

The Contribution Of Change Leadership On Entrepreneurial Intention Of Students

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Abstract The purpose of this study was to determine the contribution of change leadership and other factors, such as demographic factors, entrepreneurial skills and locus of control on entrepreneurial intentions of students. This study used a quantitative approach and survey method. The population of this study was 10 Private Universities in Bandung, with the sample was 370 students and 30 heads of study programs of Private Universities in Bandung. The results of the study showed the contribution of demographic factors, entrepreneurial skills, locus of control and change leadership on entrepreneurial intention of students. With the increasing entrepreneurial intention of students it will have an impact on increasing graduate qualities of higher education and of course, change leadership is able to create a competitive graduate higher education.

Keywords change leadership, entrepreneurial intention, graduate qualities of higher education.

I. INTRODUCTION

One factor that increases the number of entrepreneurs in a country lies in the role of higher education through the implementation of entrepreneurship education (Stewart, et al., 1998; Littunen, 2000; McDougall, et al., 2010; Zimmerer, 2002). Higher education is responsible for educating and providing entrepreneurial skills to graduates and providing motivation to become entrepreneurs as careers. Higher education needs to apply concrete patterns of entrepreneurship education empirically to equip students with meaningful knowledge in order to encourage students to become entrepreneurs (Yohnson, 2003; Wu, S. & Wu, L., 2008).

Several studies on motivation to become entrepreneurs showed that entrepreneurial intention was significantly influenced by a number of factors that can be seen in an integral framework involving various internal factors, external factors and contextual factors (Johnson, 1990; Stewart et al., 1998). Internal factors are factors within an entrepreneur that can be in the form of character, as well as socio-demographic factors such as

age, gender, work experience, family background and others that can influence the entrepreneurial behavior of a person (Johnson, 1990; Nishanta, 2008). While external factors are factors from outside the self of entrepreneurs, such as environmental conditions and contextual conditions.

Several studies on various factors that can form entrepreneurial behavior indicate that entrepreneurship can be studied and formed as stated by Johnson, (1990). For this reason, several personalities such as the need for achievement, strong internal locus of control, high levels of creativity and innovation, play a role in entrepreneurial intention (Gorman et al., 1997; Nishanta, 2008). Likewise, the attitude of a person in viewing entrepreneurial activity is also believed to form an entrepreneurial intention, while the contextual factors that have received enough attention from researchers are academic support, social support, and business environment conditions (Gurbuz & Aykol, 2008).

In addition to the contribution of these factors, the leadership of the head of study program also influenced

the entrepreneurial intention of students on 10 Private Universities in Bandung. Leadership is the process of influencing others to understand and agree on what needs to be performed and how to do it effectively, as well as facilitate individual and collective efforts to achieve common goals (Ensley, et al., 2006; Lopez, 2014; Hughes, 2016; Alavi & Gill, 2017). This process of influencing others is a big job for the change leader because generally, the first response to change is resistance.

In this disruptive era, leaders must be able to make changes to be able to innovate and be able to form competitive graduates. Changes made by leaders, especially the head of the study program on 10 Private Universities in Bandung can be performed by learning innovation. Of course, entrepreneurship education is one form of innovation to form competitive graduates. This is in line with a study by Lauwere (2004) which showed that criticism, perseverance, leadership, creativity, initiative, and market orientation significantly influenced the entrepreneurship in all fields.

In recent years, agribusiness actors, government and higher education have realized the importance of entrepreneurship in agribusiness (Vesala, et al., 2007). Meanwhile, McElwee (2006) stated that agriculture must begin to be specialized and diversified selectively based on well-managed market demand. This is a reference related to the importance of entrepreneurship education in higher education.

However, the problem faced is the low intention of students in the field of entrepreneurship. The intention of students to become entrepreneurs will be increased if there is support from influencing factors from both internal and external factors. This study was focused to raise the entrepreneurial intention of students with the support of change leadership.

