Determine Priority Problems in Developing Entrepreneurship
for Students using ANP Method: Indonesia-Malaysia Case

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ABSTRACT

The problem of unemployment for university alumni still tends to occur in both Indonesia and Malaysia, even though entrepreneurship education has been taught, this is certainly against the wishes of the two federal governments. This study aims to determine the most important priorities in developing entrepreneurship for students, a case in Politeknik Negeri Medan-Indonesia and another case in Politeknik Nilai, Negeri Sembilan Malaysia, using ANP Method. The research was implemented first by building ANP Model; decomposing the problem through literature review, designing questionnaires, then conducting FGD with 7 expert participants to ensure the suitability of the constructed model, after which questionnaires were filled out to 25 participants from both institutions. Second, by quantifying the model in the Super Decision software application, and third, synthesis of the results was carried out by calculating the value of Kendall's coefficient, then the results were interpreted. The result shows that the main problems consisted of 2 main aspects, namely internal problems consisting of performance problems, intention, lack of know-how, and external problems consisting of lecture, learning method, government support, and industry problems. The overall problem decomposition shows priority results, they are 1) the lack of know-how; 2) Total sale; 3) Career intention is the highest priority external problem; 4) learning method; 5) lecturer; 6) industry and; 7) government. The overall problem decomposition shows priorities in the sub-criterion results, they are Business Plan is the highest priority in the sub-criterion of Lack of Know-How Problem, Experience in the Lecturer problem, Project based in the Learning Method problem, Funding support in the Government and training in the Industry. The level of agreement based on Kendall"s coefficient indicates that the value of Kendall"s (W) is between 0.0329-0.36. The conclusion of this study shows that the priority problem in internal problems is the Lack of know-how, and in the external problem is the learning method.

Keywords: Priorities of The Problem, Student Entrepreneurship, ANP

1. INTRODUCTION

Unemployment of University graduates in Indonesia has increased from 5.18 to 6.31%, including diploma graduates I / II / III increased by 1.04 percent from February 2017 to February 2018.[1] In line with this, entrepreneurial growth in Malaysia is proof of many supporting mechanisms and policies set by the government.[2] This can be seen with the emergence of formal entrepreneurship education in 19 universities in the last 5 years which aims to reduce the unemployment rate and as an effort to create jobs. But in reality, there was still an increase in the unemployment rate in 2015 by 3.1% to 400,000 unemployed people after completing their studies in the past 6 months, even though they had received entrepreneurship education. The role and initiative of the government are highly expected in ensuring that entrepreneurship education addresses the importance of independence, willingness, and the level of interest of students at universities to start entrepreneurial ventures after graduation, thereby reducing the dependence of graduates to be employed. Graduates' attributes, lecturer competencies, and quality of education, the curriculum of study fields,

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[1] BPS, https://tirto.id/cJ3h, accessed 16 Oktober 2019.
[2] Hanim K., Et Al. (2016), The Government's Role In The Importance Of Entrepreneurship Education Amongst University Students In Malaysia, Springer Proceedings In Business And Economics.

are factors that contribute to the problem of graduate unemployment in Malaysia.[3] Entrepreneurship training plays an important role in maintaining an entrepreneurial culture for students.[4]

The importance of historical and educational background also plays a role. Other important outcomes relating to the issue of entrepreneurship education are from the viewpoint of teaching and learning education, consisting of measures such as entrepreneurial academic divisions, entrepreneurship courses, entrepreneurship student clubs, and business plan competitions based on management/ business perspectives. However, the basic theories of teaching and learning from the field of education are more important.[5] The impact of the institution and curriculum offered to students is likely to influence students future career choices.[6] Thus, this study aims to find out which problems are of high priority in entrepreneurship development, a case study on Indonesian-Malaysian students

2. LITERATURE REVIEW

Motivation is needed by someone in achieving his or her goal, armed with motivation and inspiration a person can achieve success despite of facing many challenges. A person's motivation is influenced by the strength of his motives, which determines one's behavior. [7] Someone who has the opportunity to develop a career will tend to work happily, which in turn motivates individual to work.[8] Individuals with entrepreneurial self-efficacy have a positive effect as an entrepreneurial intention rather than individuals who don't believe they can successfully launch a business venture.[9]

