

The Effect of Entrepreneurship Mentoring on Entrepreneurial Intention in the Studentpreneur Corner Program at State University of Surabaya

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Abstract: The purpose of this research is to find out how the mentoring model used and whether entrepreneurship mentoring can increase student entrepreneurial intentions of students who participate in studentpreneur corner programs. The type of research conducted in this study is a quantitative approach. The population in this study was participants from the studentpreneur corner program at the Faculty of Economics, State University of Surabaya (UNESA) with a total of 17 respondents. The data collection technique used was a questionnaire. Data analysis techniques used simple linear regression analysis by using the SPSS 25 program. The results of the research showed that entrepreneurial mentoring had a positive and significant effect on entrepreneurial interest in the studentpreneur corner program. This was indicated by the regression coefficient of 0.404. That is, if entrepreneurship mentoring was carried out by mentors the better, the more positive the impact will be on the increased student entrepreneurial interests who participate in studentpreneur corner programs.

Keywords: *Studentpreneur corner program, Entrepreneurial mentoring, entrepreneurial intentions.*

INTRODUCTION

Competitive advantage in the era of globalization will be largely determined by the quality of human resources. Human resource factors, which are creativity, innovation, responsibility, collaboration networks, and other aspects related to entrepreneurial competencies will be decisive (Ismail et al., 2015; Setiawan, 2014). In other words, it takes people with an entrepreneurial spirit to win the competition in the era of globalization ("Students' reflections on the value of an entrepreneurship education - ScienceDirect," n.d.). This is following the argument of J. Scumpeter (in Wibowo, 2011) which stated that the most determining factor in the economic development of a country is entrepreneurs who can do creativity and innovation. Considering the importance of existing entrepreneurs in winning competition and encouraging economic growth, it is the duty of governments and related institutions to inspire, encourage, and facilitate the formation of individuals who have spirited and entrepreneurial behaviour (Dou et al., 2019; Ozgul and Kunday, 2015), especially the younger generation, students and college students. This

condition needs to be prepared from the beginning, both through formal and non-formal education, so that the young generation does not "stutter" again after graduating from education to look into their future. Kasali (2011) stated that the future of the young generation (especially students) needs to be prepared from the beginning in treading their future, one of which is preparing by providing clear entrepreneurship knowledge (Dou et al., 2019; Küttim et al., 2014).

Forming entrepreneurial behaviour is not an easy and simple job, but it is a long and complicated process. Following the theory of behaviour that was built by Fesbian and Ajen, behavior can be formed through two approaches, namely (1) building trust (believe) through the process of education and or learning, and (2) conditioning students' life challenges in real life. Thus entrepreneurship education programs (both formal and non-formal) must be able to help students where they will be directed (Lahl and Erikson, 2016). The direction of entrepreneurship education is reinforced by Kasali's (2015) opinion, stated where the direction of entrepreneurship education is, bringing children to be driver or becoming passenger.

One institution that has a special task to prepare and educate human resources is a university. Higher education institutions are functionally tasked with designing, implementing, and evaluating learning programs to prepare graduates to enter the workforce, both as job seekers and job creators ("Job-seeking and job-acquisition in high school students - ScienceDirect," n.d.). As stated by Fry, Ketteridge, and Mashall (2011), that universities have teaching and learning assignments for work readiness, namely preparing a set of skills achievement, understanding personal attributes that make graduates easier to find work and succeed in their chosen occupation. In other words, universities have functional tasks to prepare academic and non-academic competencies (attitude and work behaviour/skills competencies) so that students are well prepared to enter the workforce through the learning process (Aizpurua et al., 2018). The task of entrepreneurship education in higher education is a form of implication from the theory of the behaviours formation from Fesbian and Ajen, which is building trust (believe) through a systematic entrepreneurial learning process, because the learning program has been prepared and guided in the curriculum (Barba-Sánchez and Atienza-Sahuquillo, 2018; Küttim et al., 2014).

