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PREFACE

Free trade zones and advanced information technology are shaping the current business world that creates more uncertainties and challenges for management. Innovation and sustainability are becoming the driving engines for many corporations to strive in this more complex globalized market. As many corporations are moving across national and cultural borders, good corporate governance is also playing an important role to guarantee the sustainability of the business.

With this current situation, The Business Management Program of Petra Christian University conducts the first international conference on management and entrepreneurship to address the issues of innovation, sustainability, and governance. This conference is made possible with the support of *Jurnal Manajemen & Kewirausahaan (Journal of Management & Entrepreneurship)*, a nationally accredited scientific journal, and several other nationally and internationally accredited journals. The conference will present seven keynote speakers from six different countries: Indonesia, Malaysia, India, France, UK, and USA.

This conference is also calling for research articles and papers from scholars, researchers, and students from all over the world. There are six sub-themes with various topics covering on management and entrepreneurship that are ready to explore and discuss. The conference will be a forum where fellow academics share experience, exchange knowledge, work hand-in-hand, utilize a new technology, and find managerial solutions for a better business world.

The 1st conference of International Conference on Management and Entrepreneurship (i-CoME) is held on the Discovery Kartika Plaza Hotel in Bali, Indonesia during July 13–15, 2017. It is held by Business Management Program of Petra Christian University, Indonesia and supported by McKendree University, USA and Saurashtra University, India with theme “Promoting Innovation, Sustainability & Governance for a Better Business World”. Moreover, all papers presenting will be found in this proceeding in order to disseminate all current scientific research results. Hopefully, it could contribute for developing knowledge in Management and entrepreneurship.

Indonesia, July 13–15, 2017

The Editor in Chief

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To Be an Entrepreneur or Non-Entrepreneur: Entrepreneur Orientation Dimensional

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ABSTRACT

This study is conducted to explore and examine the characteristics of students who intent to choose a career to be an entrepreneur or non-entrepreneur based on their entrepreneurial orientation dimensional. Five dimensions of entrepreneurial orientation [1] are used to predict the student intention to be an entrepreneur or non-entrepreneur. A total of 117 samples were collected from the second year and up students of Universitas Trilogi. There are 27 items of questionnaire which is break down from five dimensions entrepreneurial orientation [1]. They are 1) risk-taking, 2) proactiveness, 3) innovativeness, 4) autonomy, and 5) competitive aggressiveness shown affect the student's career choices. A descriptive statistics and analysis factor are conducted to analyzed the data collected from respondents. The result showed that 1) risk-taking, and 2) autonomy dimensions have significance affect to the student's career choice. These variables could distinguished students who would choose a career as an entrepreneur or non-entrepreneur. The students who brave to take the challenge, take the risks, ready to failure and never stop trying after failure were predicted prefer to choose a career as an entrepreneur. Besides that, the students who independent spirit and freedom of action necessary to advance new venture development is the characteristic of students who choose a career as an entrepreneur.

Key Words: Entrepreneur Orientation, Entrepreneur, Risk Taking, Innovativeness, Proactive, Career Choice.

INTRODUCTION

When the world turned down by economic recession on 1997, micro and small enterprises could be fade away from the crisis; start-up business and small enterprise could hold on and sustain in that time. Indonesia as a developing country should drive the people to be entrepreneur as much as can do. The existence of entrepreneurship contributes to every nation and economy by promoting competitive environment, increasing innovation, job creation and most importantly purchasing and wealth of economy [2] [3] in [4]. Furthermore, it's importance to encourage people especially young age people to take up the challenge to be an entrepreneur. Entrepreneurial prospects in the future are open largely and bright future, as number of Indonesian population are big and it is to be big market share and captive market. Hence, in the era of globalization, there is still opportunity for entrepreneurs to develop and explore the market share. Indonesia has to be producers, not only customers. Still large portion of markets are open and could be cultivated for Indonesian producer. So we have to create many entrepreneurs, especially young entrepreneur.