The positive effect of identifying opportunities, motivation, and resources on entrepreneurship and the central role of entrepreneurship training plays important role in developing their entrepreneurial abilities.[10] In line with this, entrepreneurship education, self-efficacy, and locus of control have a positive and significant effect on student entrepreneurial intentions.[11] In addition to academic courses in traditional business disciplines and entrepreneurship, students must network with entrepreneurs and have the choice to participate in paid internships with CEOs in businesses of interest.[12]

The failure of the entrepreneur/candidate is due to the inability to design a good business plan, thus, when realizing a business with the emergence of many unexpected things, the entrepreneur does not understand what to do. To avoid ineffective planning, important decisions had to be made, hence an entrepreneur must have the right knowledge.[13] Entrepreneurial attitude found to be the most important competencies for lecturers teaching entrepreneurship subjects in Malaysia, followed by entrepreneurial skills and knowledge.[14] The experience and skill of an entrepreneurship educator impact entrepreneurship students' commitment to learning particularly in writing feasible and viable business plans. It was recommended that entrepreneurship educators should be ensured to utilize their experience and skill to motivate students and committed to entrepreneurial related learning with particular emphasis on business plan writing. [15]The apprenticeship learning method is a learning process that provide real experience to

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[15] Maxwell Ayodele O. et al., Entrepreneurship Educator's Competence on University Students' Commitment to Learning and Business Plan Writing, Academy of Strategic Management Journal, Volume 16, Issue 2, 2017.

students, through mastering skills at work, by following the style of their instructor. [16]The mentoring method provides benefits in terms of improving management knowledge and skills, improving business vision, and identifying new opportunities, including greater self-efficacy.[17] The function of an entrepreneur is to reform/revolutionize production by using innovation or in general a new production technology method that has not been utilised or by producing old products in a new way.[18] The governments of several countries view entrepreneurship as a cornerstone of economic industrialization that needs to be encouraged. The success of a country's entrepreneurship is highly dependent on the behavior of government policies.[19] From the various descriptions above, it can be seen that there are so many problems faced in developing students to be successful in entrepreneurship. Therefore, this research with the title: "Determine Priority Problems in Developing Entrepreneurship for Students using the ANP Method: Indonesia-Malaysia Case"   is important and will be significant in describing the problems of student entrepreneurship development by using many variables that are interrelated with each other.

3. RESEARCH METHODOLOGY

This study used a combination method by combining quantitative and qualitative methods to understand Student Entrepreneurial Development. Using Networking Process Analysis (ANP) with the Super Decision Software tool, quantitative and qualitative methods are complementary.[20]

3.1 ANP scale

For ANP scale used, scale 1 interpreted as equally important, that is to say, the 2 elements of influence are the same, scale 3 is slightly more important (valuation is less in favor of one element), scale 5 is more important (very favorable of one element), Scale 7 is very important (one is very influential and it is really dominant), scale 9 (absolutely more important, one more important with the highest level of confidence). For a scale of 2, 4, 6, 8 referred to is the middle value between the judgments, if in doubt for the two adjacent assessments.

3.2 Data Collection and Analysis Techniques

In-depth interviews were conducted in the collection and analysis of data. In the field of data collection, the researchers used the method of in-depth interviews / open, repeated, observers, or from several other things. [21]. In this study, a list of questions was used as a guide. Direct recording was done by using digital recording.[22]

3.3 Sampling Method

This research sample was not based on the total population, but with due regard for the place, the perpetrators, and their activities. Sampling was to solicit information from various sources. The sampling method used was a purposive sampling.

3.4 Focus Group Discussion (FGD)

FGD was conducted by gathering entrepreneurial experts to understand the problems, to formulate a model and its solution. After the model was completed, it was reconfirmed to validate the model. In this study, the Focus Group Discussion (FGD) was conducted involving 7 participants, 3 entrepreneurial lecturers and 2 student practitioners from the Medan State Polytechnic and 2 lecturers from the Negeri Negeri Sembilan Polytechnic (PNS) Malaysia which was held in Medan.