As one of the efforts of moral responsibility in improving the quality of graduates, State University of Surabaya (Unesa) makes entrepreneurship courses as institutional courses, meaning that these courses must be taught in all faculties at Unesa. The Faculty of Economics is one of the faculties which are directly related to entrepreneurship because the field of study that is taught is directly related to entrepreneurship or in other words academic competence is directly in contact with entrepreneurship. By applying entrepreneurship courses as institutional courses, the entrepreneurial learning structure has almost the same teaching outline, which includes stages: (1) exposure of knowledge and values of entrepreneurial attitudes, (2) preparation and presentation of business plans, (3) practice of managing business, (4) business development, (5) compiling business reports, and (6) evaluating business

implementation (syllabus of entrepreneurship courses at the Faculty of Economics, 2017). To strengthen students' entrepreneurial beliefs and mental attitudes, each program and department conducts monitoring with guest lectures, training, entrepreneurial events, and other related programs. This is done to provide sufficient stock to students.

Based on the theory of behavior that attitudes and behavior can be formed through belief that is built with one aspect is to do learning. However, it is realized that the entrepreneurial learning process at the Faculty of Economics up to now has not given a complete view of whether entrepreneurship learning has been able to shape entrepreneurial attitudes, shape entrepreneurial behavior, or both, that is forming entrepreneurial attitudes and behavior. Normatively, it is also based on behavioral theory, that entrepreneurial behavior can be formed through entrepreneurial attitudes first. In other words, entrepreneurial learning is expected to shape entrepreneurial attitudes and continually able to shape entrepreneurial behavior. Nevertheless the reality is not always the same because the entrepreneurial learning process has an emphasis on different strategies.

Realizing that formal entrepreneurship learning has not been able to reach the expected wish, the Faculty of Economics of Unesa created an entrepreneurship development program, namely Studentpreneur Corner. This program was initiated by the faculty and managed by the Entrepreneurship Development Center of the Faculty of Economics, Unesa. This program is intended for students who have passed the Entrepreneurship course and will continue the business that has been initiated in the Entrepreneurship course or will start a new business. Program participants, in groups, are selected according to the conditions set by the faculty. The Faculty provides several facilities, such as a special place of business (land), a business tent, business equipment, and business management assistance. The first phase of the program was carried out in early 2018 with six group participants with a total of 17 student participants.

As a form of faculty concern to encourage the success of the program so that students after graduation are ready to become entrepreneurs, the institution provides mentoring to improve the performance of Studentpreneur Corner which is a place for students to develop entrepreneurship. Mentoring is one of the mentoring methods for developing and increasing productivity. Mentoring is carried out by internal parties, who are lecturers from the Faculty of Economics at State University of Surabaya. Mentoring conducted by lecturers is carried out by motivating them to have a mindset going forward, inspiring how to become a young entrepreneur, providing input and advice about entrepreneurship. While mentoring from external, namely alumni who managed to become entrepreneurs from the University of Ciputra Indonesia (UCI) Surabaya.

By the presence of mentors, it is expected to further solidify the steps of students as a pioneer into entrepreneurship. Mentoring as one of the approaches in a human resource development relationship is the most important part to create an organization that is ready to compete in business progress and competition. (Kaswan, 2012) explained that this mentoring

model is a partnership and a connector between the mentor (who provides guidance) and mentee (guidance recipients). Mentoring is an interpersonal relationship in the form of support and guidance between someone who is experienced, has quite a high level of knowledge in his field with someone who is inexperienced or someone who has little knowledge. Therefore the purpose of this study is to find out the mentoring model in studentpreneur corner and determine the effect of entrepreneurial mentoring on student entrepreneurial intention in the studentpreneur corner program at the Faculty of Economics, State University of Surabaya.

METHOD

The population in this study were participants in Studentpreneur Corner at the Faculty of Economics, State University of Surabaya. The total population of Studentpreneur Corner members were 17 people. The entire population was used as a sample or a saturated sample. Data collection techniques carried out by interview, questionnaire distribution, and observation. Observations were made to obtain data about the implementation of activities in the field. Interviews were conducted to obtain program governance data. While the questionnaire was conducted to collect data on the implementation of entrepreneurship mentoring and student entrepreneurship intentions. To answer the first problem, a qualitative descriptive analysis was carried out. Whereas to answer the formulation of the second problem, it was done by simple linear regression analysis.

