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INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESIS (ES)

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

LIMITATIONS

SCOPE FOR FURTHER RESEARCH

REFERENCES

APPENDIX/ANNEXURE

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BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.

- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

UNPUBLISHED DISSERTATIONS

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

THE ENTREPRENEURSHIP'S CAPITAL ASSISTANCE IN ENHANCING THE MOTIVATION OF COLLEGE STUDENT TO BE AN ENTREPRENEUR

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ABSTRACT

The purpose of this final report is to know the entrepreneurships capital assistance in enhancing the motivation of college student to start their own business. The study was conducted on 96 respondents from the students in Politechnic of Sriwijaya, Diploma III Programme semester 2 and 4, 2014/2015 years. In this research, the writer used SPSS Versions 16.0 for analyze data. The result of the study found the mean from 96 respondents are 4,21 percent and standard deviation 0,32 percent. It means that variables of entrepreneurship's capital assistance in enhancing the motivation of college student to start their own business and the coefficient determination are 0,824 percent. It means that variable of entrepreneurship's capital assistance influences the motivation of college student to start their own business are 90,8 percent and 9,2 percent influenced by other reasons. So, the writer gave suggestion that increase motivation of college student to start their own business by to increase capital assistance such as facilities, training or on the job training on company (industries).

KEYWORDS
entrepreneurship's capital, motivation.

INTRODUCTION
BACKGROUND
Lately, Indonesia's economic situation has been increasingly difficult with the escalation of the needs of society and the scarcity of job opportunities. The data from Central Statistical Agency mentions that the rate of open unemployment in Indonesia in 2014 has reached 6,25% or 7,9 million with around 688.660 are college graduates (495.143 with bachelor's degree and 193.517 with diploma degree). Every year, this unemployment problem keeps being a national issue that needs to be solved. Because of this, many people try to be more creative and innovative to reach their financial security by starting their own business, or in other words, trying to be an entrepreneur.

Seeing from the trend, since the beginning of the 20th century, entrepreneurship has been introduced in several countries. For example, it is known as "*ordenemer*" in Netherlands and "*unternehmer*" in Germany. In few countries, entrepreneurship has many responsibilities, such as decision-making regarding technical, organizational, and commercial leadership, capital provision, manpower acceptance and handling, purchasing, selling, advertising, and many more. Then in 1950s, entrepreneurship education was started in some of the countries in Europe, America, and Canada. Since then, in 1970s, entrepreneurship education has entered some of the universities that taught entrepreneurship, small business management, or new business management. In 1980s, almost 500 schools in United States gave entrepreneurship education. Meanwhile in Indonesia, entrepreneurship education is still limited in certain schools or universities.

Since 2009, the Government of Indonesia has launched Student Entrepreneurship Program (SEP), or known as *Program Mahasiswa Wirausaha* (PMW), to be implemented and developed in universities through the Directorate General of Higher Education the Ministry of Education and Culture. This program is performed in all National Universities and Private Universities that were selected by Private University Coordinator (PUC), or known as *Koordinator Perguruan Tinggi Swasta* (*Kopertis*), with different funding allocations. SEP aims at giving knowledge, skills, and entrepreneurship attitude that are based on science and technology to the student so they can change their mind-set from being a 'job seeker' to being a 'job creator' and be a strong and success entrepreneur in the global competition.

This program also pushes institutional or unit of entrepreneurship in university to support the development of entrepreneurship programs. A declining in unemployment rates is the end result that SEP wishes to achieve. The success of this program is measured from three indicators, which are the amount of student that has managed to build a business (as an entrepreneur), the existence of entrepreneurship capital knowledge in university, and the forming of entrepreneurship education development unit that coordinates broad range of activities that are related to entrepreneurship in university.

Student Entrepreneurship Program (SEP), as a part of the entrepreneurship education strategies in universities is intended to facilitate the students to have entrepreneurship motivation and start their own business with science, technology, and art basis. The facilities that are given include the entrepreneurship education and training, internship, business plan drafting, capital support and sustainable entrepreneurship assistance. SEP is hoped to support the vision and mission of the government into manifesting the nation's independency through the creation of job opportunities and empowerment.

Sriwijaya Palembang State Polytechnic is one of the educational institutions that has implemented Student Entrepreneurship Program and introduced it to Diploma III students in the second to fourth semester and to Diploma IV students in the second to sixth semester.

Every year, the average of students that submit entrepreneurship capital proposal is 140 from group proposal and 33 from individual proposal. Meanwhile, the amount of accepted proposals is 8 from group and 16 from individual. The fund that has been received by each group is ranging from Rp 12.000.000,00 to Rp 15.000.000,00 and the funds that has been received by each individual is ranging from Rp 4.000.000,00 to Rp 5.000.000,00.

Based on these backgrounds, this research is done to gain the knowledge whether or not the entrepreneurship's capital assistance can increase the motivation of students to start their own business.

