability. A study conducted on university students in some universities in Indonesia, shows that the spirit to become a business entrepreneur may be built through students' human capability. Egalitarian and sufficient academic climate strengthens the role of human capability to the spirit of becoming a business entrepreneur. The spirit is enriched by creativity to produce new ideas that may be sustainably developed. It is the spirit to make the best innovative creations for customers and related parties and to face challenging business risks and at the same time to anticipate the risks properly. Materialization of many human capabilities does not mean that mastery of competencies and material resources become less important. All needs to be developed synergically to improve entrepreneurship quality and effectiveness of Indonesian students.

**Index Terms-** Competence, Human potential, Creative, Innovative

## I. BACKGROUND

University students in Indonesia need to have high sense of entrepreneurship to face liberalization in ASEAN nowadays. University graduates from various study programs, therefore, will be more prepared to be independent and at the same time be more competitive with universities in ASEAN countries. Among the challenges faced by university graduates in Indonesia is an expectation to be job seekers, instead of job creators. Similar to what happened in Nigeria, in a study (Musa, M.Y. and Adewale, R.S.2015) finds out, "For most graduates of tertiary institutions in Nigeria, government is still the most attractive employer of labour." Lack of job opportunities due to the weakening of real sector and competitiveness, especially in Indonesia, has caused an increase in the number of educated job seekers. This is due to the fact that "many fresh graduates leave universities without the required skills such as attitudes, skills and understanding that is needed to succeed in the working field (Rahim, H.L dan Lajin, N.F.M; 2015). This has certainly caused

inconsistency between the skills university graduates have and the criteria required in the job world. This challenge requires special attention from various parties; i.e. the government, universities and students. Mind set informs us how to live this life, which eventually determines whether or not we will be successful (R. Kasali, 2010).

It is expected that in the future education and teaching process in universities may develop sense of entrepreneurship set to Indonesian students as entrepreneurship is now considered a major contributor to global economic growth (Mc.Stay (2008) in (Ernest,K.; Matthew Somiah, K. and Samuel A,K. 2015). This is in line with experts' opinion that a country will be prosperous if at least two percent of its population are entrepreneurs. Based on its population number, which is 250 million, Indonesia will need 5 million entrepreneurs. Having a dream of a successful future, innovation ability and courage to take calculated risks as capital, an entrepreneur will be able to create and grow a business. An entrepreneur is born through a long learning process in life, which has been experienced since he/she was in school (Ciputra, 2011).

Entrepreneurship education in university is getting popular and is taught in almost all study programs of business and non-business faculties. This is in accordance with an argument (Isaacs et al., 2007) in a study (Enombo, J.P; Hasa, S.L; and Iwu, CG; 2015) stating that "Entrepreneurship education is an acknowledged component of high school curriculum which is supported by a finding of another research (Enombo, J.P; Hasa, S.L; dan Iwu,CG; 2015), revealing that "The learners and other stakeholders in the Gabonese education system believe in the importance of entrepreneurship education". It appears that almost 70% of learners think that they cannot open up a business at this stage of their education simply because they do not have the basic skills in entrepreneurship. This finding is relevant because it shows that entrepreneurship is not taught in Gabonese school". Entrepreneurship has become a pioneer for business success nowadays (Kuratko/Hodgetts, 2007). Entrepreneurship teaching pattern is relatively the same, i.e. transferring elements of competencies, such as knowledge, skills, experience or other abilities. All the competency elements are conveyed through transferring business knowledge from the outside to inside of the students (*outside-in*). Education and teaching put understanding of entrepreneurship theory as priority (*to know*) or at the highest, provide entrepreneurship training (*to do*). Meanwhile, both do not guarantee the building of sense of entrepreneurship that is able to encourage someone to become real entrepreneur. To produce students with sense of entrepreneurship requires an initial step, i.e to grow entrepreneurship spirit from inside of the students (*inside-out*). "One of the most important functions of an entrepreneur is to bring together the resources required to start

and grow a business. Another key function is to innovate and bring new or different products and services to the market” (Neris F.L. dan Bill O’Gorman; 2011). Thus, entrepreneurship education pattern requires a synergy of the two patterns simultaneously, starting from the students themselves and continued with entrepreneurship materials. These patterns must be supported by academic circles in order to produce students with entrepreneurship concept and at the same time will become entrepreneurs in the future. According to Ciputra (2011), an entrepreneur-minded person is that who has ideas to create opportunities, able to innovate and is courageous to take calculated risks. Thus, entrepreneur-minded university graduates may participate in many fields. Entrepreneurs may become business people (*owners*), employees or managers (*professional entrepreneurs*), and may also take part in non-profit sector (*social entrepreneurs*), teachers or lecturers (*academic entrepreneurs*), or government employees or officers (*government entrepreneurs*). In addition, it is necessary to conduct “evaluated effects of entrepreneurship education on the willingness to own personal business by first degree graduates” (Musa, M.Y. and Adewale, R.S.2015).