RESULT & DISCUSSION

Mentoring Model in the Studentpreneur Corner Program at the Faculty of Economics, Unesa

Studentpreneur Corner is a place for developing business initiatives conducted by students or as a business incubator pioneering which was established in 2017 by lecturers who are members of the entrepreneurship development center of the Faculty of Economics, State University of Surabaya, which fully supported by the leadership. The program was motivated by a large number of students selling in the halls of the Faculty of Economics building. Until now (the first batch of 2018) the number of participants who took part in the Studentpreneur Corner at the Faculty of Economics is 17 people. The location was in front of the G1 Building Faculty of Economics, the location was very strategic and spacious for business activities because the place was cool, under a shady tree and there was a gazebo. Each group of participants was provided with stands or tents, business desks, and other equipment from the Faculty of Economics.

How was mentoring done? Entrepreneurial mentoring had been conducted since the business initiatives started and run well until now. Mentoring was built with interaction between mentor and mentee, meetings were often held at least once every 3 months or a private meeting could be held if there were difficulties students could consult with mentors to get a joint solution. Broadly, the mentoring process carried out could be described as follows.

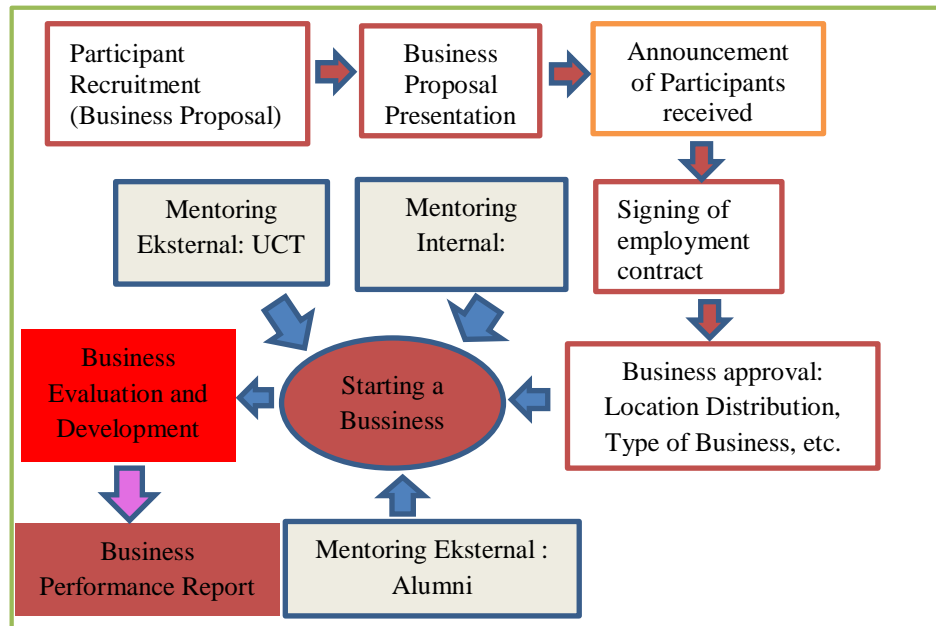


Figure 1. Mentoring model conducted at Studentpreneur Corner FE Unesa.

From Figure 1, it can be seen that the internal mentoring process, that is mentoring conducted by lecturers from the Faculty of Economics Unesa (there were 4 lecturers) had been carried out since the activity began, which is when the recruitment of participants until the business is conducted. Mentoring was done directly by directing assistance to prospective participants until participants were accepted and conducting business activities, and indirectly mentoring by conditioning the requirements and procedures undertaken in managing the business. While mentoring conducted by an external mentor who had done by UCI lecturers and alumni was carried out directly on business management, both mentoring in the classroom and outside the classroom. In addition to provide direct assistance to participants, external mentors also provided training and shared experiences with internal mentors.

To simplify and expedite the process of mentoring communication, besides direct communication face-to-face, it was also facilitated by creating groups of participants and facilitators so that they could communicate at any time. The mentoring process was coordinated by the Head of the Business Development Team - Entrepreneurship Development Center, Faculty of Economics, Unesa. Furthermore, the stages of mentoring or mentoring patterns was carried out in stages, the first stage, students were provided with knowledge about entrepreneurship, changed mindset entrepreneurship, inspiration, creativity, business ideas, how to make a business and the quality of business concepts. Then the second stage, the students made business proposals and be guided to understand the business world. Then in the third stage, students practiced the efforts that had been made. Next in the fourth stage, which was evaluated every 3 months by making a report on sales prospects, this evaluation was the participants presented each proposal that had been made.