The interest and desire to be an entrepreneur should begin to develop as early as possible. Foster and support people who have the entrepreneurial spirit is one duty of the government to improve the quality of Indonesian human resources. Although this task is not only borne by the government, educational institutions even as the source of creation of quality human resources who have the same role in developing intentional motivation of student becoming an entrepreneur. Recently, the phenomenon of people who choose a career as entrepreneurs are increasing. We can see in our surrounding or society, particularly in urban areas or big cities in Indonesia such as Jakarta. Trilogi University as one of business and management schools will have an important and active role in developing student interest in being an entrepreneur; to help the government to reduce unemployment which is increasingly high time to time; to create students to ready to work, and also prepare students

to become an entrepreneur. So the students do not need to search job after graduate but create jobs for others. McClelland [5] conducted a study to look at the factors that drives career motivation; the need for achievement and Rotter [6] found the locus of control that can be interpreted as a potential boost as an entrepreneur.

There are many studies and researchers have been done to explore about entrepreneurship, both conceptually and empirically. One of study in Indonesia showed small numbers of young generations (refer to students) who interested to choose a carrier as an entrepreneur [7]. Noer found that students and alumni Institute of Technology Surabaya (ITS) were interested to choose a career as an non-entrepreneur. This study revealed that only a few students chosen a career as an entrepreneur [7]. They preferred to be non-entrepreneur when they graduate the school. Studies in entrepreneurship area are something interest for some researchers. This study is a replication of Noer's research and conducted to obtain profile of student of Universitas Trilogi, whether they have interest in to be an entrepreneur or non-entrepreneur by making a discriminant function. This function would be used to distinguish an object (respondent) in a group categories whether she/he will choice of a career as an entrepreneur or non-entrepreneur. The study used entrepreneurship orientation dimension of Lyon, Lumpkin and Dess, 2000 as the variables to make some characteristic of the respondents [8].

LITERATURE REVIEW

The concept of entrepreneurship was first established in the 1700s, and the meaning has evolved ever since, even there is still no universally accepted definitions of entrepreneur or entrepreneurship. Nabi *et al*, 2006 simply equate it with starting one's own business. But, most economists believe it is more than that. The entrepreneur is one who is willing to bear the risk of a new venture if there is a significant chance for profit. Others emphasize the entrepreneur's role as an innovator who markets his innovation. Entrepreneurs develop new goods or processes that the market demands and are not currently being supplied (Source URL: http://www.america.gov/st/econ-english/2008/May/20080603211339_eaifas0.4090082.html).

Entrepreneurship plays an important role in economic development by incubating technological innovations, increasing economic efficiency and creating new Jobs [9] in [10]. Business expert Peter Drucker took this idea further, describing the entrepreneur as someone who actually searches for change, responds to it, and exploits change as an opportunity. Most economists today say that entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in all societies. In the developing world, successful small businesses are the primary engines of job creation, income growth, and poverty reduction. Therefore, government support for entrepreneurship is a crucial strategy for economic development. Entrepreneurship includes the establishment of new enterprises, entrepreneurial activity is also required managerial skills of an entrepreneur. Entrepreneur defined as a person who brings resources in the form of labor, material, and other assets in a combination that come up to value added, and is also attached to the people who bring about change, innovation, and new rules. Intention to be an entrepreneur play a role to develop the entrepreneurship activities and the capability of being an actual entrepreneur [11] in [12]. Entrepreneurship intention is influenced by several characteristic such as attitude, innovativeness, being a team player, risk taker and being a decision maker [13].

Entrepreneurial Orientation is one of the most important and established concepts within the field of entrepreneurship. Many researchers conducted to study about entrepreneurial orientation to explore about intention of students, enterprise to be an entrepreneur or to develop company performance. The Entrepreneurial Orientation has emerged as a major construct in entrepreneurship literature when it comes to understanding entrepreneurial processes. The research about attitudes and behavior related to Entrepreneurial Orientation have been positioned as organization phenomena that capture firm-level entrepreneurial patterns and processes [14] in [15]. Other researchers used three dimensions: innovativeness (the willingness to engage in product innovation), to be more proactive than competitors in taking advantage of new market opportunities and risk taking (to take risks to try out new products). Some researchers used 5 Entrepreneurial Orientation dimension [16] [17] in [18] as multidimensional construct; risk taking, innovative, proactive, autonomy and competitive aggressiveness.

