

Change in Student Mindset Toward Entrepreneur an Action Research

AMY Y. S. RAHAYU AND RACHMA FITRIATI

Department of Administration Science in the Faculty of Social and Political Sciences, University of Indonesia, Depok
amy_soeroso@yahoo.com

Abstract. In general, students want to complete their study faster, graduate and get a job, but in fact the unemployment rate is open of the graduates have increased. Students who have been prepared and furnished with specific skills and expertise increasingly help the student's preparedness to face undesirable conditions and only become job-seeker, and not as job-provider. Under this circumstance, the study of change in the student mindset toward entrepreneurship is necessary considered to find the right approach in changing people mindset toward the generation of creativity and innovation of the valuable works. This further expectation can help developing students a sense of confidence and their preparedness to navigate the real world after graduation. This research used an action research approach in the form of guidance based on a model of creative economic development and the process model of creativity-innovation-entrepreneurial, through six steps of guidance. The result showed that first, the process of transformation comprising guidance toward change in the mindset of participants run quite well; however, there are still many shortcomings, especially in terms of participants' commitment and ability to develop the creative product. Second, the creation of space for the development of creative ideas, through motivation and awareness of participants, though not yet perfect and there are still barriers, such as the timing and lecture schedule.

Keywords: changes, entrepreneur, guidance, mindset

Abstrak. Mahasiswa pada umumnya ingin cepat menyelesaikan studi, lulus dan memperoleh pekerjaan, namun kenyataannya tingkat pengangguran terbuka dari lulusan sekolah semakin meningkat. Mahasiswa yang telah disiapkan dan dibekali dengan ketrampilan dan keahlian tertentu sangat membantu kesiapan mahasiswa menghadapi kondisi yang tidak dikehendaki dan hanya menjadi jobseeker, melainkan sebagai jobprovider. Berdasarkan hal tersebut maka penelitian tentang perubahan mindset mahasiswa ke arah entrepreneurship dipandang penting yakni untuk menemukan pendekatan yang tepat dalam mengubah mindset seseorang ke arah penciptaan kreatifitas dan inovasi karya-karya yang bernilai. Harapan lebih jauh hal ini dapat membantu menumbuhkan rasa percaya diri mahasiswa dan kesiapannya mengarungi dunia nyata setelah lulus. Riset ini menggunakan pendekatan action research berupa pembinaan berdasarkan model pengembangan ekonomi kreatif dan model proses creativity-innovation-entrepreneurial, melalui 6 langkah pembinaan. Hasil menunjukkan bahwa pertama, proses transformasi berupa pembinaan ke arah perubahan mindset peserta berjalan cukup baik, namun demikian masih banyak kekurangan terutama dalam hal komitmen peserta dan kemampuan mengembangkan produk yang kreatif. Kedua, terciptanya ruang gerak pengembangan ide-ide kreatif, melewati motivasi dan kesadaran peserta, walau belum sempurna dan masih terdapat hambatan, antara lain pengaturan waktu dan jadwal kuliah.

Kata kunci: entrepreneur, mind set, perubahan, pembinaan

INTRODUCTION

Entrepreneurship as a paradigm and practices are increasingly important in today's social and economic life. Drucker (2002) considers that the entrepreneur terminology is eventually used not regarding the size or age of the organization, but to a certain activity they carry out. In essence, those activities are coloured by any renewed attempt to achieve an opportunity, and focuses on the change of the potential socio-economic environment of the organization. Thus, talking about the entrepreneur is a discussion of the entrepreneurial paradigm initiated by the creativity as the embodiment of such initiatives or ideas, which are then implemented into new products and services, and has the opportunity and the value of new sales, as well (Schaper and Volary, 2004). Development of entrepreneurial insight seen in almost every type of organization and type of generation with the aim of

strengthening the winning of chances and strengthening the economic capacity of organization and community. Similarly in Indonesia, as a developing country has the urgency to strengthen the the real economic and SME sectors through the development of entrepreneurial insight. BPS statistics data in 2012 showed that poverty in Indonesia is around 11. 66% of the total population of 259 million people. Similarly, data on job-seekers of college graduates, in which 82.2% of such college graduates choosing as job-seekers, rather than as the job-creators (Indonesia Business Links, 2011). Whereas college graduates are human resources of educated young generation. It is unfortunate that if the orientation of graduates is only the job-seekers and not as the job-creators.

