

The Impact of Entrepreneurship Learning Based Modelling towards Entrepreneurship Attitude and Behaviour Students`

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Abstract: This article aims to illustrate the effect of entrepreneurship learning based Modelling towards entrepreneurship attitude and behaviour. This research uses quantitative approach with descriptive method. Data collection technique is done by questionnaire with attitude scale and data analysis technique is using correlation-regression. The population in this research is students of Faculty of Social Sciences Education with a sample of 98 people. The results show that: 1) The planning in entrepreneurial learning based on modelling as a whole is contained in the outline of learning / curriculum programs, syllabus and Semester Learning Plan; (2) The core activities of modelling entrepreneurial learning directly bring an entrepreneurial model that tells success stories in managing their business so as to provide experience directly and interacting with the academic community, and (3) modelling-based entrepreneurship learning has a significant positive effect on entrepreneurship attitudes and behaviour.

1 INTRODUCTION

A nation will progress if the number of entrepreneurs is at least 2% of the population. This is in line with what the American Sociologist Mc Clelland (1961) says that tens of years ago if a country needed entrepreneurs at least 2% of its population become a prosperous country. While Indonesia today according to Syarief Hasan (former Minister of Cooperatives and Small and Medium Enterprises), in the event Ciputra University Entrepreneurship Online at Ciputra World, South Jakarta, Monday, February 17, 2014). There are only 1.56% of the number of citizens who are 240 million, meaning for up to 2% still needed 0.44% or about 960,000 inhabitants. Compare in 2014, Singapore's entrepreneurship amounted to 7.2%, the United States 12%, Malaysia 4%, Thailand 4.1%, and Japan 10% of the population.

Almost two million Indonesians annually work in the world. It is a challenge for the Indonesian government to stimulate the creation of new jobs so that the job market can absorb the growing number of job seekers. The birth of young unemployed from various universities is one of the main concerns and needs quick action. The anxiety often color the world of Education in Indonesia after graduation

inauguration every year, Higher Education affirms the new profession as "unemployed". The tendency of graduates to find employment is so inherent that the needs of job vacancies are fewer. When we look at the state of our education graduates there is an increasingly alarming phenomenon with the growing unemployment of high school and higher education graduates and enables the graduates to be unemployed (Tilaar, 1999).

College as one of the leading mediators and facilitators in developing the nation's youth have an obligation to teach, educate, train and motivate their students to become independent, creative, innovative and able to create various business opportunities. There is evidence that academically educated entrepreneurs are more important in developing regional economies than entrepreneurs with a lower level of education. This view is based on research results that reveal that entrepreneurs with a higher academic background are more often innovative, use modern business models, and base their ventures on the use of new technology (Taasila, 2010; Pajarinen et.al, 2006).

The fundamental paradox lies in the robustness of the education foundation to establish a generation of innovators, creative, skilful, characterized and

capable. Indications of an individual's quality gap from cultural backgrounds have fuelled the nation's problems. Entrepreneurship education is a systemic effort to cultivate a generation of innovators, creative, skilful, characterized and capable to open job vacancies as widely as possible. The manifestation of entrepreneurship behaviour increasingly necessary to develop entrepreneurship interest. Entrepreneurship behaviour includes three important things namely innovation, ability to read opportunities, have a vision and mission (Ciputra, 2008).

Entrepreneurship education applied in college should pay attention to active and fun entrepreneurial learning by looking at things from the real world (contextual). Entrepreneurial education there should be a shift from transmission models of teaching (learning 'about') to experiential learning (learning 'for') in order to offer students techniques that can be applied in the real world (Herrmann et al, 2008: 21). One of the alternative models of entrepreneurship education based Modelling in college is intended to provide provision for academic community in developing entrepreneurship behaviour. Modelling in social learning theory is a process of learning by imitating the behaviour of others who made the model (Bandura, 1977). The model in this entrepreneurial learning is a successful entrepreneur with various experiences he has. The "vicarious" experience of a successful entrepreneur model is part of a learning process that reinforces learners drawn from stories and experiences about what the model has done with entrepreneurship, including its failures and successes.