Risk taking is the willingness to commit significant resources to a project in the face of uncertainty. The business environment characterized by diversity and complexity to making business decision under uncertainty. However, making decisions in such circumstances requires an understanding of the situation to enable a firm take moderate and calculated risk to limit the firm's exposure [19]. Risk taking is the tendency to take something or project whose returns are not know, and make entry into new unexplored market [20] [21]. Therefore most studies have treated risk taking as a critical of Entrepreneurial Orientation when determining of entrepreneurship dimension. Innovativeness involves engaging in creative activities (visioning and experimentation) which may result in new products, services, or processes. Innovativeness is one of the fundamental instruments of firms strategies to develop new and enhance existing processes, products, and services to penetrate markets, expand market share and give a firm competitive advantage in response to these changes. Innovativeness refers to a firm's behavior to generate new ideas leading to new or improved processes, products or services [22]. Innovativeness is also related to creativity which is a source of ideas that can lead to innovation of products services, process, markets or technology [23] and [16] added innovativeness as initiating a creative destruction process.

Proactiveness involves future oriented behavior such as first mover actions to secure and protect market share/demand. In the current competitive business environment, firms may gain first-mover advantage in the marketplace by introducing new processes or products ahead of competitors[24]. The tendency to be forward-looking and to become first mover indicates a firm's proactiveness. Lumpkin and Dess [24] defined proactiveness as taking initiative by anticipating and pursuing new opportunities related to future demand and by participating in emerging market. Autonomy implies acting independently others to bring about ideas and vision. Autonomy refers to the ability and will to be self-directed in the pursuit of opportunities. Autonomy is independent minded people leave comfortable positions to pursue novel ideas. Autonomy is an entrepreneurial act [24]. Autonomy involved the use of champions to promote entrepreneurial activity. These champions protect new idea creators from the undesirable judgment and treatment of the organization and from the possible resource constraints. Competitive aggressiveness means aggressive response to the strategic moves of competitors. Competitive aggressiveness is beating competitors to the punch [24]. Competitive aggressiveness is distinct from proactiveness, is the type of intensity and head to head posturing that new entrants often need to compete with existing rivals. Also the tendency of firms to assume a combative posture towards rivals and to employ a high level of competitive intensity in attempt to surpass rivals. Moreover, Competitive aggressiveness described as the number of actions taken by a firm and the time it takes a firm to respond to a competitor's action [24] [26] [26].

The process of choosing a career is very important in one's life because the choice he or she makes would determine his or her future. An individual has to know the nature of the career that he has chosen whether or not it is suitable or in accordance to his interests and potentials. If the career suits him, ultimately he would like the profession and would feel satisfied towards his job. Career development is defined as "ongoing process that allows individuals to take information they know about themselves, organize it, and use it to learn about the world of work and how they relate to it [27] in[28]. Career choice implies students' or recent graduates' decision of selecting the occupation and professional field which fit best to their individual needs [29] in [28]. Apart of the competencies and skills self-assessment and the evaluation of career alternatives, the decision made refers to the field of activity and the employer profile to work for and is dependent to the individual preferences over alternative career options.

METHOD

POPULATION AND SAMPLE

Population are the universe or collection of all elements being described or measured by a sample or the group from which data are to be collected. Therefore sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. A sample is a subset/subgroup of a population. Population of the study are the students who are in third and fourth year of study. The method random sampling or probability sampling is used to get the sample. The formula (from statistics) for estimating the sample size:

$$n = \frac{Z^2 \alpha/2 \cdot p \cdot q}{e^2}$$

$$e = 10\%$$

$$n = 49 \text{ mahasiswa entrepreneur of } 50\%$$

where:

n = Number of sampel

Z $\alpha/2$ = Z score of $\alpha = 5\%$, 1,96

p = Proportion of student who choose as an

q = (1-p) = 50%

Hence, to determine sample size at a level of 95 percent accuracy, a sample of at least 49 students is necessary. There were 120 questionnaire outgoing to respondents but only 117 questionnaire back and processed. It is enough to meet the minimum requirement to further process.