3.5 Data Validity Test

Data is declared valid if there is no difference between the report and that had actually happened.[23] The credibility test used is the source triangulation test. By checking data obtained from experts and entrepreneurial practitioners, it could be seen clearly whose views were the same, different and specific from this source. Confirmation was made from lecturers from Malaysia. Based on this expert confirmation, the construction of the study could experience an increase or decrease in the existing cluster elements. From the analyzed data, conclusions were deduced, then member checks were carried out with the data source. Besides that, by using interview data references that were supported by the recording and human interaction with the support of photos of activities.

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[23] Sugiyono, ibid, 2014.

3.5 Research Stages

The ANP research phase is divided into three, first is the construction of an ANP Model, by decomposing the problems in order to understand the research problem through literature review, developing questionnaires, conducting interviews with a number of experts and practitioners, conducting FGD by gathering several experts and practitioners together. After that, problems were assembled to construct a model to make it easier to understand complex problems. After the model was completed, validation was carried out with the involvement of one experienced expert, the best expert available, to ascertain that the model was correct and could represent the problems under study. In this study the FGD was conducted by gathering entrepreneurial expert lecturers/coaches and students who were successful after participating in the entrepreneurship program from Polytechnics in Malaysia, namely from Negeri Sembilan Polytechnic and Medan State Polytechnic as many as 25 participants. Based on the confirmation made to the experts above, the construction of the study could experience an increase or decrease in the existing cluster elements. Second phase; quantifying the model, this model was applied to the Super Decision Software in order to compile a pairwise comparison questionnaire between elements in the cluster to find out which of the two had a greater influence (dominant) and how big the difference was on a scale of 1- 9. The questionnaire was developed and tested, then a survey of participants (experts, practitioners, and academics) was conducted. At this stage, respondents were asked to determine the priorities that were most important or have an influence on the problem. Third phase; results were analysed by quantifying the questionnaire that has been filled in by inputting the software, then the average value of each respondent's answers were studied. This activity was called yield synthesis. The results were used to calculate the value of Kendall's coefficient which is one of the measuring tools to calculate the value of the agreement between respondents (rater agreement). After doing the synthesis, the last step was to interpret the results.[24]