Bandura in his theory states that a model can be delivered in any form that can be used to convey information, such as people, movies, TV, demonstrations, drawings or instructions (Bandura, 1977). However, strengthening more deeply when learners are able to look directly with the model so that the results of learners' behaviour can be in accordance with the expected by the model. The acquisition that is the result of learners' behaviour is derived from the strengthening of the "vicarious" model (Hergenhahn, 1982). Therefore, the entrepreneurship model chosen for entrepreneurial learning should be truly stimulating, motivational, exciting to imitate.

One approach to entrepreneurship learning based Modelling through the approach "success story". Referring to the result of Murtini's (2008) research on success story as an entrepreneurship learning approach, the success story is seen as an entrepreneurial learning approach, as a model of learning approach to encourage entrepreneurship behaviour for learners through attract attention

process (pay attention, recognize, identify, observe), recall/retain, reproduce into actual behaviour, grow motivation to imitate and duplicate, then new innovations emerge. Based on some of the above opinions, and referring to the concept of learning Bandura (1977), then "modelling" can be used as a model of entrepreneurial learning to develop of entrepreneurship behaviour. Therefore, the authors are interested in finding the influence of entrepreneurship learning based Modelling towards entrepreneurship behaviour in higher education. This model is used to initiate efforts to grow the learners' entrepreneurship behaviour through the process of imitating and duplicating the model of successful entrepreneurs who are exemplified.

2 METHODS

This research used quantitative approach with descriptive method and verification method. Based on the type of research, namely descriptive and verification research, the research method used is explanatory survey. Survey method is descriptive and verification, explanatory or confirmatory, data collected from predetermined samples, data of research variables collected by using certain data collection tool, that is questionnaire (Kerlinger, 1990; Gall & Borg, 2003)

Subjects of the study were college students` and lecturer at Faculty of Social Sciences Education of University in Bandung, West Java. The research sample is determined through purposive sampling technique. The data collection technique is done with closed questionnaire and attitude scale where alternative answer positive value 5 to 1. Data analysis technique use to give description about each variable X and Y, used descriptive analysis by using correlation-regression test. Hypothesis test the relationship between research variables performed through a simple correlation test is done by Pearson Correlations analysis technique. While the regression line linearity test using Anova table, proposed hypothesis as follows: (1) Ho: regression model is non-linear; (2) Ha: The regression model is linear. The test criteria are as follows: reject Ho and accept Ha if the Significance value of Deviation from Linearity > of the specified α value is 5%.

3 RESULTS AND DISCUSSION

3.1 The Planning of Entrepreneurship Learning Based Modelling

The design of entrepreneurial learning is precise, meticulous and well planned, starting from the curriculum design, syllabus, lecture objectives, the competence of graduates of learning materials, learning methods, learning resources/media, procedures and evaluation tools. First, the success of education or entrepreneurial learning in college is largely determined by the curriculum used. When the entrepreneurship curriculum that is prepared is appropriate and in accordance with the goal of entrepreneurship education to be achieved then it can be said that entrepreneurship education was successful. Entrepreneurship learning is integrated into the Social Studies Education course which is a faculty subject.

The planning of entrepreneurial learning based Modelling as a whole is embodied in the outline of learning program/curriculum, syllabus, Semester Lesson Plan (RPS). In designing the entrepreneurship curriculum the output should pay attention to the goal of attitudes and entrepreneurial behaviour that must be achieved by the students. Clearly, entrepreneurial attitudes and behaviour fit into the curriculum, syllabus and Semester Lesson Plan (RPS). Elements of entrepreneurship attitude and behaviour proposed by Meredith (2005: 37) while entrepreneurial behaviour based on opinion according to Hisrich et al. (2005), namely:

Table 1: Entrepreneurship attitude and behaviour implicitly in curriculum.