From Figure 1, it is also illustrated how the stages of the process to become a Studentpreneur Corner program participant, first, the submission of a business plan to the manager of Studentpreneur Corner then, second, the evaluation of business proposals, then the announcement of who was entitled or selected to be a participant of the Studentpreneur Corner program and the last was the signature of the contract that was willing and obeyed the rules in Studentpreneur Corner and after that it was allowed to do business at the G1 front stand by bringing the product under the agreement of the business type that had been made.

Effect of Mentoring on Student Entrepreneurial Intentions

From the results of the questionnaire distribution, the data and analysis results could be described as follows.

1. Classic assumptions test

From the results of the classic assumption test, the summary of results is described in the following table.

Table 1 Classic Assumption Test Results

Classic Assumption Test	Analysis Results	Conclusion
Normality test	Statistical test, the significant value is greater of 0.05, which is 0.200.	The simple linear regression model fulfills the normality assumption
Multicollinearity test	The value of the independent variable is greater than 0.1 which is 1,000 and the VIF value of the independent variable is less than 10 which is 1,000	Simple linear regression models are all free from multicollinearity problems
Heteroscedasticity test	the significant value of the independent variable which is entrepreneurship mentoring was 0.175, greater than 0.05	Simple linear regression models are all free from the problem of heterokedasticity
Liniearity test	The significant value of the independent variable is 0.021, less than 0.05.	A simple linear regression model was obtained a linear relationship between the two variables.

Source: Results Calculation of classic assumptions.

2. Simple Linear Regression Analysis Results

Simple linear regression analysis was used to determine the effect of the Mentoring Entrepreneurship (X1) variable on the Entrepreneurial Interest (Y1) variable. The following were the results of a simple linear regression analysis test output using SPS version 25.

Table 2 Simple Linear Regression Analysis Results

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	19,360	9,587		2,020	,022
	X1	,404	,292	,408	3,472	,033

From the results of the analysis in table 2, a simple

a. Dependent Variable: Y1

linear regression equation could be made as follows:

$$Y = 19.360 + 0.404X$$

Based on the simple linear regression equation above, it can be interpreted as follows.

- The constant value (a) is 19,360. If entrepreneurship mentoring is not done, entrepreneurial intentions will still occur or it will be formed.
- The regression coefficient value of the Entrepreneurship Mentoring variable (X1) is 0.404, which means that the Entrepreneurship Mentoring Variable has a significant effect on entrepreneurial intentions. This means that the better the Entrepreneurship Mentoring is done, the better impact will come along in the formation of entrepreneurial intentions on students participating in the Studentpreneur Corner program.

3. Determination Coefficient Results

From the results of data processing, the results of the coefficient of determination are described in the following table

Table 3 Determination Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,668 ^a	,446	,409	5,243

a. Predictors: (Constant), X1

Sumber : SPSS Statistic 25

From the table above, it can be seen that the magnitude of the contribution of entrepreneurship mentoring as independent variables (X1) to entrepreneurial interest (Y1) in the studentpreneur corner program adjusted R-Square value that is the determination coefficient of $0.409 = 40.9\%$. This value indicates that the entrepreneurship mentoring variable (X1) contributes entrepreneurial interest (Y1) to the studentpreneur corner program, which means that the determination coefficient can explain the dependent and dependent variables in a limited way since the value is far from 1.

From the results of data analysis and interpretation that have been presented previously, then:

Mentoring model in the Studentpreneur Corner program.

The assistance pattern developed by the business development team, as the person in charge of business management in the field, had been technically going very well. The interpersonal relationship between mentees and mentors was well established because of the closeness between them, that

were, mostly young mentors. This was reinforced by the business place that was still one roof/location with the mentor so the mentors could communicate and supervise any time. Almost all business effects could be observed by mentors because they could be directly involved in business processes, especially when mentors could become consumers at any time. This made mentors more observant in providing mentoring. If the technical aspect of assistance could be done maximally because of the closeness between mentee and mentor, this was not the same as the case of business progress aspect. Mentors were less optimal in monitoring business development, due to the lack of maximum governance or business administration recording systems. The recording of mentees' business administration could not be directly monitored on an ongoing basis, because it was only monitored as a whole from the business performance report. This was the cause of inaccuracies in the recommendations given by mentors to mentees. This also happened to a mentor conducted by an external mentor. They monitored according to their free time so they could not keep up with the business development of the mentee.