4. FINDINGS AND DISCUSSION

4.1 Decomposition

Literature study and in-depth interview had been conducted to obtain the network model of Determine Priority Problems in Developing Entrepreneurship for Students using ANP Method: Indonesia-Malaysia Case. The decomposition of ANP model generated some problems and sub-clusters. Developing entrepreneurship for students ANP network model can be seen through the following figure:
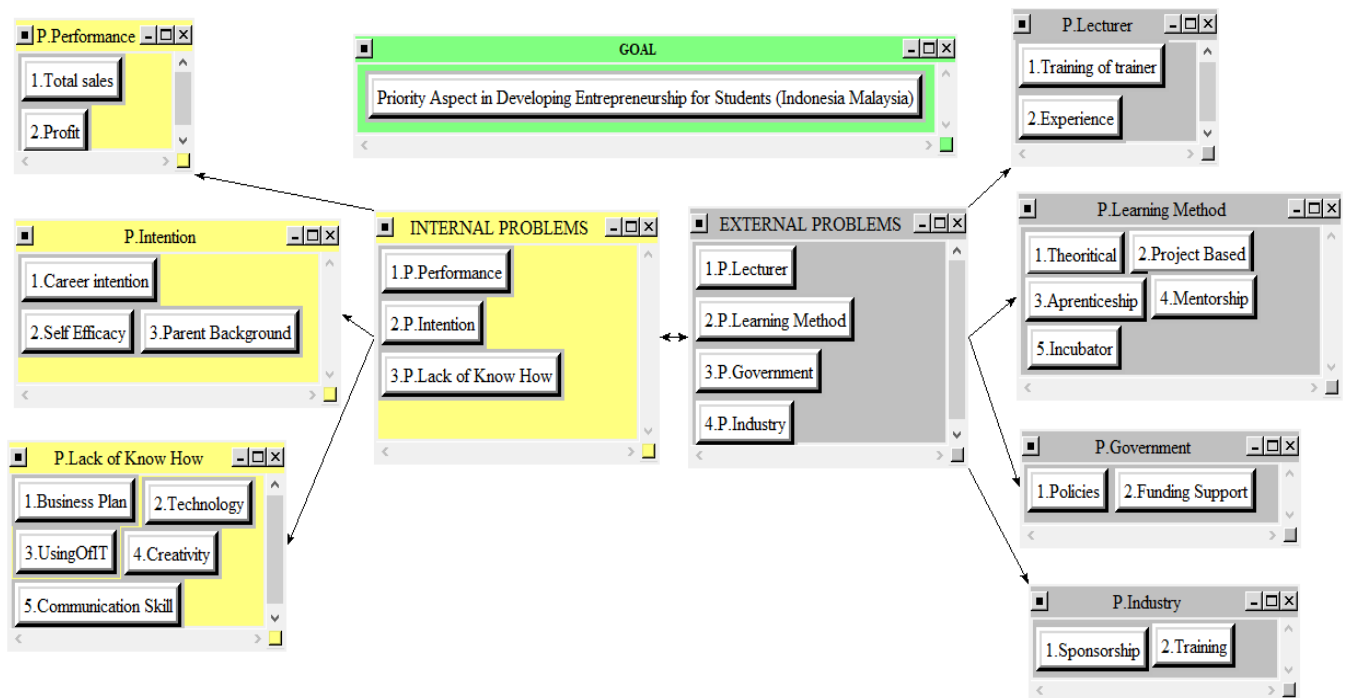

Figure 1: ANP Network Model

[24] Aam Slamet Rusydiana, & Abrista Devi Analytic Network Process (2013): Pengantar Teori dan Aplikasi, SMART Publishing

4.2 Results

Results of interview and data processing from the survey given to the respondents are discussed below. The following will describe and answer in detail the questions in the preceding discussion. For each explanation in the paragraphs below, the results were extracted from twenty-five (25) informants involved in this study to obtain the priority numbers. R1 shows the first respondent, R2 indicates the second respondent and so on, until R25 that indicates the twenty-fifth respondent, while geomean shows the overall value of all respondents.
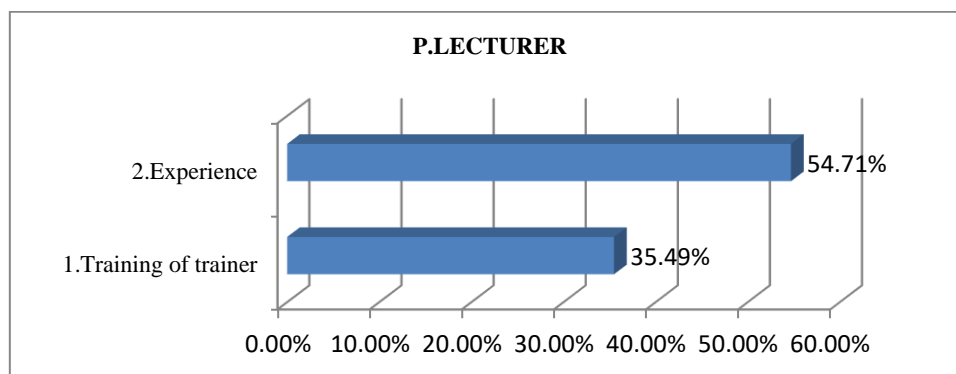
4.2.1 Synthesis of External Problem Results
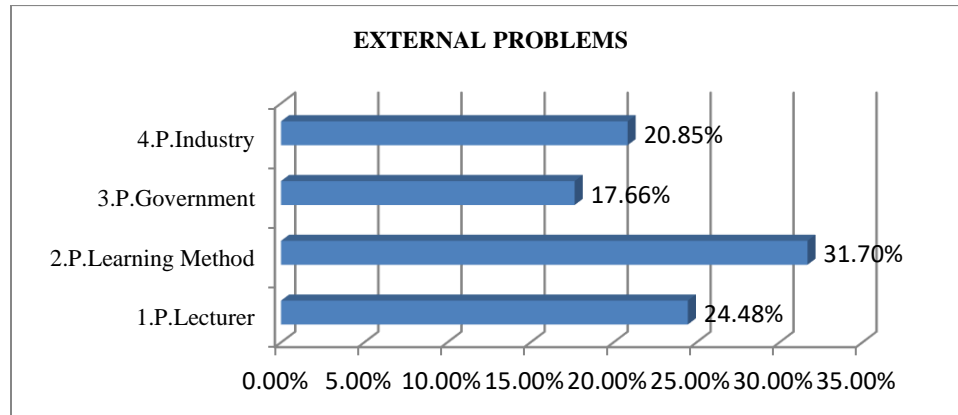
Figure 2: Consensus Synthesis External Problem Results Related to Entrepreneurship Model for Student