### **Entrepreneur Characteristics**

Basically anybody may become an entrepreneur as long as their entrepreneur characteristics are ready and may be materialized. According to experts, generally the characteristics cover ability to create, ability to innovate, and ability and courage to take risks. “Social entrepreneurship is a combination of three main elements namely innovation, pro-activeness and risk talking in seeking fresh opportunities in order to craft positive social impact” (Helm, 2007 in Rahim, H., and Lajin, N.F.M 2015). Private or government employees, teachers, social activities management, may become entrepreneurs as long as they carry out their roles based on the above three characteristics. Thus, university students may become entrepreneurs as long as they understand and develop the three characteristics consistently. The characteristics may be pushed by the emergence of human potentials which anybody may materialize as long as the individual is willing and determined to utilize them. On the contrary, even a business person may not automatically become an entrepreneur when the aforementioned characteristics are yet built consistently. Becoming a business person may be started instantly, for instance through legacy in a company. Meanwhile becoming a business entrepreneur must be developed through consistency of the three basic characteristics. By the support of favorable academic climate it is expected to expedite and facilitate development of students’ entrepreneurship characteristics. It is understood that “entrepreneurship is a process of innovation and new-venture creation through four major dimensions (*individual, organizational, environmental, process*) that is aided by collaborative networks in government, education and institutions” (Kuratko; 2004 in Siagian, P.J.R and Simatupang, T.M. 2011).

### **Paradigm of Human Being with Human Potentials**

Becoming an entrepreneur with consistent characteristics should be started with individual positive attitude. “Entrepreneurial intentions are aimed at either creating a new venture or creating new values in existing ventures” (Vesalainen

and Pihkala, 1999 in Musa, M.Y. and Adewale, R.S. 2015). Therefore, it is necessary to have a mind set about elements of attitude in every human being. The attitude comprises a belief and zeal to struggle as well as high aspiration, as an internal motivation (*inside-out*) that may strengthen someone’s ability (*outside-in*). Human being is viewed as creature with potentials, which is popularly termed as paradigm of human being with human potentials or resourced human being. This paradigm views humans not only from their competencies (*ability*) but also from their potentials (*willingness*), as a unity (*human capability*) which is inseparable. Thus, the paradigm of human with human ability views human in a more holistic way, and also in a more humanistic way. A holistic Humanly Potential Human Being Paradigm may be indicated by inter-relatedness between competencies (*knowledge, skills, experience, and other abilities*) with the spirit to grow and develop the competencies as a smart worker. Humanly Potential Human Being has similar meaning with Human with Resources (Hartanto, 2009). This is because it is relevant with the efforts of empowering university students at both public and business sector in Indonesia, due to the fact that development and utilization of various Human Potentials that they already have as entrepreneurs and prospective business people. Real entrepreneurs are able to build and utilize their human potentials maximally in a conducive working climate, to make it Virtual Capital which is strategic in this era (Bagis, 2014).

## **II. METHODOLOGY**

The focus of this research is to develop a business Entrepreneur model with university students as analysis subject. The observation object is students who have completed entrepreneurship subject in their programs respectively. This research was conducted using causative method, by studying unexpected variables that are estimated to be able to develop business sense of entrepreneurship to university graduates. The object of this research was a group of university students in state universities in Indonesia. They include students from various study programs who had attended Entrepreneurship subject. The student respondents were assumed to be able to share their perceptions on entrepreneurship issues in universities. The students were also deemed to be able to express their perceptual attitude correctly and objectively. The research took place in state universities in Indonesia. Academic population was registered students, meanwhile the respondents were those who were registered and had taken entrepreneurship subject, taken randomly totaling two hundreds students in each study program. Research measurement objects were attitude and behaviour tendency of students and students’ agreement on the academic climate an institutional support they experienced within their respective campus environment or during daily learning process. Attitude measurement was conducted based on verbal expressions of the students by selecting the statements that best fit their perceptions and feelings. The measurement technique used in this research was the application of *likert scale* with interval measurement scale. The measurement was conducted by observing respondents’ data characteristics that met the requirements of interval data processing. Next, construct

validation was conducted using Factor Analysis and causative relation study using Multiple Regression.