2. LITERATURE REVIEW

a. Entrepreneurial intention

According to Jenkins & Johnson (1997), entrepreneurship is the ability of a person to establish, manage, and develop business. Entrepreneurship is a response to business opportunities with a set of actions

that form an institutionalized, productive, creative, and innovative organization. Entrepreneurs are people who create something useful for the economic system by introducing new goods and services and creating new forms of organization (Dunn and Holtz, 2000; Gurbuz & Aykol, 2008). This definition emphasizes that entrepreneurs are people who see an opportunity to create a type of business that takes advantage of these opportunities (Obaji and Mercy, 2014).

A study by Retno and Trisnardi (2012) explained that entrepreneurship education significantly influenced entrepreneurial intentions, as well as demographic factors, namely gender, work experience, and the job of parents. A factor that influenced entrepreneurial intention, namely family which had a positive and significant influence on entrepreneurial intention. Participants of the study also believed that the relative (parents, siblings, and spouses) is more encouraging to become an entrepreneur, but it is different from the reference group, for example, friends and lecturers (Leon, Descals, and Dominguez, 2007).

According to Routama, et al (2003: 86-98), people who have family support will establish business and use the resources needed to become entrepreneurs well. They will be more stable to become entrepreneurs. Someone who comes from a family that has a business will influence the behavior of someone to become an entrepreneur (Baum, Robert, and Edwin, 2009). Someone who comes from a family that has a business or already has own business, that person will observe the entrepreneurial process of the parents. This will make the person more interested in jobs that have a high degree of flexibility and independence (Kume, et al., 2013).

Another factor that influenced entrepreneurial intention is Entrepreneurial Skills. Regarding family, according to a study by Hermina, et al (2011), the condition of business opportunities strongly supported the desire to become an entrepreneur. Business opportunity conditions can be categorized into factors of creativity and market awareness. In addition, according to a study by Silvia (2013), which showed the influence of creativity on entrepreneurial intention.

Entrepreneurial skills consist of Market Awareness and Creativity (Gerry, et al., 2008). Creativity is the ability to apply views from different perspectives to see and try new possibilities based on open observations in the surrounding environment (Hebert and Link, 1989; Jones and Butler, 1992; Bolton and Thompson, 2004; Branstatter, 2011). According to Gorman, Hanlon, and King (1997) market awareness is the ability to estimate customer needs and connect them to a business, where entrepreneurs know what is happening in the market, both in terms of customer needs and competitor positions.

A study by Turker and Senem (2009) showed an influencing factor of entrepreneurial intention was locus of control, where several personalities such as the need for achievement, strong internal locus of control, high levels of creativity and innovation, play a role in entrepreneurial intention. Green, et.al (1996) stated that individual characteristics such as personality, motivation, self-efficacy, locus of control and risk taking can determine the success of an entrepreneur in business management.

Locus of control is divided into two parts, where if someone believes that whatever happens is always under control and can always take a role and be responsible for making decisions, both directly and indirectly, then it is included in the internal locus of control, whereas someone who believes that what is experienced in life is out of control, both directly and indirectly, it is included in the external locus of control (Purnomo and Sri, 2010). Individuals with an internal locus of control are suited to jobs related to work complexity, complex information demands, jobs that require initiative, creativity, high motivation, and leadership spirit, while individuals with an external locus of control are suited to routine and static jobs, and full of control from superiors (Lumpkin, Cogliser & Schneider, 2009).

Nursito, et.al, (2013) stated that entrepreneurial intention is the intention of individuals to perform or bring up a certain behavior and the process of finding information that can be used to achieve the purpose of forming a business, which is to become an entrepreneur. In addition, the entrepreneurial intention is the state of mind of a person to grow a business or create a new

business (Rasli, 2013). When students have an orientation to be involved in the field of entrepreneurship since they are young, it is possible to develop the company more easily so that they can achieve success in the future (Fatoki, 2014).

b. Change leadership

Van der Voet (2014) defined change leadership as leader that helps followers grow and develop into leaders by responding to followers 'needs by empowering and aligning followers' goals as larger individuals, leaders, groups and organizations. The change leader is expected to create a sense of urgency and increase readiness for change, or encourage some followers to act as agents of change that make the organization or company have a culture that can nourish and sustain creativity so as to always produce new innovations in the form of sustainable growth or sustainable development as a prerequisite for organizational change and development (Bommer et al., 2005; Abdul Azis Wahab, 2015; Alavi & Gill, 2017; Purwanto, et al., 2019).