The above figure shows consensus assessments results from the priority test for External Problem of the entrepreneurship model. The consensus result shows that the learning method is the highest priority external problem of the entrepreneurship model (31.7%). This was followed by the lecturer (24.48%), industry (20.85%), and last priority was government (17.66%). The result of a rater agreement for this cluster shows that W = 26.27%, which means that the informant agreement with the priority level of this cluster is low. Different answers to the priority from the informants lead to the low result of an agreement among them.
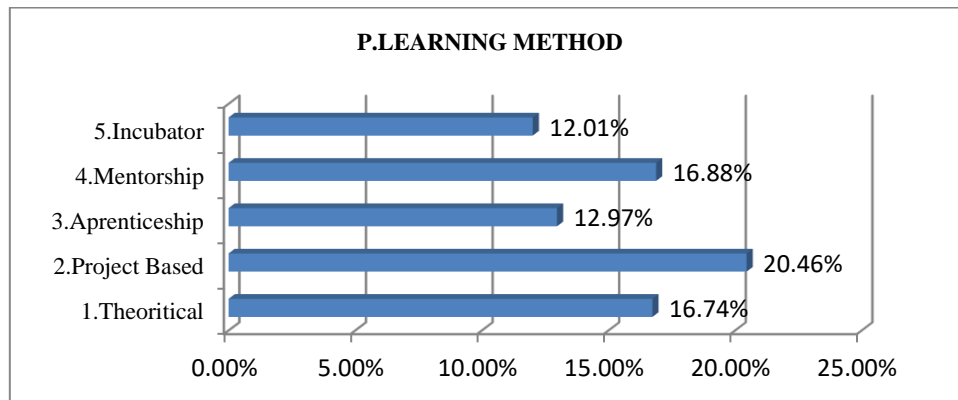
4.2.2 Synthesis Lecturer Problem Results

Figure 3: Consensus Synthesis Lecturer Problem Results Related to Entrepreneurship Model for Student

The above figure shows consensus assessments results from the priority Lecturer Problem of the entrepreneurship model. The consensus result shows that experience is the highest priority in Lecturer problem of entrepreneurship model (54.71%), and the last priority was the training of trainer (35.49%). The result of a rater agreement for this cluster shows that W = 19.36%, which means that the informant agreement with the priority level of this cluster is very low. Different answers to the priority from the informants lead to the low result of an agreement among them.
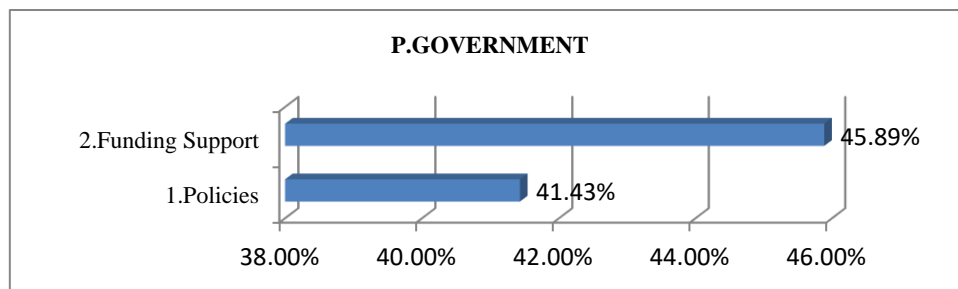
4.2.3 Synthesis Learning Method Problem Results