DATA COLLECTION

To gather the data, the study using primary data method by sending respondent a questionnaire. The study used Likert scale; to 'measure' attitudes, the intensity of respondents' attitudes towards the various aspects of a situation or issue and provide techniques to combine the attitudes towards different aspects into one overall indicator. The major focus of this research is to investigate the perception of students regarding their career choice. Data was collected through a 27-item survey allocated among 117 students from second and third grade. The students were asked to answer the questions based on 5-point Likert scale where 1= strongly disagree 2= disagree 3 = undecided 4= agree 5 = strongly agree. There are 27 items in the questionnaire, also demographic characteristics of respondents, such as years of study, sex type, study programs, Grade Point Average (GPA), type of parents occupation, and career options.

Validity is the extent to which a test measures what it is supposed to measure. Reliability is the degree to which a test consistently measures whatever it measures. Cronbach's Alpha is basically a way of summarizing the correlations among all items. All the variable of questions are valid whereas all the results are higher than r table score. From the table r for df = number of cases - 2 or for this research df = 42-2 = 40, with a significance level of 5% obtained r table 0.2018. We can conclude that all the questions are valid. Cronbach's Alpha is 0.924 and positive means all the instrument are reliable.

To analyzed the data is used statistics; a set of procedures for gathering, measuring, classifying, computing, describing, synthesizing, analyzing and interpreting systematically acquired quantitative data. We used statistic components : descriptive statistics and discriminant analysis. Discriminant Analysis (DA), a multivariate statistical technique is commonly used to build a predictive / descriptive model of group discrimination based on observed predictor variables and to classify each observation into one of the groups. Multiple quantitative attributes are used to discriminate single classification variable. Commonly used in discriminant analysis techniques are stepwise, canonical and discriminant function. Using SPSS software to perform stepwise, canonical and discriminant function analysis.

FINDINGS AND DISCUSSION

A. DESCRIPTIVE STATISTICS

Figure 1 shows the frequency table of students based on their career choice whether to be entrepreneur or non-entrepreneur. The students who choose a career as an entrepreneur are greater (65.81%) than non-entrepreneur (34.19%). We can say the students have intention to be as an entrepreneur.

The result show that more students have intention to be an entrepreneur than non-entrepreneur. It is sounds good and be an important things for the institution to do many thing to motivate and prepare the students to be an entrepreneur. There are many ways to prepare the students to be an entrepreneur. Soft skills such as speech class, have a business as soon as they graduate the school. It is by developing good and suitable academic curriculum for economics students to prepare them to be entrepreneur. The school should assigns the student to join the young entrepreneur competition, championship and others, drift the students who have new business or wants to develop a start-up business. We know Indonesia still need many entrepreneur to develop this country. Young generations are the subject of change agent.