Entrepreneurship Attitude	Entrepreneurship Behaviour
a. Confidence;	a. Technical skill;
b. Oriented to tasks and results;	b. Business management skills;
c. Taking the risks and likes challenges;	c. Entrepreneurship skills personally.
d. Leadership;	
e. Originality, innovative and creative and flexible;	
f. Oriented to the future.	

Second, the material compiled in entrepreneurial learning based modelling refers to the competence of graduates in the Indonesian National Qualification Framework (KKNI) curriculum. Course materials in Social Studies Education cover a wide range of social

science disciplines such as economics, social, politics, geography, and citizenship. Entrepreneurship learning is internalized to all social disciplines that are taught in Social Studies Education courses. The material is focused into the economic study, where the Indonesian economy becomes a foothold in the formulation of entrepreneurial material.

Third, the method used through the lecture method and the “success story” method. Both methods are an element of the method in the Modelling learning model. Entrepreneurship learning based Modelling methods directly bring in entrepreneurial models that tell success stories in handling their business so as to provide a direct experience of interacting with the academic community. Another method is the development of business ideas by students as outlined in the form of business/business design duties to be developed, field observations in successful small and medium enterprises, and making business feasibility studies. This will help students to develop imagination, internalization and motivation for entrepreneurship through observation, exploration and reflection.

Fourth, learning media can be prepared, among others, learning films containing “success story” entrepreneurs, reading material books of “success story”, teaching materials slides with power point program or in focus, an appropriate entrepreneurship textbook, as well as an instrument for manual workmanship and learning evaluation. All media are prepared to accommodate learners where they have different potential for vision, audio and capture. This learning media is by no means a substitute for successful entrepreneurial functionality but the model will be presented in the class where necessary.

Fifth, the evaluation tool in entrepreneurial learning based Modelling is the authentic assessment of both test and non-test. The test was performed using multiple choice questions as well as essays while non tests were performed using attitude scales. Attitude scale is used to find out how the entrepreneurship attitude and behaviour of students. Assessment is done at the Middle Exam Semester (UTS) / Final Exam Semester (UAS). This evaluation tool becomes a consideration for educators in assessing student’s final ability test.

3.2 The Learning Activity of Entrepreneurship Learning Based Modelling

The activity of entrepreneurship learning based Modelling to establish entrepreneurship attitude refers to the concept of social learning theory proposed by Hergenhahn (1982), where there are four process variables that influence learning Modelling i.e.; (a) attentional processes, (b) retentional processes, (c) motor reproduction processes, and (d) motivational processes.

3.2.1 Attentional Processes

This stage of attention process emphasizes the characteristics of the model that will attract attention if; (1) has similarities with learners, e.g. sex, age and others, (2) is respected, (3) has a high status, (4) shows high competence, (5) very strong thinking, and (6)) attractive (Hegerhahn, 1982). Therefore, the models are often brought in lectures i.e. entrepreneurs such as corporate CEOs, TV station owners, hotel and resort owners, and other entrepreneurs.

3.2.2 Retentional Processes

Based on the theory, retention is done in the storage of information symbolically in two ways, namely imaginary and verbal. The symbols stored in the student’s imagination contain an actual picture of the model experience that will be restated (retention) and will be done in the future. Thus, information symbols imported by the model enter in long-term memory. Verbal symbolization is mostly done in the cognitive process of learning. Other symbol codes are derived from interesting drawing images, in the form of successful travel stories containing entrepreneurial struggles from the start of the business to achieving success today.

3.2.3 Motor Reproduction Processes

In this stage the student begins to reproduce the behaviour of the model shown. Students translate model behaviour into the learning process. From the actual behaviour it acquires, the imagination and the verbal symbol codes that are in the student’s memory will guide the learning process. This will appear in the learning process as well as at the end of the lesson with the task activities undertaken (developing business ideas, making business plans, entrepreneurial practices and learning achievements).