Based on the initial concept and entrepreneurship experts support, a hypothesis model was built, depicting two main variables (*independent variable*), covering Human Potentials actualization and students' business Competencies, which was integrated into Human Capability, which was predicted to be able to build Business Entrepreneur. Further, this was strengthened with other moderating variables, i.e. academic climate and institutional support from the State Universities.

### III. FINDINGS AND DISCUSSION

Business entrepreneurship in students indicates the level of basic character ownership, especially those who have taken entrepreneurship subject in their study program respectively. Business Entrepreneur characteristics reflect intention to become business entrepreneur, which consist of the main variables, as follows: (1) Students Creative Ability (2) Students Ability to Innovate (3) Courage to take measured risks.

Results of factor analysis for Business Entrepreneur Characteristics with the three main characteristics may be grouped into two factor solutions, which may be compared and the selected component is the most meaningful to represent the three characteristics attached to each component. In this case it is represented by component (1) which meets all three characteristics of Business Entrepreneur. Thus no new label is required. Reduction of manifest variable occurred in the three Business Entrepreneur characteristics, however, it still reflects the main character of a real business entrepreneur. The Characteristics of Creative Capability are manifested by: the statement, that the students are determined to create a breakthrough preferred by the market or consumer. The students are determined to face any obstacles they encounter. The students are highly motivated to create potential demand. The Characteristics of Innovative Capability, shown in the students are capable of creating or modifying the work into more quality work. The students are willing to create jobs valuable to the market. The students are willing to optimally create value added. The students are determined to build synergy to anybody for the sake of customer. Meanwhile, the courage to take measured risks is manifested in the students have quality capability in planning correct, rational and intuitive decisions. The students are highly encouraged to take risks on uncertain challenges. The students are determined to adapt with uncertain, unplanned and unmeasured matters. All the manifested variables represent the characteristics of a true entrepreneur and satisfy the validation and reliability level of the Creative, Innovative and Courage to take calculated risk owned by the students with sense of entrepreneurship.

Human capability as the combination of business human potential and the students' business competency consists of 7 main variables as follows: (1) Innovative Learning Spirit, (2) Self-efficacy Spirit, (3) Hard Work Spirit, (4) Open Collaboration Spirit, (5) Aspirational Insight, (6) Ethical Insight and (7) Competency representing Knowledge, Skill, Experience and other capabilities. The results of analysis test on Human Capability factor with seven solution factors show reduced manifested variable that satisfy minimum load factor and form

group in certain components as well. Based on Rotated Component Matrix (*attached*), each human capability element can be maintained into 7 components, with changes to content of each component that they need new label. Component (1) reflects the spirit to be willing to work hard with aspirational and ethical insight in facing highly volatile business challenges. Thereby, its label appropriately changes to the students' "Collaborative Spirit". Component (2) can still reflect the Modernization Spirit to go with the changes. Component (3) remains to reflect the students' self-efficacy spirit. Component (4) contains the element of hard work and knowledge that it can have new label of "Smart Work Spirit". Component (5) represents limited capability that relies only on knowledge obtained from business entrepreneurship class. Component (6) reflects limited Ethical Insight. Component (7) represents limited aspirational Insight. The study result shows different interpretation of questionnaire perceived by students in Indonesia.