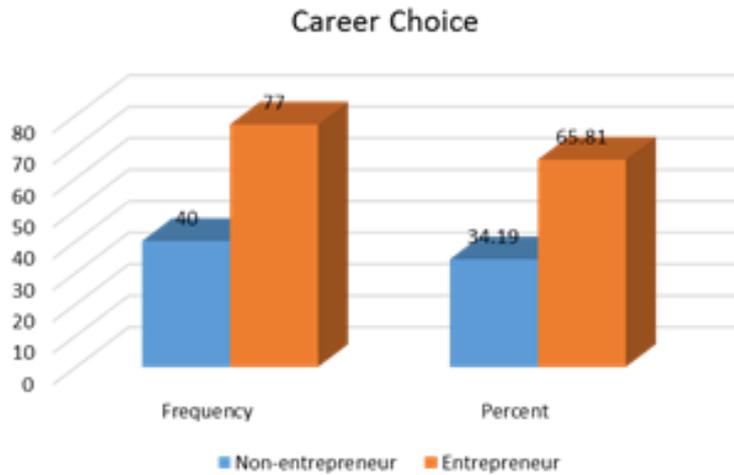


Figure 1. Career Choice of Students

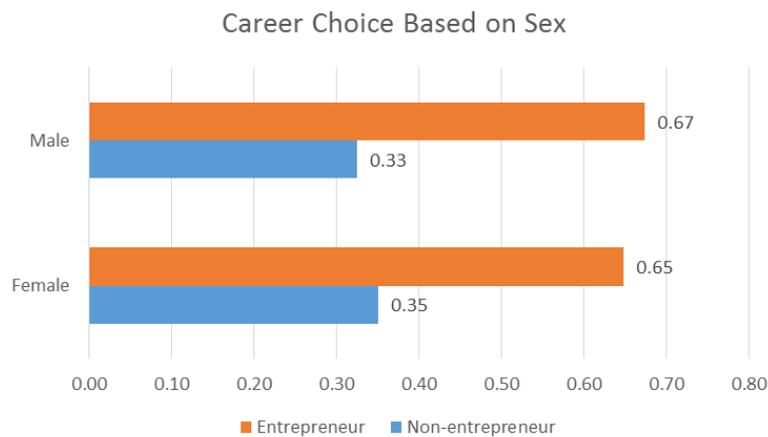


Figure 2. Career Choice Based on Sex

Figure 2 shows that 67 % of are male students who choose as an entrepreneur and the remaining is 33 % as non-entrepreneur. Otherwise, the female students who chose a career as non-entrepreneur is 65 % and 35 % as non-entrepreneur. We can say that almost the students whether male or female prefer to be an entrepreneur. Commonly the female are less brave or risk taker but in this case, 65 % of female students want to be entrepreneur as their career option. It is a good starting point to improve and motivate the students while their study in Universitas Trilogi.

Although the subject Entrepreneurship is a compulsory subject that is given to good students majoring in Management and Accounting, turned out to be an entrepreneur interest is dominated by students from the Department of Management. It is not surprising that more than 40% of student of Management want to be an entrepreneur. Universitas Trilogi prepares the student for a wide range of careers in business including business development and running a start-up, especially for the student of Management Program. The curriculum is designed to foster entrepreneurial and innovation skills in students, to enable you to have a career managing innovation in existing firms and to found new ventures.