The change leader not only becomes an agent of change but at the same time leads the change itself. Strategic leaders that have a high sense of business and a sense of change will be able to act proactively, creatively and innovatively. An agent of change must have three main characters, namely: (1) creative and innovative; (2) able to act as an intrapreneurship and entrepreneurship for the organization, and (3) have adequate capacity and networking. These three characters will simultaneously become the basis for a leader to take a proactive to change attitude (Higgs, 2003; Sikh, 2011; Ryan, J. and Tipu, 2013).

Based on the above explanation, change leadership is leadership that can grow the motivation of all elements of the organization to continue learning and developing (Gilley, A., McMillan, H. and Gilley, 2009). The factors that support change leadership can increase entrepreneurial intention of students, namely: (1) catalyst; (2) mediator; and (3) solution provider.

3. RESEARCH MODEL AND HYPOTHESIS

This study used an explanative type, that is quantitative survey (Sugiyono, 2016) to examine the characteristics of variables and the relationships between variables.

The purpose of this study was to explain the causes and effects of relationships. Based on the type of investigation, this study used causality type which analyzes the causal relationship between the determinant variables of the formation of entrepreneurial intention of students. The population of this study was students and heads of study program on 10 Private Universities in Bandung, namely Masoem University, Pasundan University, Telkom University, STIMIK Mandira Indonesia, STIE Gema Widya

Bangsa, Indonesian Adventist University, Al Islam Bandung Polytechnic, Bhakti Kencana University Bandung, Nusantara Islamic University Bandung, and Parahyangan Catholic University. The sample of this study was 370 students and 30 heads of study programs of Private Universities in Bandung. Data collection used observations, interviews and questionnaire instruments distributed to respondents in the form of Google forms. Data were processed by using prerequisite tests and hypothesis test with SPSS 23.0.

The framework of this study is:

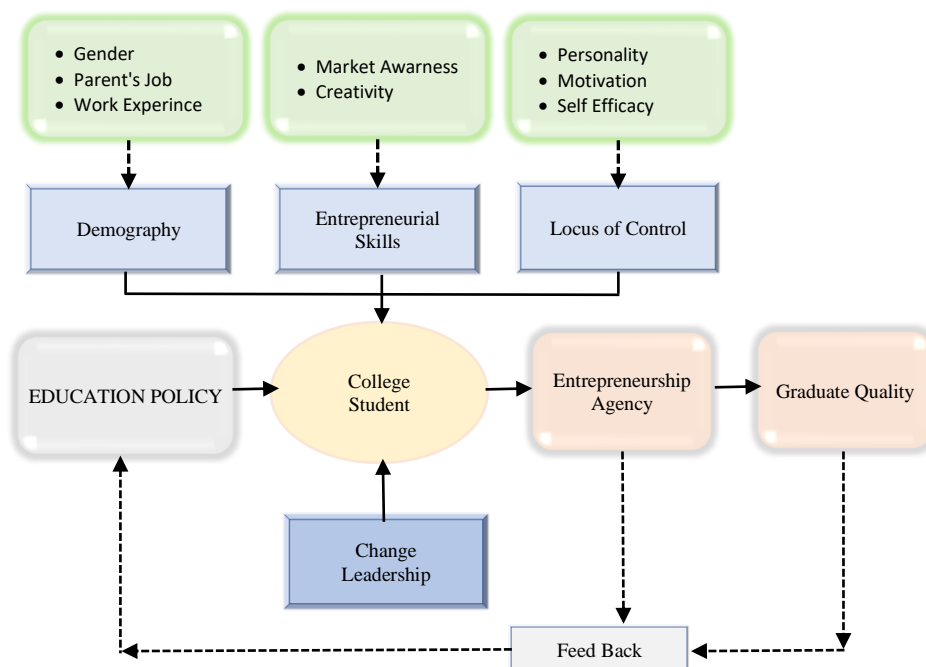


Figure 1. Framework

Hypotheses to be tested in this study are:

- a. 1st hypothesis: Demographic factors namely gender (H1.1), the job of parents (H1.2), and work experience (H1.3) have influence on entrepreneurial intention of students
- b. 2nd hypothesis: Entrepreneurial skills namely market awareness (H2.1) and creativity (H.2.2) have influence on entrepreneurial intention of students
- c. 3rd hypothesis: Locus of control namely personality (H3.1), motivation (H3.2), and self efficacy (H3.3) have influence on entrepreneurial intention of students

- d. 4th hypothesis: Change leadership namely catalyst (H4.1), mediator (H4.2), and solution provider (H4.3) have influence on entrepreneurial intention of students

4. RESULT AND DISCUSSION

a. Result

1) Demographic factors on Entrepreneurial intention of students

To analyze the influence of demographic factors on entrepreneurial intention of students, researchers used independent sample T-Tests and the results can be seen in Table 1. The results of hypothesis testing with

independent sample T-Test showed that gender and the study program of students had no significant

relationship with entrepreneurial intention of students at 5% significance level.

Table 1 Independent Sample T-Test of Demographic factors on Entrepreneurial intention of students

Variable	Hypothesis	Mean of Entrepreneurial intention	Sig	Conclusion
Gender	H1.1			Significant
▪ Male		3.67	0.003	
▪ Female		6.33		
The job of parents	H1.2			Significant
▪ Entrepreneur		4.50	0.017	
▪ Not Entrepreneur		5.50		
Work Experience	H1.3			Significant
▪ Working		3.50	0.004	
▪ Not working		6.50		

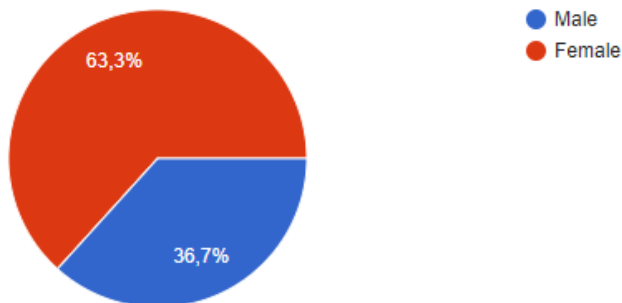


Figure 2 Percentage of Entrepreneurial intention based on gender

Based on a questionnaire on the Google form, female students had more interest to become entrepreneurs compared to male students at 30 study programs on 10 Private Universities in Bandung.

In addition, students whose parents are entrepreneurs had higher entrepreneurial intentions than students whose parents are not entrepreneurs. Next, students with work experience had higher entrepreneurial intentions than students without work experience.

Thus, gender (H1.1), the job of parents (H1.2) and work experience (H1.3) had an influence on entrepreneurial intention of students.

2) Entrepreneurial skills on Entrepreneurial intention of students

To test the hypothesis about the influence of entrepreneurial skills on entrepreneurial intention of students, researchers used multiple linear regression analysis with SPSS version 23.00. The results of the regression test can be seen in Table 2.

Table 2. Regression Analysis of Entrepreneurial skills on Entrepreneurial intention of students

Independent variable	Hypothesis	Beta	t calculation	Sig
Market Awareness	H2.1	0.385	6.279	0.000*
Creativity	H2.2	0.475	3.478	0.000*
R	0.567			
Adj.R square	0.457			
F calculaton	16.347			
Sig F	0.000			

The results of regression analysis showed that entrepreneurial skills, namely market awareness and creativity in accordance with the hypothesis formulated. Both elements of entrepreneurial skills positively influenced entrepreneurial intention of students at 5% significance level.

While the result of F test showed significance with $R^2 = 0.457$ which means 45.7% of the study model was explained by the variables studied.