According to Global\Competitive Index (GCI) 2012-2013, Indonesia has decreased competitiveness. In 2011-2012, Indonesia GCI ranking was in the order of 46. While

the results of GCI Indonesia in 2012-2013 was at ranking 50 out of 144 countries. This GCI value is supported by basic requirements, efficiency enhancer, and innovation sophistication factors. But, special for value of innovation ranking sophistication factors have a higher value ranking than other sub-index which are on the order of 40 (basic requirements-50; efficiency enhancer-58).

The above data, illustrate the importance of entrepreneurship, however, the interest is still very low. Mindsets to be the employees especially civil servants still dominate the parents who have their children in college.

Statistics data of BPS noted that, the number of entrepreneurs in Indonesia as of February 2013 was 42.55 million people, decreased than 43.84 million people in 2012. The number of entrepreneurs is still relatively low when compared to the ratio of the population of Indonesia today. This adds a row of people trend not like the entrepreneur. Entrepreneur is not always interpreted with the business. Entrepreneur is an attitude and mindset oriented to opportunities and changes Foresight in looking to the future of the organization or individual grow someone always forward looking and seek what opportunities and renewal that may be captured.

To acknowledge the extent to which the development of entrepreneurial intention in individuals who become manager in their own business, a number of studies have been conducted over the years, among others, by Bird, 1988, 1992, Krueger, 1993; Krueger & Casrud, 1993; Krueger & Brazeal, 1994; Gupta et. al., 2009; Linan & Chen, 2009; Thompson, 2009;, and Fitzsimmons & Douglas, 2011. The study suggests that the development of entrepreneurial intention eventually also becomes the focus of government, business and academician, not only for the purpose of developing the economy, but also to provide learning among students and employees who are no longer able to see the opportunities and renewal.

In line with the subject, in academic group, it is necessary to promote the interest or concern of the students to love and understand entrepreneurship. Based on the fact, the researcher is interested in conducting an action research to introduce and change the mindset of students toward entrepreneurship. Entrepreneurship program was introduced to the students through new student interest survey of the various existing departments in the Faculty of Social and Political Sciences, University of Indonesia. Some 200 questionnaires were distributed to them, and the result is 120 new students feel interested or paid attention to the young entrepreneurs program. The formation of the Young Entrepreneur Community (YEC) which then has various entrepreneurial activity plans is a student response to entrepreneurship throughout the campus of FISIP-UI. Based on the circumstance, this action research is ultimately conducted to find out more about how the behaviour and commitment of the students to pursue entrepreneurship in their group, as well as the possibility of providing optimal guidance of the researchers and expert consultants or practitioners.

This action research involves some participants, in addition to the senior student who has had experience as an entrepreneur, young entrepreneurs are also well

known and popular with the creativity of their products with high sales value. In addition, entrepreneurship teaching lecturers within the campus, and practitioners outside of the campus such as from the banking domain, business and industry owners, financial experts, and local governments.

The main objective is to acknowledge and influence the mindset changes of students who joined in the Young Entrepreneur Community (YEC), so that when they would have graduated, not only rely on themselves as the job-seekers but also as the job creators, particularly in enhancing the creativity to generate the quality and marketable products. Based on those items, the specific objectives are: to encourage student awareness to continuously improve their efforts in earnest to create various products that have high sales value and benefit for the community in their environment and for them later (creativity); to increase the ability of entrepreneurial practices either in the creation of product ideas, production, packaging, or sales, so that students can feel any experience to engage business and joy and sorrow (productivity); to motivate students by introducing direct practices in various craft industry, where they can learn to create products and measure the power of their creativity and imagination (motivation); to provide opportunities for students to participate and demonstrate their works in the exhibition of SME products that will directly help their confidence and improve their competitiveness (Self confidence); and through change in the mindset, the students are expected ahead may affect the emergence of new cadres that will directly increase the number of entrepreneurs and increase the products with high sales value.