Academic Atmosphere, representing human relationship between the students and the lecturers and staffs, as well as various forms of institutional support experienced in the course of being academicians, consists of 2 main variables namely: (1) Inter-student relationship, (2) Student-lecturer relationship, (3) Student-staff relationship of which the three relationships reflect academic atmosphere stimulated by psycho-social factor among the students, (4) Institutional support to facilities, (5) Infrastructure support for the students. Variables 4 and 5 reflect academic atmosphere stimulated by institutional support in the form of teaching and learning facilities provision. The results of analysis test on Academic Atmosphere Conduciveness with two solution factors show reduced manifested variable that satisfies minimum load factor and form group in certain components as well. Based on Rotated Component Matrix, each element of Academic Atmosphere can be maintained into 2 components without undergoing the change on the content of each component, that they can keep using the old label, i.e. Academic Atmosphere that reflects physical satisfaction and Academic Atmosphere that reflects non-physical satisfaction. Component (1) reflects more on non-physical academic situation, or Academic Atmosphere, positively perceived by the students due to physical support from the Institution. Meanwhile, Component (2) reflects more on psycho-socially academic atmosphere perceived by the students as the result of harmonious relationship among the students in campus. Harmonious relationship occurs between the students and the lecturers, between the students and the staffs, and inter-students relationship in campus. The distribution of the component elements also shows similarity in meaning comprehended by the students on the academic atmosphere they perceived. However, both components may show slight differences felt and perceived by the students. Academic atmosphere felt as psycho-social condition and academic atmosphere perceived serve more as technical and management support in their study program. Based on the result of the study on various valid and reliable manifest variables, this serves as the basis for multiple regressions that include independent, dependent and moderate variables. With backward elimination method, the regression in final model shows the following:

**Table 1. Multiple Regression Model**

Independent Variable	$\beta$	Beta	T	Significance
(Constant)	.789		3.927	.000***
Self-efficacy Spirit	.317	.426	4.907	.000***
Smart Work Spirit	.436	.524	9.952	.000***
Collaborative Spirit	.073	.111	2.754	.006***
Business Competency	-.133	-.208	-2.784	.006***
Modernization Spirit and Institutional Support	.067	.405	6.018	.000***
Self-efficacy Spirit and Academic Atmosphere	-.074	-.458	-4.354	.000***
Business Competency and Academic Atmosphere	.029	.191	2.441	.016**

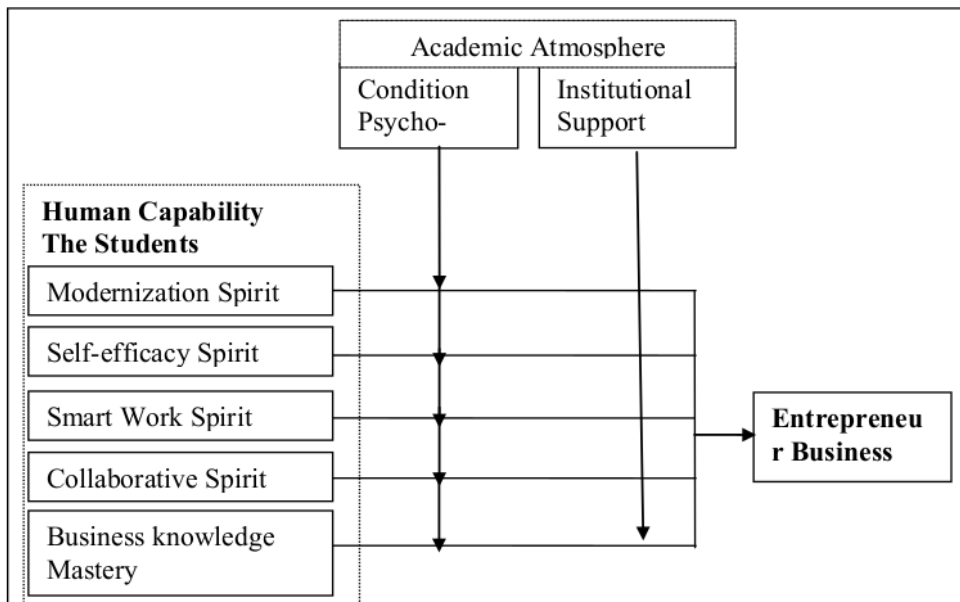
Significance level:  
 \* Significance with  $p < 0.10$   
 \*\* Significance with  $p < 0.05$   
 \*\*\* Significance with  $p < 0.01$

Business competency that includes knowledge (*theory of business*), skill of business and other capabilities may be obtained in class and entrepreneurship practice (*transfer of knowledge or skill*) coming from outside of the students (*outside-in*). Such capabilities are proven to have failed in influencing the development of entrepreneur determination on some students; on the contrary, they bring negative influence. This condition again proves that mastering the theory and practice does not guarantee the students to be determined in becoming business entrepreneurs. On the other hand, the study result find an interesting issue that upon obtaining the knowledge of entrepreneurship, the students are getting demotivated to become a business entrepreneur. The basis of the theory employed in this study shows that business capability will not bring significant benefits without the willingness to run the business. The students should be encouraged to express strong spirit and zeal to become a business entrepreneur. Thus, this finding support the theory that explains the importance of entrepreneurship model development based on the human capabilities of the students all over Indonesia.