3) Locus of Control on Entrepreneurial intention of students

Table 3. Regression Analysis of Locus of Control on Entrepreneurial intention

Independent variable	Hypothesis	Beta	t calculation	Sig
Personality	H3.1	0.003	0.058	0.954
Motivation	H3.2	0.216	2.371	0.012*
Self efficacy	H3.3	0.532	7.731	0.000*
R	0.743			
Adj.R square	0.567			
F calculation	15.527			
Sig F	0.000			

The results of the hypothesis with regression analysis showed that not all hypotheses of locus of control on entrepreneurial intention of students had an influence. Statistical test results showed positive and significant influence between motivation and self efficacy with entrepreneurial intention of students, but there was no significant influence between personality and

entrepreneurial intention of students. The results of the F test showed significance with $R^2 = 0.567$ which means 56.7% of the study model was explained by the variables studied.

4) Change leadership on Entrepreneurial intention of students

Table 4. Regression Analysis of Change leadership on Entrepreneurial intention

Independent variable	Hypothesis	Beta	t calculation	Sig
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Catalyst	H4.1	0.290	3.374	0.001*
Mediator	H4.2	0.605	10.140	0.000*
Solution provider	H4.3	0.423	8.981	0.000*
R	0.925			
Adj.R square	0.725			
F calculation	16.448			
Sig F	0.000			

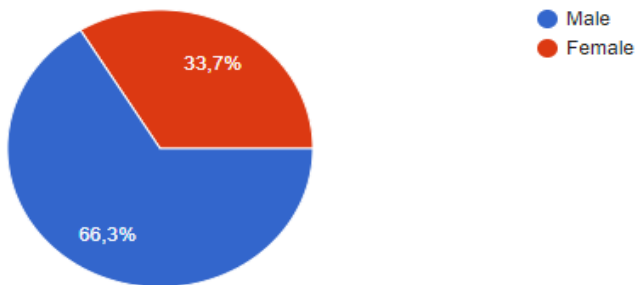


Figure 4.2 Percentage of Change leadership based on gender on 30 heads of study program on Private Universities in Bandung

The results of the hypothesis with regression analysis showed that not all hypotheses of change leadership on entrepreneurial intention of students had an influence. Statistical test results showed positive and significant influence between catalyst, mediator and solution provider on entrepreneurial intention of students. The results of the F test showed significance with $R^2 = 0.725$ which means 72.5% of the study model was explained by the variables studied.

Based on Figure 2., the change of leadership of 30 heads of study programs on Private Universities in Bandung was dominated by males. This is because the male head of study program is bolder in taking the entrepreneurial risk and tends to rely on logic rather than emotional.

b. Discussion

1) Contribution of Demographic factors on Entrepreneurial intention of students

The demographic factors in this study were gender, the job of parents and work experience factors. Gender in

several studies showed an influence on the entrepreneurial intention of students, namely students had higher entrepreneurial intentions than female students (Rasheed, 2000; Nishanta, 2008). However, in this study, female students had more interest in the field of entrepreneurship than male students. This clearly identified that the entrepreneurial intention of female students was higher than the entrepreneurial intention of students. Complementary data obtained in this study showed that most female students do business while studying in the form of MLM businesses such as cosmetic MLM, online resellers on several online shopping websites such as Shoppe, Lazada, Tokopedia, and so on. So, there is an impression that female students are more flexible in doing business while in college than male students.

The job of parents is an interesting factor to be studied in Indonesia. Some sources claimed that the low interest and growth of young entrepreneurs in Indonesia is allegedly partly due to the lack of examples and family encouragement to the children. The family environment consists of parents, relatives and other closest relatives. In a family environment, parents will influence their children in determining their future, for example, when it comes to job selection. Many parents who work as employees also expect the children to work as

employees who are considered to have a smaller risk than being an entrepreneur. According to Herdiman (2008), the family becomes the first environment that can foster entrepreneurial mindset of children. The importance of family in encouraging the interest of children to become entrepreneurs is recognized by the majority of respondents in a study on students which interested in doing business in Bandung (Isdianto et al, 2005). Parents who work as entrepreneurs are believed to be entrepreneurial role models that will form the interests of children to become entrepreneurs in the future (Dunn & Holtz-Eakin, 2000; Galloway et al., 2006).