BASIC THEORY
THE DEFINITION OF ENTREPRENEURSHIP
Suryana (2006:2) expresses that entrepreneurship is a creative and innovative ability that is used as a basis, tips, and resource to find the opportunity to success. Coulter enunciates that entrepreneurship is often associated with the establishment and growing process of a new business that is oriented on profit gaining, the creation of value, and the forming of new, unique, and innovative product or service (Suryana, dkk, 2011:25). According to Drucker in Suryana dkk. (2011:24-25), entrepreneurship is more referred to a nature, disposition, and characteristic of a person that has high willed in actualizing innovative ideas into a real business world and able to develop it strongly. Entrepreneurship means *applying creativity and innovation to solve the problems and to exploit opportunities that people face everyday*. (Zimmerer, 1996:51).

THE BENEFIT AND LOSSES OF ENTREPRENEURSHIP
The benefits and losses of entrepreneurship are identical with the benefits and losses of private small business. Peggy Lambing and Charles L. Kuchl Suryana (2006:70) propounding these following benefits and losses of entrepreneurship.

❖ The benefits of entrepreneurship
1. Autonomy. Free management and is not bound in creating a business, being a boss that has much satisfaction.
2. Early challenge and achievement motive feeling. Early challenge or high motivation feeling is a delightful thing. The opportunity to develop a business concept that might result in profit can really motivate entrepreneur.
3. Financial control. Entrepreneur has the liberty to manage their financial and to feel that their wealth is their own.
❖ The losses of entrepreneurship
1. Personal sacrifice.
   Initially, entrepreneur has to work in a long and busy schedule. There is very minimum time that can be used for family or leisure matters because almost all the time that are available will be spent on business activity.
2. Weight of responsibility.
   Entrepreneur must manage all business function, from marketing, finance, personal, procurement, and training.
3. Small profit margins and big bankrupt possibilities. Because entrepreneur uses his own financial source, the profit margins that can be received is relatively small.

ENTREPRENEURSHIP MOTIVE

In Entrepreneur's Handbook that was quoted by Yuyun Wirasasmita in Suryana (2006:55-56), there are few reasons why someone becomes an entrepreneur that was mentioned, such as:
1. Financial issue, which are to earning a living, to be wealthy, to get additional income, and as financial stability guarantee.
2. Social issue, which are to gain status, to be known and respected, to be a role model, and to be able to meet a lot of people.
3. Service issue, which are to give job opportunities to society, to help the orphans, to satisfy parents, and for family future.
4. Self-fulfilment issue, which are to be their own boss/independent, to gain something that is wished, to avoid dependency to other people, to be more productive and to be able to use own skill.

ENTREPRENEURSHIP MOTIVATION

Motivation is a process to raise, direct, and establish the behaviour direction of a purpose. Motivation is a background for an individual to do an act to achieve a certain purpose. According to Robbins (2001), motivation is the willingness of an individual to unleash his effort in fulfilling his needs.

Based on the research of American accountants and technical experts from various industries, Herzberg expresses two factors motivation theory. Corresponding to this theory, there are two factors that affect a person's work condition, which are motivation factor that also called as *satisfier* or *intrinsic motivation* and hygiene factor that also called as *disatisfier* or *extrinsicmotivation* (Handoko, 2000).

This Herzberg theory sees two factors that push employee to be motivated, which are intrinsic factor, a thrust that appears from the insides of the people, and extrinsic factor, a thrust that appears from the outsides, especially from the organization that they work in (Hasibuan, 2005).

The factors that are included in intrinsic motivation are responsibility, appreciation, the work itself, development, and progress. The factors that are included in extrinsic motivation are salary, policy, work relationship, supervise work environment (Manullang, 2001).

JOURNAL ECONOMIC LITERATURE

Sabri through his publicised research in an economic journal entitled Entrepreneurship: The human being capital in economy development, shows that the entrepreneurship as an asset or a capital for national development that should be kept and growth in the society, especially the educated society, which hoped can give support in accelerate the national development and decrease our nation burden in the other side.

Mariskha through his publicized research in an *eksistansi* jounal entitled base of statistical have significant influence between academic with lecturer entrepreneurship student in business administration department Sriwijaya State University, but percentage is small, although the student got A.

Purwanti in her research publicized in an article entitled "The influence of entrepreneur characteristic, business capital, and marketing strategy toward the development of micro entrepreneurship in Dayaan and Kali Londo Salatiga Village, shows that the entrepreneur characteristic, individually and cooperating business capital have a significant implication toward the entrepreneurship development, nevertheless the individually marketing strategy does not have any significant impact toward the business development.

RESEARCH METHODOLOGY

RESEARCH LOCATION

The research was done in Sriwijaya Palembang State Universityin Palembang, Srijaya Negara Street Bukit Besar, Palembang.

POPULATION AND SAMPLE

The population in this research is all of the students in second semester and fourth semester in Diploma III program year 2014/2015 in Sriwijaya State University. The sample in this research can be determined with Slovin (Umar, 2001) equation, which is:

$$n = \frac{N}{1 + Ne^2}$$

Where:
n = sample amount
N = population amount
e = Error tolerance percentage (precision) because of the sample-taking
errors that can still be tolerated.
By using 10% precision rate, therefore the sample size in this research is as follows:

$$n = \frac{2.592}{1 + 2.592(0,1)^2}$$

$$n = 96$$

If rounded, the sample size is 96 people.