3.2.4 Motivational Processes

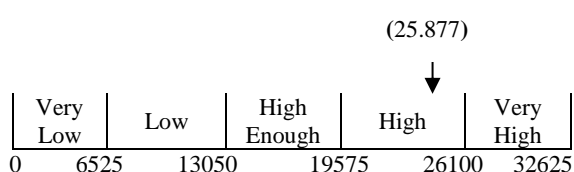
In this stage students are encouraged to get a motivation to imitate the model in the hope of getting strengthening such as praise, greatness, popularity, future success, and other added value in him. Thus, the student is already at the stage of being motivated to be successful like the model example seen, known, observed, internalized, and liked.

The four stages are part of the process of entrepreneurship attitude formation that internalize themselves by doing self-motivation (motivation) to cultivate entrepreneurship behaviour. The growing attitudes of Social Studies Education students are seen from indicators of confidence, task-oriented and results, risk-taking, leadership, originality, and future-oriented. Referring to the results of the study, there is a picture of the highest rated indicator that is oriented to the future with an average score of 17.62%. While the lowest rated indicator is the risk taker with an average score of 15.34%.

Table 2: The average score of entrepreneurship attitude.

No	Entrepreneurship Attitude	Total Score	Average Score	% Score
1	Confidence	3684	921	17.25
2	Oriented to tasks and results;	6584	941	17.62
3	Taking the risks	3275	819	15.34
4	Leadership	5112	852	15.96
5	Originality	3469	867	16.25
6	Oriented to the future	3753	938	17.58
	TOTAL	25877	5338	100.00

The overall variables of entrepreneurship attitudes can be seen in the continuum review of the respondent’s assessment through the calculation process by finding the ideal score where the highest score is multiplied by the number of items multiplied by the number of respondents. Obtaining scores based on the results of data processing on entrepreneurship attitude variable is 25.877 or 79.32% of the ideal score, the scores on a continuum can be described as follows:



Based on the continuum value picture of the entrepreneurship attitude variable that the total score for that variable is 25.877 is on the continuum line with the high category. Thus, students who follow the Social Studies Education course of entrepreneurial learning based Modelling can show the high attitude of entrepreneurship in everyday life.

Furthermore, entrepreneurship learning activities based Modelling for entrepreneurship behaviour formation is done through four stages, namely foundation stage, business experience stage, preparation stage, business development stage.

3.2.5 The Foundation Stage

In the early stages of learning process aimed to cultivate the soul, interest, and entrepreneurial motivation in students. At this stage all students are required to take Social Studies Education courses. The activities undertaken include public lectures by bringing guest lecturers, industry visits, sharing of entrepreneurial alumni testimony with students, and bring in other business figures. At this stage the learning targets include changing the mind-set, cultivating entrepreneurial behaviour, fostering and exercising creativity and innovation, fostering confidence and entrepreneurial interest.

3.2.6 Business Experience Stage

After students see and take experience from the model, students are grouped with the task of choosing business ideas, developing business plans, and directly implementing them in the form of real business. In this course students are required to start with the simplest type of business and until the end of the semester they must be able to create creative and innovative products/services that can be sold in the market. Students are also given the opportunity to attend seminars, training, and competitions in the field of entrepreneurship both carried out by the campus and conducted by parties outside the campus.

3.2.7 Preparation Stage

In this stage students who have the interest and desire to become an entrepreneur is given the opportunity as

wide as possible with self-awareness can arrange Business Plan in accordance with the type of entrepreneur who is involved. Students can share experiences with the model in preparing a good Business Plan.

3.2.8 Business Development Stage

The final task of this course is to conduct business development in accordance with Business Plan which has been compiled beforehand. Students who already have a business can take advantage of this task as a media to develop their business, while students who have never owned a business can take advantage of this task as a stepping in his career in the future. At this stage students will use intensively existing business incubators, so that later after graduating Business College they are ready to run independently.