The conceptual framework used in this action research is to use the Model of the development of creative industries (Henry Etzkowitz and Loet Leydesdorff in Gibbons et al, 1994), in the following figure 1.

In those models, the development of creative industries is likened to a building that consists of basic components or foundation, and the pillars as the main support, and roof

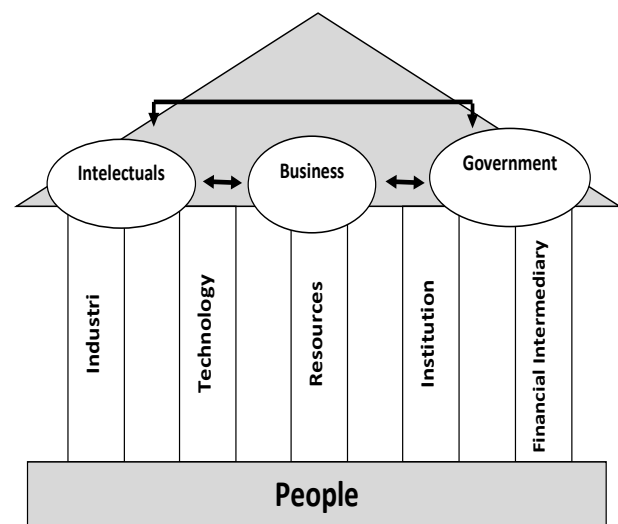


Figure 1. Model of the Development of Creative Industries

to shadow in the following detailed meaning: Foundation, means people or human resources that are major asset of creative industries, in this matter are the potential students to be developed; Five main pillars, means consisting of industrial pillar or group of enterprises engaged in the creative industries, which will be an example and inspiration of business and creative ideas, the resources needed in realizing the creative industries, and social order governing norms, values and rules in the process of interaction in the practices of creative industries, and no less important is the financial institution facilitating the development and capital of creative industries; Roof. As a building, the creative industries are shadowed by 'roof' consisting of intellectual, business, and government group. Intellectual group in this case is an institution of higher education, which has knowledge of entrepreneurship and other supporting knowledge that is supposed to be a driver and facilitator for the intellectual development of the creative industries actor. This intellectual group will bring theory and practice, and implement them to the students guided. If scientists transfer knowledge to the creative industries actor, then the businessmen play the role of transmitting their skills and experiences in the transformation process of creativity by participating to foster and share the experience. Furthermore, not less important is the role of government as regulator and facilitator in encouraging the creative industries be developed and advanced. In this matter, the government can provide business opportunities, capital loans and other appropriate schemes with existing rules.

The building will not be solid without the participation of existing elements thereof. In other words, the development of young entrepreneurs within the campus will not be successful without the intervention of those three elements. Three of them form an interdependent system and support each other. In addition, efforts of mindset change of the student become an entrepreneur requires three basic requirements related to student competencies, namely, the need for aspect of knowledge on entrepreneurship. Students or participants of the program should well understand about the entrepreneur. To achieve this there must be a debriefing of knowledge on intensive and adequate entrepreneurship. The need for empowerment of skills aspect. Empowerment of this skills aspect can be reached by the method of training, practices internships work visits and observations. The need for empowerment of attitude aspect. Attitude is the most difficult part of change in students' attitude to entrepreneur attitude. No one knows how, long it takes to change a person's behaviour. The main handicap is due to the individual personality of each student is different, for example in terms of willingness, motivation, commitment and confidence. Thus, in this domain, it is extremely needed a psychological approach with emphasis on the frequency and quality of meetings and focus group discussion or more intensive consultation and allow more intensive and meaningful space of empowerment and acceptable by them. This empowerment of attitude must be sustainable and repeatedly performed so it will become a culture, habit, or change in behaviour of those people.