Figure 4: Consensus Synthesis Learning Method Problem Results Related to Entrepreneurship Model for Student

The above figure shows consensus assessments results from the priority Learning Method Problem of entrepreneurship model. The consensus result shows that project-based is the highest priority Learning Method problem of entrepreneurship model (20.46%). This was followed by mentorship (16.88%), theoretical (16.74%), apprenticeship (12.97%) and last priority was incubator (12.01%). The result of a rater agreement for this cluster shows that $W = 4.86\%$, which means that informant agreement with the priority level of this cluster is very low. Different answers to the priority from the informants lead to the low result of an agreement among them.

4.2.4 Synthesis Government Problem Results

Figure 5: Consensus Synthesis Government Results Related to Entrepreneurship Model for Student

The above figure shows consensus assessments results from the priority Government of the entrepreneurship model. The consensus result shows that funding support is the highest priority Government of entrepreneurship model (45.89%), and the last priority was policies (41.43%). The result of a rater agreement for this cluster shows that $W = 7.84\%$, which means that the informant agreement with the priority level of this cluster is very low. Different answers to the priority from the informants lead to the low result of an agreement among them.

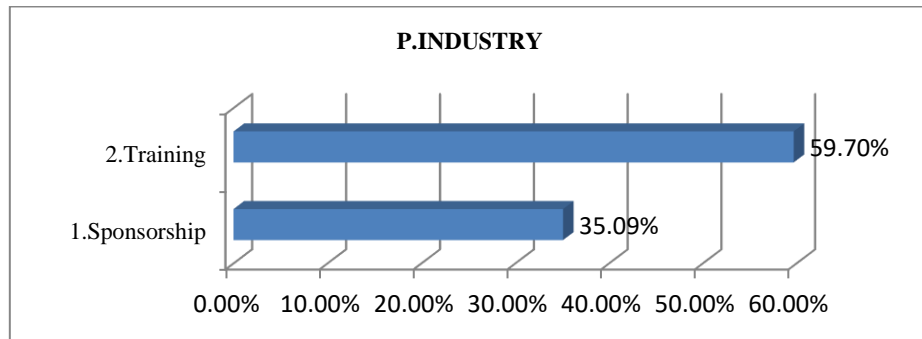*4.2.5 Synthesis Industry Problem Results*

Figure 6: Consensus Synthesis Industry Results Related to Entrepreneurship Model for Student

The above figure shows consensus assessments results from the priority Industry of the entrepreneurship model. The consensus result shows that training is the highest priority Industry of entrepreneurship model (59.70%), and the last priority was sponsorship (35.09%). The result of a rater agreement for this cluster shows that W = 36%, which means that informant agreement with the priority level of this cluster is fairly low. Different answers to the priority from the informants lead to the low result of an agreement among them.

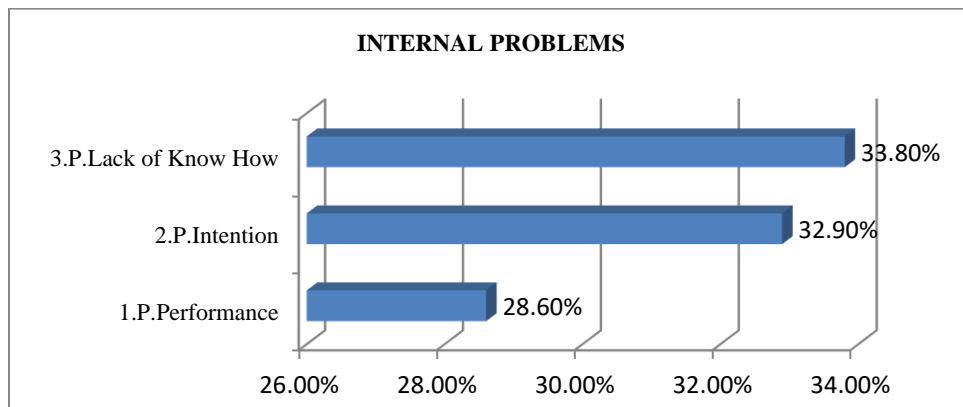*4.2.6 Synthesis Internal Problem Results*