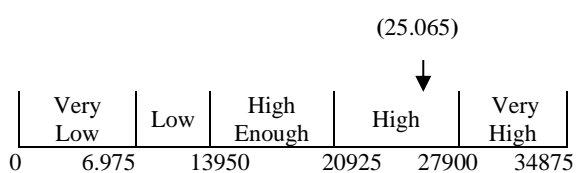
The four stages are part of the process of entrepreneurship behaviour formation that was previously the result of the embodiment of entrepreneurship attitude. Entrepreneurship behaviour that grows in Social Studies Education students seen from the indicators of technical skills, business management skills, and skill personally.

Table 3: The average score of entrepreneurship behaviour.

No	Entrepreneurship Behaviour	Total Score	Average Score	% Score
1	Technical Skill	9645	804	33.26
2	Business managerial skills	9909	826	34.17
3	Entrepreneurship skill personally	5511	787	32.58
	TOTAL	25065	2417	100.00

The table above shows the recapitulation of the variable picture of entrepreneurship behaviour. The highest rated dimension is business managerial skills with an average score of 34.17%. While the lowest rated is entrepreneurship skill personally with an average score of 32.58%.

An overall description of entrepreneurship behaviour variables can be seen in the overall continuum review of the respondent's assessment through the calculation process by finding the ideal score where the highest score is multiplied by the number of items multiplied by the number of respondents. Obtaining scores based on the results of data processing on entrepreneurship behaviour variable is 25.065 or 71.87% of the ideal score, the scores on a continuum can be described as follows:



Based on the continuum value picture of the entrepreneurship behaviour variable that the total score for that variable is 25,065 is on the continuum line with the high category. Thus, students who follow the Social Studies Education course of entrepreneurial learning based Modelling can show the high behaviour of entrepreneurship in their environment

3.3 The Impact of Entrepreneurship Learning Based Modelling Towards Entrepreneurship Attitude and Behaviour

Based on hypothesis I testing: There is a significant positive relationship between applications of entrepreneurship learning based Modelling with entrepreneurship attitude and behaviour.

Ha: that there is a significant positive relationship between application of entrepreneurial learning based Modelling with entrepreneurship attitude and behaviour.

H₀: that there is no significant positive relationship between applications of entrepreneurial learning based Modelling with entrepreneurship attitude and behaviour.

Decision considerations are based on the following rules: Reject Ho, if $p \text{ value} \leq \alpha = 0.05$, and accept Ho, if $p \text{ value} > \alpha = 0.05$. To see the correlation between X variables (entrepreneurial learning based Modelling) with Y (entrepreneurship attitude and behaviour) can be seen in the following table:

Table 4: Correlation of variable X with Y.

		X	Y
X	PeSarson Correlation	1	,570**
	Sig. (2-tailed)		,001
	N	98	98
Y	Pearson Correlation	,570**	1
	Sig. (2-tailed)	,001	
	N	98	98

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation table above shows Pearson Product Moment correlation $r = 0.570$ and P-value (Sig.) = 0.001. Since P-Value (Sig.) = 0.001 is smaller than $\alpha = 0.05$, it can be stated that there is a significant linear relationship of 0,570 between application of entrepreneurship learning based Modelling with entrepreneurship attitude and behaviour development.

Furthermore, hypothesis II: There is influence of entrepreneurship learning based Modelling application with entrepreneurship attitude and behaviour.

Ha: that there is influence of entrepreneurship learning based Modelling application with entrepreneurship attitude and behaviour.

H₀: that there is no influence of entrepreneurship learning based Modelling application with entrepreneurship attitude and behaviour.