RESEARCH METHODS

The paradigm of this research is constructivism with action research strategy (Yang and Miller, 2008, p. 145). In ontology, what will be extracted is relativism in nature. In epistemology, the relationship of researchers and all components of the system will be subjective, interactive, and mutual influence. In methodology, this study is not only established through a dialectical relation between researchers and other components such as students and mentors, but also is consensus, and using more sophisticated techniques, namely in depth interview and focus group discussions, perception questionnaire, and consultation clinic models.

Target of the study is students from various departments in the Faculty of Social and Political Science-University of Indonesia (FISIP UI) and is still sitting in first semester (first year study). They are surveyed via a questionnaire on interest and attraction to participate in the program. The criteria are based on the consideration that students guided have a basic capital namely interest and guidance period is relatively longer, and can be continued throughout their term of study. Of the 200 participants were screened by the questionnaire of interest, there are 36 (thirty six) students decided as the target of this study, and form the Young Entrepreneur Community (YEC). Research period conducted is approximately one (1) fiscal year of 2010-2011 and 2011-2012.

Other participants are mentors who are more senior students who ever participate in a similar program, and then pass on their skills to their junior students. In addition, the research team well serves either as a researcher or as an agent of change and consultant. In the transformation process, the researchers are assisted by entrepreneur experts and industry practitioners.

In figure 2 below, it can be explained how the process of transformation of the student mindset change toward entrepreneurship is reached by six steps of guidance, namely 1) knowledge development step, 2) skill development step, 3) guidance step toward self-confidence, 4) corrective action and evaluation, 5) increasing of the quantity and quality of the products, 6) stabilization toward a new producer, with appropriately planned production. Program participants are required to make their business plan and discuss among their group.

The six steps of guidance are then followed by knowledge on the need to build a simple management system of business that includes the functions of planning, organizing, leadership and controlling of the business (Figure 3). This model is adopted from four management functions that are commonly implemented in the business sector. The principle is simple in which every business should be based on the four functions of management. Each group will be directed to POLC-based management model (Jones & George, 2012), includes Planing: Product planning which includes the provision of raw materials, human resources or labour, financial or capital and location. Organizing: in this function all activities and resources are well organized and coordinated.

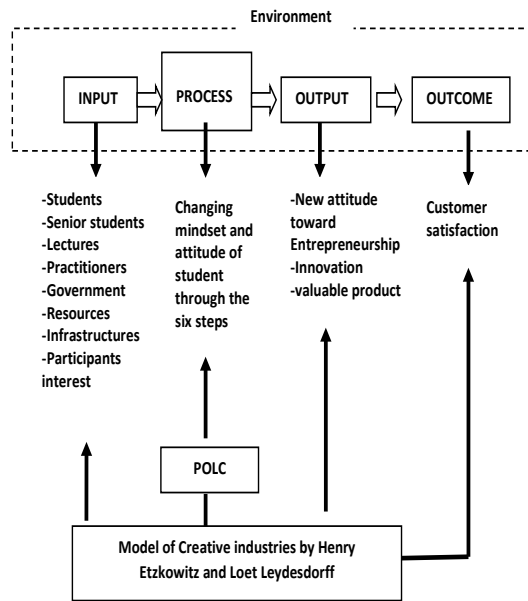


Figure 2. Model of Transformation Process

Participants are taught to distribute resources efficiently and effectively, and coordinate all divisions of work in neat, writing, and informed to all members of respective groups. Organizing also includes external group activities, visit schedule, internship, exhibitions, and consulting, all carried out regularly and in familiar atmosphere with emphasis on the partnership relationship rather than relationship between lecturers and students.