Figure 7: Consensus Synthesis Internal Problem Results Related to Entrepreneurship Model for Student

The above figure shows consensus assessments results from the performance (28.60%). The result of a rater agreement for this cluster shows that W = 4.48%, which means that the informant's agreement with the priority level of this cluster is very low. Different answers to the priority from the informants lead to the low result of an agreement among them.

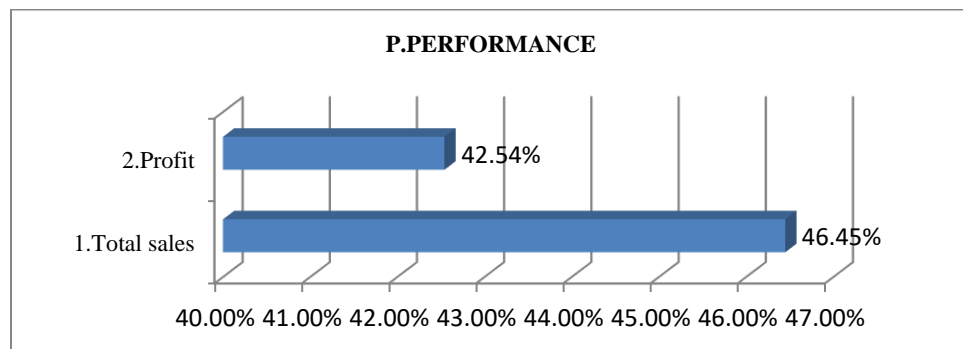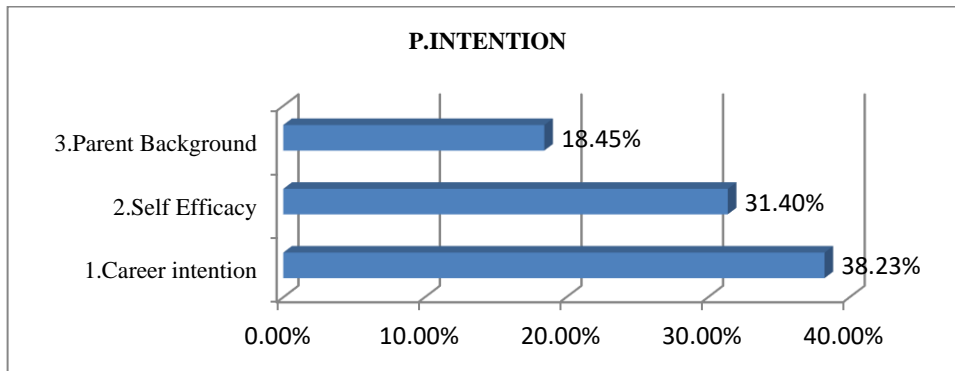*4.2.7 Synthesis Performance Problem Results*

Figure 8: Consensus Synthesis Performance Problem Results Related to Entrepreneurship Model for Student

The above figure shows consensus assessments results from the priority Performance Problem of the entrepreneurship model. The consensus result shows that total sales are the highest priority Performance Problem of entrepreneurship model (46.45%) and the last priority was profit (42.54%). The result of a rater agreement for this cluster shows that W = 4%, which means that informant agreement with the priority level of this cluster is very low. Different answers to the priority from the informants lead to the low result of an agreement among them.