The students' business capability will be able to bring actual benefit to the development of their determination to become business entrepreneurs after getting sufficient support for the university. This means that the process of developing the capability to the students requires academic atmosphere support in the form of proper teaching and learning facilities. Technical and managerial support from the university allows the students' ability to influence the development of their determination in business entrepreneur is necessary. Sufficient academic atmosphere may be perceived as stimulus to develop the students' capability. Sufficient academic atmosphere integrates students' capability and business spirit that it becomes positive business capability as well as developing the determination to become a business entrepreneur. As such, academic atmosphere plays actual role in developing the capability and the willingness that it grows to business capability and build students' determination to become entrepreneurs. Developing Indonesian students' competency or capability to become an entrepreneur is not enough by only providing the business science and knowledge.

Even skills, experience and physical ability are not sufficient to the students. Producing scholars that are determined to become a business entrepreneur is not enough only by relying on their intellectual ability. The academicians should take part by providing maximum support for the development of the students' human business potential. The institution should facilitate the students that the intellectual ability the students obtained is integrated with their business intention. Parties at the universities should institutionally support the students to develop their intellectual, emotional and spiritual abilities in the form of Business Human Capability. Therefore the students who take entrepreneurship training and education need to choose their business interest by materializing their goals and spirit to develop their determination to become business entrepreneur.

Upon various statistical tests, Business Entrepreneur Development has slightly changed to the condition and challenges faced by university students in Indonesia. Business Entrepreneur is proven to be significantly developed by Business Human Capability as the synergy of Business Human Potential (*Willingness*) and Business Competency (*Capability*). The universities' internal condition that shows favorable academic atmosphere is proven to be able to strengthen the influence of the students' business human capability in developing the determination to become a business entrepreneur. The fact shows that the elements in Business Human Potential that reflect the willingness level to develop determination as entrepreneur have yet to be maximally actualized by the students in Indonesia. Aspirational and Ethical Insight potential that reflect strong ethical goal is still embedded within the students themselves. They do not thoroughly realize the importance of strong and ethical goal in developing a business entrepreneur determination. This also indicates that the students in Indonesia have yet to get used to express their business interest both verbally and non-verbally. Factual and contextual business entrepreneur development model for the students in Indonesia is shown below.



**Figure 1. Business Entrepreneurship Development Model**

The business entrepreneur development model is proven to be able to present the entrepreneur phenomenon in university world. The model shows the r square level of 70% meaning it is able to explain different causes and effects that significantly influence the determination to become business entrepreneur.

#### IV. CONCLUSION

The result of this study shows the contribution of the students in developing business entrepreneurship shown by their capability to improve their excellence continuously relying on their various business human dan competency potentials. This study leads to the following conclusion: The study on student groups in state universities in Indonesia shows that business entrepreneurship built through human capabilities, i.e. the integration of business human potentials and the students' competency is visible from the students' determination to comprehend the direction of business development as well as utilize the business world information. The students' capability will be shown in creativity that results in new ideas and concepts that can be sustainably improved. The students' determination can provide the best service and innovative work to the customers and relevant parties. The determination to create innovative work reflects the business ethos that can increase customers and community appreciation. The students' determination can be in the form of courage to face business risk challenges in a calculated way. It is a risk taking that can be well estimated and anticipated. All these business entrepreneurship characteristics are developed through the students' innovative learning spirit showing their modernization spirit. Competency that shows the students' self-efficacy to face business challenges.

Business ethos shows hard and smart work spirit from their belief to create profitable business.

Business entrepreneurship can improve with the students' self-efficacy. This explains the increase in their self-efficacy intensity to be able to overcome any challenges in the working world. The students' knowledge, experience and physical ability form a competency that can improve their confidence to face actual business challenges. Their confidence may be disturbed in academic atmosphere and inadequate institutional support as experienced by students in Indonesia.

Business ethos shows high motivation to run the business and not to be easily discouraged contributes to the improved determination to become business entrepreneur. The ethos is also characterized by their strong motivation and endurance. This condition may result from the students' awareness that the business cannot be run only in a business usual way. This condition is also considered as the reflection of the students' psychological maturity in facing more competitive business world challenges. Collaborative spirit is shown by the students' willingness to have synergy collaboration. Such willingness may come from the awareness on their limited experience in running a business. The willingness to collaborate also shows their awareness on the benefit of the synergy in business collaboration that may exceed the result they make individually.