Leading: In principle, the production process requires leadership that can drive and motivate the business actors. This is where the role of group leader among the participants is required. The group leaders are further responsible for the success of their respective business group. The group leaders should have the ability to influence their group members to keep energetic in optimizing the power of creativity and production to the success of realizing the innovation and creativity of business actors.



Figure 3. POLC Management Model

Controlling: In controlling function students are taught how to identify errors, either in the initial planning (feed-forward control), or in the midst of the production process (on-going control) and at the end of the activity (evaluating control). Control cycle must be learned so that people do not underestimate that the planning of all activities as if has been running well. They should also monitor change in the market environment such as customer needs, market prices, and competition. Knowledge of controlling at so basic level will make them constantly vigilant in all changes in environment.

RESULT AND DISCUSSION

This action research was conducted with the main objectives of undertaking the transformation process in line with the concept or system approach within the organization as illustrated in Figure 2 earlier. Therefore, the results and discussion will be based on existing sub-systems covering the sub-systems of input, process, output, and outcome, as well as feedback. Overall sub-systems are linked to the conceptual thinking about the theory of creative economic development.

On the input side, this study is supported by the human resources, finance, infrastructure and interest of quite adequate participating students. Source persons are comprised of scientific experts in the field of business and entrepreneurs are lectures of in the faculty, while practitioner source persons are invited from various private and government agencies, such as the financial expert and capital of Bank Indonesia, business planning business expert from private institution, and the practitioners of several well-known young entrepreneurs in Indonesia engaged in the creative industries.

Source of funding is obtained from the research budget of the Directorate of Research and Community Service-University of Indonesia. While the research targets are students who have been screened through perception questionnaire and interest to be entrepreneurs in YEC, and interest in mindset development program in entrepreneurship in addition to the study as their primary goal.

Retrieval study to know the perception and interest of students who are interested in this program, started with a survey of 200 students to know their perceptions toward entrepreneurial insight. There are four dimensions of entrepreneurship measured in this study, include: 1) technical skills dimension, 2) business management skills; 3) entrepreneurial personal ability; and 4) entrepreneurial character dimensions. Results showed that among the four dimensions, the technical skills dimension is considered important (95.99%) in engaging an entrepreneur. There are two main indicators that are considered important in technical skills dimension include verbal communicating indicator (98.4%) and indicator to follow the development of technology (98.4%). Students consider that with good communication skills and be supported with the use of technology will ensure the success of entrepreneur. Conversely the ability to create the letter is not considered as an important indicator (88.76) in technical skills dimension.

Then, the second order is the dimension of business management skills is considered important owned by a person in engaging an entrepreneur (90.53%). The most important indicator is the goal setting, while accounting is an indicator with the smallest level of urgency compared to other indicators. The goal of entrepreneurship is considered showing the shape and style of entrepreneurship taken by each individual.

Meanwhile, the third order is the dimensions of entrepreneurial personal ability are also considered important in engaging a business (89.8%). Indicator in this dimension considered most important is the ability to self control, while the indicator with a lower urgency is an indicator of managing a change.

Fourth order in students' perception is an entrepreneurial character dimension, where only 54.5% of students state that the aforesaid entrepreneurial character have been appropriate and owned by students in engaging business. The most appropriate criteria are persistent character in solving the problem and tolerate uncertainty into the character with the lowest score. An entrepreneur is considered to have persistence nature in offering products he manufactures to prospective buyers.

In contrast to student assessment of the four entrepreneurial dimensions, the initial interest of students toward entrepreneurship dimensions reveal that commitment reflected from student view about the prospect for future, where students with ambition to be the businessmen are 41.4%, civil servants 27.2%, and the private sector 24.9%. This contrasts with the view and ambition of the student parents who encourage their children to become civil servant (41.1%) compared to entrepreneur (19.6%). These data show that the drive leading to entrepreneur will encounter obstacles, especially from their own parents (19.6%).