4.2.8 Synthesis Intention Problem Results

P.INTENTION

- 3.Parent Background: 18.45%
- 2.Self Efficacy: 31.40%
- 1.Career intention: 38.23%

Figure 9: Consensus Synthesis Intention Problem Results Related to Entrepreneurship Model for Student

The above figure shows consensus assessments results from the priority Intention Problem of the entrepreneurship model. The consensus result shows that career intention is the highest priority Intention Problem of the entrepreneurship model (38.23%). This was followed by self-efficacy (31.40%), and the last priority was parent background (18.45%). The result of a rater agreement for this cluster shows that W = 21.28%, which means that the informant agreement with the priority level of this cluster is low. Different answers to the priority from the informants lead to the low result of an agreement among them.
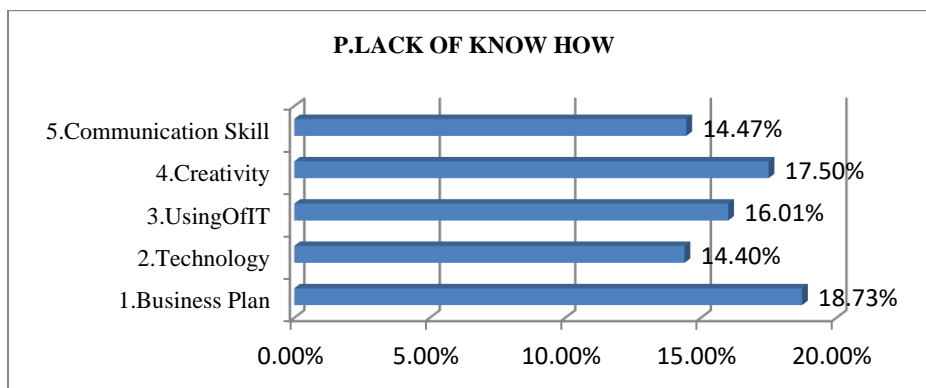
4.2.9 Synthesis Lack of Know-How Problem Results

P.LACK OF KNOW HOW

- 5.Communication Skill: 14.47%
- 4.Creativity: 17.50%
- 3.UsingOfIT: 16.01%
- 2.Technology: 14.40%
- 1.Business Plan: 18.73%

Figure 10: Consensus Synthesis Lack of Know-How Problem Results Related to Entrepreneurship Model for Student

The above figure shows consensus assessments results from the priority Lack of Know-How Problem of the entrepreneurship model. The consensus result shows that a business plan is the highest priority Lack of Know-How Problem of entrepreneurship model (18.73%). This was followed by creativity (17.50%), using IT (16.01%), communication skills (14.47%), and last priority was technology (14.40%). The result of a rater agreement for this cluster shows that W = 3.29%, which means that the informant agreement with the priority level of this cluster is very low. Different answers to the priority from the informants lead to the low result of an agreement among them.

5. CONCLUSION AND RECOMMENDATIONS
Conclusion

The results of this study concluded that the main problems in student development in Indonesia and Malaysia consisted of 2 main aspects, namely internal problems consisting of performance problems, intension, lack of know-how, and external problems consisting of lecture, learning method, government, and industry problems. Analysis problem as a whole result in priority was The lack of know-how is the highest priority in internal problem (the business plan is as the highest priority in the sub-criterion), the second priority is intention (career intention is as the highest priority in the sub-criterion) and the last is Performance problem (total sale) Learning method is the highest priority external problem of entrepreneurship model (the project-based), Lecturer as the second priority external problem, (experience) and the third priority external problem is industry (training).

Recommendations

1. From this research, it is expected that there is a mutual agreement among decision-makers in supporting the development of entrepreneurship for students

2. This study is expected to help expand academic studies related to entrepreneurship development for students in various countries by understanding priority issues that need to be considered in making targeted solutions

3. This research is limited to the use of students as participants and just in the two institutions in Indonesia and Malaysia. For further research using the ANP approach, it is recommended that the new research will be able to examine and find out what are the differences in developing entrepreneurship for students and what are the different priorities made by several countries in the entrepreneurship development program for students.

6. ACKNOWLEDGMENTS

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