The capability, obtained by the students in entrepreneurship covers the theory and substantial knowledge on entrepreneurship. Some of study programs provide extra practice class to develop skills in running a business activity. Capability with knowledge and skills only is proven to be insufficient to develop students' determination to become a business entrepreneur. What happens to students in Indonesia is that with capability only they obtained

it may lead to counter-productive relation towards the development of entrepreneur determination. Relying only on their capability will isolate their determination to become an entrepreneur. Such capability may bring impact when adequate and conducive institutional support is provided.

Innovative learning spirit illustrates the modernization spirit as important intellectual potential these days where business environment is highly volatile and difficult to pattern. Those with strong business entrepreneurship character should ideally require the materialization of modernization spirit to show their motivation in creating innovative improvement and modernization. Their modernization spirit grows when they experience egalitarian treatment within the university. The intensity of students' interaction with stakeholders is considered an effective organizational learning media for the students. Thus the materialization of the modernization spirit in supportive academic atmosphere convincingly gives positive contribution to developing their determination to become business entrepreneurs particularly in improving sustainable advantageous knowledge.

It is realized that the students have aspirational and ethical insights for the future, yet often it is not demonstrated in various daily attitude and behavior or when they engage in activities outside the campus. It is assumed that the students face more problems that need quick solutions. In such a situation, business entrepreneurship is usually associated with the ability to solve short-term problems. The absence of aspirational and ethical insights is assumed to be influenced by instant culture of urban society that demands material acquisition more quickly. The determination to become business entrepreneurs is not supported by promising and noble valued future. It is assumed that students with aspirational and ethical insights, with long-term orientation are not considered to directly contribute to the development of business entrepreneurship. It is said that smart students are those who can give solution to the problem they encounter nowadays. The materialization of various human potentials should not mean that competency and physical resources mastery are less important in developing business entrepreneurship. Both of them should be developed simultaneously to improve the students' business entrepreneurship quality and effectiveness.

The study on the influence of human potential and competency or students' human capability on business entrepreneurship is still necessary that it also covers the influence of the students' business human potential completely. This is important since human capability serves as the main basis in business entrepreneurship development of students in Indonesia. People now realize the importance of materializing strong goal and ethics with high motivation as the main power of virtual capital. Such capital is invisible yet its presence can be felt and its benefit is recognized. Holders of virtual capital are believed to be more capable of facing the more volatile business world challenges nowadays, and can also improve physical capital effectiveness that is now getting expensive and limited. It is realized that the students' business entrepreneurship excellence in Indonesia is established by their determination particularly their tendency to have certain business behaviors. High business entrepreneurship does not automatically result in high performance or profits but it provides bigger chances to the students to improve their excellence continuously instead. Therefore further study needs to be conducted on the relation

between determination as business entrepreneurship with economic performance of a business activity. Discussion on supportive academic atmosphere cannot be separated from the leadership practice in universities. We need to find out the type of leadership necessary to develop supportive academic atmosphere to raise the students' human potential maximally. To be able to improve well by relying on business capability, the universities should create transformational atmosphere based on trust and honest respect to each other within the program study. Honesty and openness become academic norms respected by all relevant parties. In such an academic atmosphere, the students feel treated as human resources with dignity and respect. Thus the actualization of the student's human potential can grow maximally through more conducive academic atmosphere. With the turbulent business world, the students' role to engage in flexible way is necessary. They should be provided with chance to have more roles in the process of decision-making. All of these can be carried out if the universities in Indonesia can develop more consistent transformational leadership. Bearing in mind that developing a determination to become business entrepreneurship is significantly influenced by actualization of the students' potential and competency, it is suggested that those who have the intention to improve business activity think about the way they behave in developing the business. Stakeholders' support should be aimed at facilitating the development of innovative learning spirit, competency, work ethos and ethical insight of the students of small and medium business. This study is necessary because we often hear that the development and empowerment of students in the university is not effective. Thus, this is the importance of business entrepreneurship concept outreach for the stakeholders. Stakeholders should support the development of Indonesia university students, universities management, lecturers, staffs, alumni, local government and relevant agencies.

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# Entrepreneurship Development Based on Human Potential : A Case of Uiverisity Students in Indonesia

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GRADEMARK REPORT

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FINAL GRADE

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GENERAL COMMENTS

**Instructor**

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