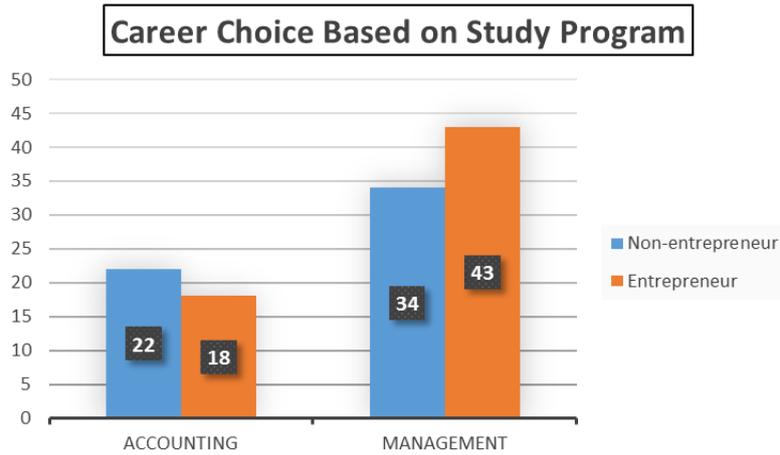


Figure 3. Career Choice Based on Study Program

Career Choice based on IPK

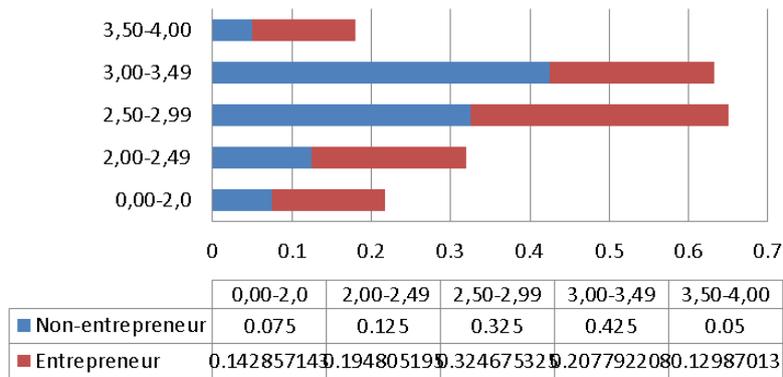


Figure 4. Career Choice Based on IPK

If noted, figure 4 is very interesting, when the students have GPA relative low (between 0.00 to 2.99) tend to want to be an entrepreneur. Reversal when the GPA is relative high (between 3.00 to 4.00), the student prefer to be non-entrepreneur. We cannot say that to be an entrepreneur do not need an intelligent factor. It is a coincidence, or this condition is a fact. Need more in-depth research to get a more definitive answer.

Career Choice based on Pekerjaan Orangtua

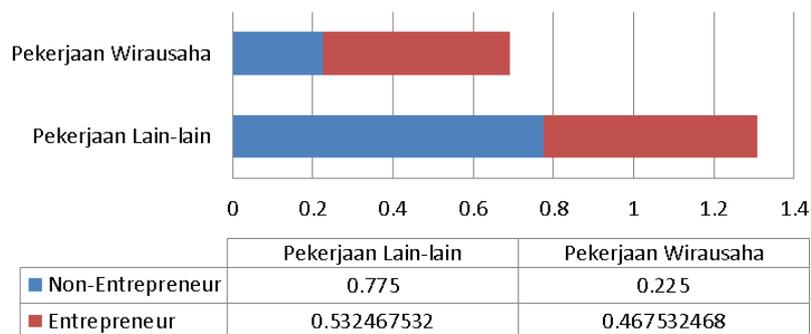


Figure 5. Career Choice Based on Pekerjaan Orangtua

How about the parent’s background? Figure 5 shows that 53.25% of students who are interested in to be an entrepreneurs have family background of entrepreneur. As we know the most prominent factors to be an entrepreneur is parental entrepreneurship. Having an entrepreneur for a parent increases the probability that a child ends up as an entrepreneur.

B. DISCRIMINANT ANALYSIS

The principle of Discriminant analysis is almost the same as regression analysis (simple and multiple) that shaped the dependent variable a ratio data, whereas discriminant analysis shaped a categorical data. The most function is to determine whether there are clear/confirm differences between groups on the dependent variable. In discriminant analysis, multiple quantitative attributes are used to discriminate single classification variable. In other words, if any differences between members of the group 1 to group 2. The purpose of this study is to identify characteristics that are indicative of student who are likely to choose career choice, and use those characteristics to identify to be an entrepreneur and non-entrepreneur. Sample includes a total of 117 cases (third and fourth year of study). The study used entrepreneur orientation as a research variable. Entrepreneur orientation have 5 dimension (Lyon, Lumpkin and Dess; 2000) and each have some indicator or attributes. Here we construct the variables.

Table 1. Test of equality of group means

	Wilks' Lambda	F	df1	df2	Sig.
Risk Taking	0.964	2.672	1	71	0.107
Competitive aggressiveness	0.92	6.178	1	71	0.015
Proactive	0.988	0.872	1	71	0.354
Innovative	0.985	1.071	1	71	0.304
Autonomy/dependence	0.999	0.085	1	71	0.771

The first step is to test the significance of the discriminant function using Wilk's Lambda and F test. To test of significance, Wilk’s lambda is used to test for significant differences between groups. Wilk’s lambda is between 0 and 1. It tells us the variance of dependent variable that is not explained by the discriminant function. It tells which variables contribute a significant amount of prediction to help separate the groups. The smaller the Wilks's lambda, the more important the independent variable to the discriminant function. Wilks's lambda is significant by the F test for all independent variables.