The effect of entrepreneurship mentoring on entrepreneurial interest.

The results showed that the entrepreneurship mentoring variable significantly influenced entrepreneurial intentions. This showed that entrepreneurship mentoring could guide and encourage students' entrepreneurship intentions in the studentpreneur corner program (Barba-Sánchez and Atienza-Sahuquillo, 2018; Küttim et al., 2014). The better entrepreneurship mentoring that was managed and designed would make the participants more interested and had the opportunity to increase entrepreneurial intentions (Ozgul and Kunday, 2015). The positive influence of assistance to the participants of this program showed that one's self-confidence in his ability to carry out entrepreneurial activities greatly influenced the person's intentions in entrepreneurship. Since an effective pattern of assistance would create an increasingly positive entrepreneurial intention (Barba-Sánchez and Atienza-Sahuquillo, 2018).

The results of this study was also strengthen previous researchers, namely Furqon (2018) who concluded that entrepreneurial mentoring had a positive and significant effect on entrepreneurial interest, and Gamayanto (2016) concluded that knowledge about entrepreneurship mentoring became a determinant factor for an individual to become an entrepreneur because of getting encouragement in the form of assistance patterns. This proved that entrepreneurship mentoring showed a strong relationship to the formation of entrepreneurial intentions, the better the entrepreneurship mentoring in a learning program, the greater the chance of increasing entrepreneurial intentions would be or vice versa.

Entrepreneurial mentoring was a fairly effective pattern of mentoring from mentors to mentees. By the support of mentors, mentees would be able to more easily got opportunities from the interests of entrepreneurship and were easy to develop a business. This proved that the quality of the communication relationship at the time of mentoring by mentors provided

extra training for business development, mentors provided full support and mentors improved the entrepreneurial knowledge and skills of participants or mentees. However, from the three statements, the highest score obtained from the mentor's statement increased the entrepreneurial knowledge and skills of the participants or mentees. After the author evaluated the field to the mentees or the participants, the mentor improved entrepreneurial knowledge and skills because the existence of the mentors was very helpful for business progress and business governance, then could exchange ideas about future business plan prospects, the difficulties of mentees could be consulted with mentors.

The intensity of the time when mentoring by mentors provided an opportunity to consult at any time, the mentor provided a solution whenever there was a problem and could meet with the mentor anywhere. However, of the three statements, the highest score obtained from the statement of 'could meet with a mentor anywhere'. After the compiler evaluated the mentees or participants in the field. Where mentors could be found at any time whenever problems were being faced by mentees, then the mentors also held regular meetings so that the mentees remain conditioned. Likewise, the motivation of the participants became an important part of following the Studentpreneur Corner program. By looking at business opportunities that were quite profitable and the desire of participants to have their own and could fulfill their desire to become a boss to be independent, they could create new businesses or innovate products. Furthermore, participants could participate in activities organized by Studentpreneur Corner and then could learn business governance.

The motivation of Studentpreneur Corner participants with the quality of communication between mentor and mentee was if a participant already had work prospects on how the business plan for the future and the business governance would facilitate the mentor and mentee to work together in the quality of communication relationships since the path was clear. However, if the participants did not have job prospects yet, the business plan was still at a floating stage, then governance was still learning then the task of the mentors was to evaluate or review the business plan that had been made and the mentors and mentees found solutions together so that this effort run optimally, to create a quality communication between mentor and mentee relationship.

CONCLUSION

Based on the results of the study, it was concluded that the mentoring model conducted by the Entrepreneurship Development Team of the Faculty of Economics, Unesa had gone well. However, since there was no mentoring system built between mentors and mentees, they were unable to provide recommendations as needed, but rather were partial. Entrepreneurial mentoring had a positive and significant effect on student entrepreneurial intentions participating in the studentpreneur corner program. The better the mentoring was done it would further increase the intention of student entrepreneurship.

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