After going through the screening, a number of 50 participant students from various departments within the FISIP-UI are defined. Participants are first semester students who are relatively new and have a relatively long period of stay on campus so as to allow for the observation of their behaviour progress in entrepreneurship. But at the beginning of the event, 14 people resigned because of other activities, so the enrolled participants remain 36 people

Location of study in the FISIP-UI campus, where the supports of infrastructure such as student's distribution outlets have been available. Events such as product exhibition of student work products are also supported by the leadership of the faculty, so that such environment is very helpful in implementing the development and creation of young entrepreneurs in the campus.

In the process side, inputs such as human resources, funding and student interest, are initial power to carry out the transformation process toward change in the mindset of the participating students. In this stage, six (6) steps of the transformation process and the results are applied as follows: First step, provision of knowledge and skills inspiration of Entrepreneur. From the aspect of knowledge, participants receive entrepreneurial materials through training sessions. Each training session is described with a table of material teaching plan accompanied

by the activities to be carried out in a training class. Entrepreneurial trainings are carried out at seven (7) meetings, each meeting is allocated two (2) hours, with topics around entrepreneurs covering the Introduction and Perspective on Entrepreneurship Revolution, the concept of Creativity-Innovation-Entrepreneur, Intellectual Property Rights that are protected by Act of IPR, Business Capital Resources and Financial Management, Social Entrepreneurship, Marketing and Business Ethics, and Simple Business Management-POLC. At the time of teaching the material of entrepreneurial knowledge, it can be illustrated that participant response is very good, because of the very high level of presence is 99%. Thus, it indicates that they are really enthusiastic about the knowledge given.

Furthermore, to help the entrepreneurial inspiration, it is held by inviting young practitioners in the field of creative industries who present their experiences in their respective fields, such as business owner of Bloop Endorse, Mrs. Widyamurti, then Mrs. Ana Taryono, owner of PT Rollika Catering, and Mr. David, manager of PT SKI Tajur. The purpose of this activity is to provide inspiration, encouragement and motivation to the participants through the struggle and perseverance of those practitioners. It is expected that through the inspiration of skills capability participants can be motivated. Almost 99% of participants are present in this event.

This session is still strengthened by direct visits undertaken to the site of the successful small and medium businesses. Visits were undertaken at three companies in the city of Bogor, PT. SKI Tajur, PT Rollika Catering, and Batik Tradisiku. While in the city of Bandung, students visited Bandung Creative, a garment company or young people T-Shirt and its all accessories, then Cimahi Creative Center where the cartoon film industry is developed on this site, and the last to Bandrek beverage industry. This direct visit is aimed in addition to provide entrepreneurial insight to the participants, also provides an opportunity to interact and gain direct experience with those successful business actors.

Upon the completion of events, the participants respond quickly and form the groups of interest with a concentration of different creative ideas from each other. From here, 10 groups are then formed with product ideas in accordance with their interest, there are recycled ideas of patchwork formed as accessories for women, home slipper, tissue box, doll, women accessories from clay material, painting T-shirt with images expressing the love of green environment, flora and fauna, batik patchwork recycle, handicrafts from nendo/a sort of clay obtained from expired bread recycled, and food as well as various creative pastries.

Second step, Briefing on skills. After learning the knowledge and inspiration of skills associated with real picture of the experience and success of young entrepreneurs, then the next step is they were brought into the real world of creativity thinking, through direct learning and try every product generation process. Various creative industries according to the specialization of participants are selected, among others, include processed food industry, cartoon film creation, batik,

painting clothes, handicrafts of clay, and handicrafts from bread waste, and craft of patchwork waste.