In the table 1 ‘Tests of Equality of Group Means’ the results of ANOVA, carried out for each independent variable, are presented. Here, **risk taking** and **competitive aggressiveness** differ (Sig. = .000) for the two groups (Entrepreneur and Non-entrepreneur). From the table 1 shows the significant value of variable variable risk-taking (0.107), which means that there is a difference between groups. Also, significant value of variable competitive aggressiveness 0.015 indicates that the variable can distinguish respondents from both groups. Both of numbers means risk taking and aggressive competition are the variable which is the discriminant factor for student to choose a career as an entrepreneur. While proactive, innovative, and autonomy with value in a row 0.354, 0.304 and 0.771 can not confirm to be independent variables which is influence to the student of career choice as entrepreneur.

Tabel 2. Test of matrices

Box's M		22.57
F	Approx.	1.358
	df1	15
	df2	6896.196
	Sig.	0.105

Test of homogeneity of covariance matrices result in table 2; Box's M test the assumption of homogeneity of covariance matrices. This test is very sensitive to meeting the assumption of multivariate normality. Discriminant function analysis is robust even when the homogeneity of variances assumption is not met. The significance value of 0,105 indicates that the data do not differ significantly from multivariate normal. This means one can proceed with the analysis.

Tabel 3. Test of canonical correlation

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	.234(a)	100	100	0.436

The larger the eigenvalue, the more of the variance in the dependent variable is explained by that function. The canonical correlation is the measure of association between the discriminant function and the dependent variable. The square of canonical correlation coefficient is the percentage of variance explained in the dependent variable. When there are two groups, the canonical correlation is the most useful measure, and it is equivalent to Pearson's correlation between the discriminant scores and the groups. As we see in table 3.3, the value of canonical correlation is 0.436 means association between the discriminant function and the dependent variable are relative high.

Tabel 4 Wilks's lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	0.81	14.417	5	0.013

Wilks' lambda is a measure of how well each function separates cases into groups. Smaller values of Wilks' lambda indicate greater discriminatory ability of the function. In table 4 we see the small significance value (0.013), it indicates that the discriminant function does better chance at separating the groups. The standardized discriminant function coefficients in the table serve the same purpose as beta weights in multiple regression (partial coefficient); they indicate the relative importance of the independent variables in predicting the dependent. Coefficients with large absolute values correspond to variables with greater discriminating ability. The structure matrix table shows the correlations of each variable with each discriminant function. There is only one discriminant function is in this study. Discriminant function is a latent variable that is created as a linear combination of independent variables.

Tabel 5. Standardized canonical discriminant function coefficients

	Function
	1
Risk Taking	0.579
Competitive Aggressiveness	1.106
Proactive	-0.476
Innovative	0.462
Autonomy/independence	-1.192

The table 5 shows the Pearson correlations between predictors and standardized canonical discriminant functions. Discriminant function; our model should be like this:

$$D_i = 0.579 \text{ risk taking} + 1.106 \text{ competitive aggressiveness}$$

Classification Statistics table is used to assess how well the discriminant function works, and if it works equally well for each group of the dependent variable. Table 6 tells that it correctly classifies 72 % and 68 % of the cases. Overall, 76.0% of the cases are correctly classified (18+34/75).

Tabel 6 Resubstitution classification summary

Original	Predicted		
	0	1	Total
0	18	7	25
1	16	34	50
0	0.72	0.28	1.00
1	0.32	0.68	1.00

CONCLUSION

1. The students who choose career as an entrepreneur are greater (65.81%) than non-entrepreneur (34.19%). Around 67 % of man students choose as an entrepreneur and the remaining is 33 % as non-entrepreneur. Otherwise, the female students who chose a career as non-entrepreneur is 65 % and 35 % as non-entrepreneur.
2. The risk taking and aggressive competitiveness are to be the factors affect to career choices of students. This variable can distinguish between groups of career option those are entrepreneur and non-entrepreneur. We can say that career option as an entrepreneur will be chosen by the students who have willingness to commit significant resources to a project in the face of uncertainty, independent attitude, ready to take some risks and under certainty.. This variable can distinguish between students who choose a career entrepreneur with non- entrepreneur.
3. Other conclusion that students who aggressive, intensity and head to head posture and have number of actions taken comparing others will choose or prefer a career as an entrepreneur.

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