Decision-making is based on the following rules: Reject Ho, if $p \text{ value} \leq 0.05$; Accept Ho, if $p \text{ value} > \alpha = 0.05$. The results of regression analysis, shown in Table 5. below:

Table 5: Regression X and Y.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,570 ^a	,325	,298	5,39664

a. Predictors: (Constant), Y

Based on the calculation using SPSS 20, it can be known the amount of coefficient of determination of variable X to variable Y is equal to 325 or 32,5%. That is, the variable Y is influenced by the X variable of 32.5%, while the rest of 68.5% influenced by other factors. The empirical results of this study informs that the application of entrepreneurial learning based Modelling has a significant positive effect towards entrepreneurship attitude and behaviour.

3.4 Discussion

Creation of quality learning, lecturers should be given the freedom to actualize the field of learning optimally so that student potentials can develop. Entrepreneurship learning based model refers to the principles of learning to know, learning to do, learning to live together and learning to be. Through the design of entrepreneurial learning is precise, meticulous and well planned, starting from the curriculum design, syllabus, lecture objectives, the

competence of graduate learning materials, learning methods, learning resources/media, to procedures and evaluation tools. This makes entrepreneurship learning based model has a planned and measurable readiness.

An important part of the entrepreneurship learning based model cycle should not be directed from the outside, but learning should be directed into students. Entrepreneurship learning is based on personal interests and the environment so as to empower students by creating strong internal motivation. Motivation leads to business development that is model by entrepreneurs. Thus, learning elicits student competence in accordance with the model of the entrepreneur. This is because the model meets the criteria; (2) is respected, (3) has a high status, (4) shows high competence, (5) very strong thinking, and (6) attractive (Hegerhahn, 1982).

Beginning with learning, personal interest, and motivation, it leads to the development of constant entrepreneurial attitudes and behaviours for the people and their current business environment. Entrepreneurial attitudes and behaviours of individuals emerging from entrepreneurial learning based Modelling are supported by college criteria concerned with the importance of building entrepreneurial education in their academic environment. In addition to academic activities, other student activities are organized by Indonesia University of Education, through: 1) Student Activity Unit or Business Community; 2) Business Incubator of Institution of Community Service (LPPM) UPI, 3) Entrepreneurship Student Creativity Week, and 4) Entrepreneurship Student Program.

Supportive programs for college graduates who have entrepreneurial attitudes and behaviour is very influential on the criteria of graduates who are expected to answer the nation's challenges. Graduates are no longer getting negative predicates, but with the creation of abductive knowledge learned beforehand will assist students in thinking, innovating and acting. Abductive students are students who can reason from a reality to action or conditions that lead to the reality.

An increasing need for entrepreneurship education in educational institutions should not be seen as a threat but as a real possibility to renew the quality of pedagogy in producing superior, creative, and innovative graduates. The pedagogical method used refers to the cycle of entrepreneurship education held in college. The cycle can be seen as follows.

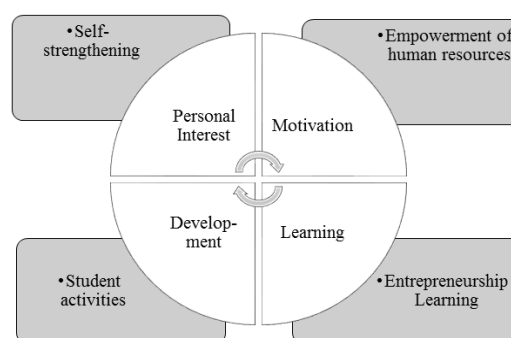


Figure 1: Entrepreneurship education cycle in higher education

Optimization of entrepreneurship program in Indonesia University of Education environment needs to be implemented tightly and professionally. Not just there, but its existence should bring a high role in fostering attitudes and behaviour of student entrepreneurship. Entrepreneurship education at universities has a direct relationship in shaping student attitudes in taking risks for new business establishment (Lee & Wong, 2003). Entrepreneurs' perception is increasingly positive through entrepreneurship education, but also influenced by external environmental factors and entrepreneurial support by educational institutions or government.