Ideally, participants should follow the apprenticeship learning in adequate time to work, but not allowing for this activity only utilizes the sidelines of free time between the classes, so that the internship process becomes less intensive, and short time. However, at least they have seen, tried and felt for themselves how a production process of goods is carried out. After completing the internship in various creative industries, the participating students were then asked to write down ideas for new products along with their business plan. Ideas and business plans of each group are stated in the proposal and presented in front of mentors and researchers from there, their ideas are discussed and gain valuable advice and direction for improvement and measures of manufacturing dummy products. The creation of new ideas is not completely finished at once, but through many times processes, and seems slow. Through various regular and intensive meetings for about 3 months, it is expected to produce significant results to change in student motivation toward a desire to 'try' as producers, but in fact, not so, the process goes slowly, because of busy to learn, although their enthusiasm in session 'product creation' after the completion of the visit is seen to rise. Consultation clinic in every Friday is quite helpful, especially also facilitated the help of mentors. Consultation clinic facilitates regular meetings for the discussion of ideas on various creative products and various problems the participants encounter. Most participants take advantage of this clinic to discuss with other groups.

Third step, guidance toward self confidence. At this stage, participants are encouraged to realize their creative ideas by making dummy or example. Participants feel directly how the up and down, success-failure of a process of creative works. Their behaviour will be tested by looking at their further commitment. One and two people began to appear bored, disappeared for various reasons, and came back for various reasons as well. This attitude test is secretly observed and recorded to see their perceptions of the development of their entrepreneurial spirit.

Generation of dummy products is made repeatedly until they feel that their products have had selling value. Similarly with the capital of simulation, in which each group is asked to submit the business calculation and profit prediction of their products in a limited scale/small. Finished creative products are then then given the opportunity to be exhibited in the Faculty's distribution outlets or in the opportunities of exhibition at various malls around the campus. The benefit of this step is to build their confidence through the assessment of the other parties i.e. observers, and buyers.

Fourth step: Evaluation and Corrective Actions. The emphasis is based on buyer satisfaction. From exhibition the buyer satisfaction is found, in which more than 55.4% of visitors (155 people) like the products of participants and interested to order although still on a small scale. Participants feel happy and more motivated. Results of this assessment subsequently become the feedback for further products improvement. Meanwhile, other 44.6%

state that their products are still not well packaged yet, although the product itself is quite good.

Fifth step: Enhancement of Quantity and Quality Products. In this phase the number and quality of the products needs to be considered with reference to results of buyer assessment. This also becomes the determinant point for the success or failure of their products for products that are considered successful and will be continued and paid further attention of the quality and quantity, in contrast to those are unsuccessful, most likely have to replace such product with other new ideas. Products that are considered successful by buyers are accessories, patchwork crafts, crafts of clay, painted T-shirts, as well as food pastries.

Sixth step: Consolidation Toward new Producers. In this phase they have been able to create a network of business though still limited, with the nearest neighbour i.e. student friends, lecturers, and families, thus the structure of business can be generated and word of mouth marketing. Participants who are ready to enter the stage of practice given initial capital for their business, the amount of which varies between 200 thousand Rupiah to 500 thousand Rupiah in accordance with their proposal. These practice activities are directed by guide lecturer and YEC member facilitator. This guidance aims to direct the participants in engaging their business without any coercion of mentors for participants so as to participants remain to develop their ideas and creativities. Form of monitoring implemented includes regular reports and sudden inspection. Their products are developed through one of the marketing opportunities i.e. through product exhibition both at the university internally and externally, working with exhibitions of small and medium businesses that are often organized by local governments.

After going through the process of transformation, a treasury study on the dimension of entrepreneur was carried out. This stage is part of the fourth stage of the mindset change management in student is the evaluation stage. Results of study showed that there is an increase in student assessment on the technical skills of 2.42% and there is an increase in all indicators of the entrepreneurial dimension. An increase of student assessment is also found in the dimension of business management skills in which an increase of 3.92% occurs. Subsequently, the dimension of entrepreneurial personal capability is found an increase of assessment by 4.73%. And the last, there is an increase of student assessment at 29.61%. Those results indicate that major change assessment of the student found at the dimension of entrepreneurial character and the highest assessment is at the dimension of entrepreneurial personal capability (99.53%). Those results illustrate that students experience a change in depicting an entrepreneurial character. An increase of students confidence supports their assessment on other dimensions in which they are aware to take part in determining the success of an entrepreneur.