This study supports the various study findings above with the acceptance of the hypothesis that students whose parents are entrepreneurs had higher entrepreneurial intentions. Work experience is always believed to be a good teacher to equip someone with concrete things according to the real conditions of daily life. With the same way of thinking, it is suspected that students who have a concrete experience of doing business (their own business or joining their parents) tend to have stronger motivation to become entrepreneurs after graduating. This study found a significant difference between entrepreneurial intentions of students whose parents are entrepreneurs with students whose parents are not entrepreneurs, which students whose parents are entrepreneurs had higher entrepreneurial intention. This is in line with a study by Nishanta (2008) on students in Sri Lanka which showed a weak relationship between the job of parents and the entrepreneurial intention of students.

2) Contribution of entrepreneurial skills on Entrepreneurial intention of students

In addition, entrepreneurship cannot be taught by coercion or the process of orbiting, although most entrepreneurship does originate from coercion or life difficulties that force since childhood to survive (Nagel, 2016). Entrepreneurship is a spirit of struggle, survival, develop creativity and innovation.

So that if 30 heads of study programs in 10 Private Universities in Bandung can develop entrepreneurial skills, both the development of creativity and the market

awareness of students, the higher entrepreneurial intention of students.

3) Contribution of Locus of Control on Entrepreneurial intention of students

The contribution of locus of control based on F test showed a significant influence of $R^2 = 0.567$ which means 56.7% of the study model was explained by the studied variables. While the remaining 43.3% was determined by other variables.

High motivation and self-efficacy had an influence on the increase of entrepreneurial intention of students. This is in line with a study by Ahmad, Trihastuti & Runtuk (2013) which explained that through education, an entrepreneur can be taught and created. Entrepreneurship education is education based on experience, which prioritizes practice in the field that is supported by basic knowledge in the classroom. So that the results obtained that there was an influence of entrepreneurship education on entrepreneurial behavior of students, which can be demonstrated by achievement, personal control and self-esteem after students obtain entrepreneurship education.

4) Contribution of Change leadership on Entrepreneurial intention of students

The contribution of locus of control based on the F test showed a significant influence of $R^2 = 0.725$ which means 72.5% of the study model was explained by the studied variables.

The leadership of the head of study programs on 10 Private Universities in Bandung can interpret changes for followers by showing emotional responses (for example, hopes and enthusiasm to make changes) that can influence the emotional state of followers both individually and collectively because followers personally identify and trust the leader. As a result, change leadership will increase decision acceptance and a sense of participation in the change process, which can result in high commitment and behavioral engagement in formulation and implementation (Bin Taher, Krotov & Silva, 2015). So that the presence of a strong leadership contribution had an influence in increasing entrepreneurial intention of students.

5. CONCLUSION

Based on the results of the study and hypothesis test, the conclusion can be drawn, that demographic factors, entrepreneurial skills, and locus of control had an influence on the entrepreneurial intentions of students.

In addition, the leadership of the head of study program on 10 Private Universities in Bandung can bring change, by conducting various learning innovations. Entrepreneurship education is an example of innovation by the change leader. So that the contribution of the change leader results in an increase in the entrepreneurial intention of students. Of course, this also has an impact on increasing graduate qualities of higher education to be competitive.

6. IMPLICATION FOR THE PRACTICE

One of the leadership factors needed for organizational change and development is the ability of leaders to encourage and foster creativity and innovation in addition to the ability to motivate members of the organization or in other words a leader must be able to manage creativity and innovation and become an innovative leader. Based on the data, change leadership is not only influenced by the role of catalyst, mediator or solution provider. However, change leadership is able to contribute to the entrepreneurial intention of students, if the leader forms a sense of urgency, where this sense is very important to create cooperation, create a guiding coalition, and certainly become a new approach to entrepreneurship between students, lecturers, and leaders.

In addition, the leadership of the male head of study program was higher in creating entrepreneurial intentions of students, this was due to being more courageous in taking risks, being able to adapt in all situations and putting forward logic rather than emotions. So in this study, student intentions will be more developed if the change leader is more courageous in taking risks in entrepreneurship programs, has flexibility, and has high adaptability.

So if factors are owned by change leadership in higher education, it will be able to increase the entrepreneurial intention of students and will certainly

have an impact on improving the quality of higher education.

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