Entrepreneurship learning activities based modelling for entrepreneurship attitude formation refers to the concept of social learning theory proposed by Hergenhahn (1982), where there are four process variables that influence learning Modelling i.e.; (A) attentional processes, (b) retentional processes, (c) motor reproduction processes, and (d) motivational processes. This supports Bandura's cognitive social theory where; (1) learning using strategies that can attract the attention of learners, (2) the observation process undertaken by the learners of the successful entrepreneurial model is not too complex, (3) new knowledge and skills derived from the model, related to the initial provision of knowledge of learners, (4) Use exercises to ensure long-term retention, (5) using positive model behaviours to enable learners to be motivated to repeat the behaviour of the model or learners to conduct new behaviours as a result of the model observation process.

Furthermore, entrepreneurship learning activities based Modelling for entrepreneurship behaviour formation is done through four stages, namely foundation stage, business experience stage, preparation stage, business development stage. This is the model of entrepreneurial education as an iterative decision cycle, in which the entrepreneur

continually chooses between referring to knowledge previously gained and acquiring new knowledge. Emphasize the existence of a self-reinforcing cycle that drives entrepreneurial learning, to the extent that the entrepreneur is increasingly learning to control the outcomes of the business activity and, incidentally, the learning process itself. The next section exposes a new approach to entrepreneurial learning, which entrepreneurial learning and what forces these drives processes (Minniti and Bygrave, 2001; Ravasi and Turati, 2005; Franco & Haase, 2009)

Empirically the results of this study informs that the application of entrepreneurial learning based Modelling has a significant positive effect of 32.5% on entrepreneurship attitude and behaviour. It is influenced that attitudes are related to the courage of starting a business, psychosocial strength, persistence and change-oriented as well as the local cultural environment in influencing entrepreneurial behaviour (Marvel & Lumpkin, 2007). While entrepreneurial behaviours are clinging to the need for success is very high, have the appropriate power and high energy levels, persistent and focus do best for business success, and have the courage to take risks (Belousova, Gailly and Basso, 2010). Research on entrepreneurial skills has been conducted for decades. For example, Schumpeter (1926) stated that successful entrepreneurs should be innovative, creative and risk-taking. Entrepreneurial behaviour is formed by three factors, namely innate, environment, and training (Wahyudin, 2012: 61). Furthermore, from these three factors, the exercise factor will give a better effect than the other two factors. Through the training undertaken entrepreneurial behaviour can be formed in particular related to psychological independence and entrepreneurial mental attitude.

4 CONCLUSIONS

The design of entrepreneurial learning is done precisely and accurately, starting from the curriculum design, syllabus, the purpose of the lecture, the competence of the learning material, the learning method, the source/instructional media, to the procedure and the evaluation tool. This makes entrepreneurship learning based model has a planned and measurable readiness.

Entrepreneurship learning activities based Modelling for entrepreneurship attitude formation there are four process variables that influence learning Modelling that is; (A) attentional processes, (b) retentional processes, (c) motor reproduction processes, and (d) motivational processes.

Meanwhile, entrepreneurship-based entrepreneurship learning activity (Modelling) for entrepreneurship behaviour formation is done through four stages, namely foundation stage, business experience stage, preparation stage, business development stage.

Empirically the results of this study informs that the application of entrepreneurial learning based Modelling has a significant positive effect of 32.5% of entrepreneurship attitudes and behaviours. It is influenced that attitudes are related to the courage of starting a business, psychosocial strength, persistence and change-oriented as well as the local cultural environment.

This research can be an input for policy makers in improving the effectiveness of lectures at the Faculty of Social Sciences Education Universitas Pendidikan Indonesia. Similarly, as input for the government and university as an effort to foster and develop education in producing human resources superior knowledge, have the attitude and entrepreneurship skills, so that become independent young generation.

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