Constraints in implementing the process of behavioural change are influenced by the commitment and limitation of students. First, the difficulty of keeping commitments as participants of YEC because they should have full concentration on the lecture material so that interfere

with schedule of appointments, meetings, and visits often delayed. Second, time sharing of activities is frequently constrained by class schedule so that the development of group is not simultaneously monitored. There is a very proactive group and otherwise, nothing. Third, the perception of parents who want their children to better prioritize lecture first than business. Fourth, in general, the mindset of an entrepreneur indeed is not yet widely understood among students although they conceptually learn in the classroom. Fifth, lack of students commitment due to their engagement on the class schedule, so that an integrated curriculum with the practice of entrepreneurship is required. Sixth, all participants both researchers and mentors, work voluntarily, so it can not bind them to stay on and manage or continue the program. In each follow-up program there are always new mentors. Seventh, although sufficient development fund, but the fund for capital aid is very limited and highly depends on the allocation of grants both from the faculty and the observer.

However, there is a positive feedback, among others, includes, first, the positive response from the head of the faculty in the form of distribution outlet facilitation for students business. Second, opportunities of SME (Small and Medium Enterprises) that provide various offers of student products exhibition. Third, the chances of local government which always gives motivation and opens business exhibition for students. This feedback is part of the fifth stage, i.e. an increase in the quality and quantity of production.

Expected outcome of guiding YEC participants toward mindset change in entrepreneurship is the motivated students and continue working independently. In addition, buyer satisfactions area measurable to their initial products. In fact, at the beginning of the product exhibition participants located at Mall Depok, 50% of 22 buyers are satisfied and interested to the products of YEC participants/students. Unfortunately, after the program is completed, the student independence motivation disappeared, they seem to go down with their lecture busyness, and the communication between students and mentors and guide lecturers while being slow. However, this program cannot be said to fail because of change in mindset has be pointed out, the problem is just how to keep the continuity of funding and further development.

CONCLUSION

Overall, the process of transformation undertaken by guidance of change in the mindset of the students who are incorporated in Young Entrepreneur Community (YEC), runs quite well, as benchmark in the process of transformation can be passed through as a whole, but not perfect. This imperfection is illustrated by the low commitment of the participants to be the true young entrepreneurs. Creative ability is still low, has not generated average products with high sales value.

Of particular goal, a change is obtained, in which the students are still willing to continue the guidance to further direction. The indicator is that guidance clinic is still running. The clinic serves as well as a driving force for their continuous creativity.

The aim of improving productivity has not run well, due to the work schedule issues that often collide with the class schedule

From the aspect of goal to increase the motivation runs very well. Firstly, upon a help of observers and owners of small industries that openly provide the opportunity to re-visit and even invited to the campus to provide insight and inspiration to the students.

From goal aspect with a nature of providing the students an opportunity to participate in displaying their creative works in the exhibition of SME products, shows good results with a statement of various parties, including the Mayor of Depok who directly provides support so as to YEC participants continuously improve their self-confidence and improve their competitiveness in every SME exhibition.

From the aspect of change in the mindset of the students that are expected ahead may affect the emergence of new cadres that will directly increase the number of entrepreneurs and increase the products with high sales value, in fact is still not as expected. 'Word of mouth' system 'that is expected still seems to have many constraints, including a lecture schedule itself and unoptimized belief of participants.

Change in entrepreneurial mindset is very useful for students and provide great benefit for the future life of youth i.e. students themselves. Commitment of business and government partners have appeared in their support, currently only the main pillar is required for the continuity of the program, i.e. Faculty's commitment to facilitate this kind of program with adequate infrastructure for example, distribution outlets of student that are actually allocated as 'development laboratory for student's creativities' Secondly, concern of lectures is required which academically is willing to take the time for guiding and be a consultant for students. Thirdly, research scientists or research lecturers are expected to continue this kind of action research with the target of empowering students to be interested in the generation of creativity, innovation and ending to the change in entrepreneurship mindset.

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