RESEARCH INSTRUMENT

Research instrument is a tool that is used to measure both natural and social phenomena. Instrument can be defined as a supporting device that is a facility that can be applied in things (Ridwan, 2003:24). The instrument that is mentioned in this research is questionnaire. The questionnaire in this research is developed into 2 (two) variables, which are independent variable and dependent variable. Independent variable is entrepreneurship's capital assistance (x) and the dependent variable is entrepreneurship motivation (y). The statement instrument of these two variables can be shown in this following table:

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TABLE 1: VARIABLE AND RESEARCH INDICATOR (In Percentage)

No.	Variable	Indicator	Scale				
			SS	S	KS	TS	STS
1.	Entrepreneurship's Capital Assistance (X)	The granting of entrepreneurship's capital assistance is done through the socialization of Student Entrepreneurship Program.	40	55	3	2	0
		The granting of entrepreneurship's capital assistance can improve student's creativity.	41	54	5	0	0
		The granting of business facility development's assistance can improve business establishment.	34	61	4	0	0
		The granting of training and entrepreneurship development can improve student's independency.	45	53	2	0	0
		The granting of entrepreneurship's capital assistance can improve the society production and income.	26	63	10	1	0
		The granting of entrepreneurship's capital assistance can reduce unemployment and criminality rate.	32	55	13	0	0
		The granting of entrepreneurship's capital assistance both to group business and individual business is sufficient.	16	47	30	6	0
		The granting of entrepreneurship's capital assistance will be done through administrative and proposal selections.	27	63	8	2	0
		The granting of entrepreneurship's capital assistance through internship can provide business network that will support the business progress.	31	62	7	0	0
		The granting of entrepreneurship's capital assistance through internship can provide information and specific technical skill that are needed in business such as production technical, packing, marketing, etc.	37	59	4	0	0
2	Entrepreneurship's Motivation (Y)	Starting own business can improve income that can be used to fulfilling life's needs.	50	49	1	0	0
		Starting own business can help to manage finance better.	39	53	8	0	0
		Starting own business can improve someone's pride.	20	53	25	2	0
		Starting own business can avoid independency of other people.	34	55	10	1	0
		Starting own business can induce happiness and satisfaction.	35	56	8	1	0
		Family really supports entrepreneurship.	41	53	6	0	0
		Social community really supports entrepreneurship.	22	60	17	1	0
		The desire to be an entrepreneur because of the existence of opportunity and chance.	37	54	8	1	0
		Education and knowledge that was gained through lecture really support the desire to be an entrepreneur.	33	53	11	3	
		Practical skills that were gained through lecture really support the desire to be an entrepreneur.	29	58	11	2	

Keterangan

SS : *SangatSetuju* (Really Agree)

S : *Setuju* (Agree)

KS : *KurangSetuju* (Not Really Agree)

TS : *TidakSetuju* (Not Agree)

STS: *SangatTidakSetuju* (Really Not Agree)

RESEARCH HYPOTHESIS

Hypothesis with probability technique (0,05) is tested and formulated statistically as follows:

Ha: Pyx ≠ 0

Ho: Pyx = 0

Hypothesis in sentence form:

Ha: Entrepreneurship's capital assistance affects significantly on students' motivation to start their own business.

Ho: Entrepreneurship's capital assistance does not affect significantly on students' motivation to start their own business.

ANALYSIS AND DISCUSSION

Analysis tool in this research is SPSS 16.0. The amount of the respondents in this research is 96 people. Based on the data that has been calculated with SPSS 16.0, the following result is gained:

TABLE 2: DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
Student Entrepreneurship's Motivation	4.21	.411	96
Entrepreneurship's Capital Assistance	4.21	.332	96

Source: Calculated Data (2015)

Descriptive Statistics table presents entrepreneurship's capital assistance variable (X) against student's entrepreneurship motivation variable (Y). The descriptive result of student's entrepreneurship motivation variable (Y) is explained with the amount of case (N) = 96 with an average (mean) of 4,21 and deviation standard = 0,411. The descriptive result of entrepreneurship's capital assistance variable (X) is explained with the amount of case (N) = 96 with an average (mean) of 4,21 and deviation standard = 0,332.

TABLE 3: RESPONDENT'S GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	26	27.1	27.1	27.1
	2	70	72.9	72.9	100.0
	Total	96	100.0	100.0	

Source: Calculated Data (2015)

The gender of the respondents that answered the questionnaire in this research can be known from table 3, which are 96 people with 26 men and 70 women, with the data that was given is 100% valid.

TABLE 4: CORRELATIONS

		CapitalAssistance	Entrepreneurship'sMotivation
Capital Assistance	Pearson Correlation	1	.908**
	Sig. (1-tailed)		.000
	N	96	96
Entrepreneurship's Motivation	Pearson Correlation	.908**	1
	Sig. (1-tailed)	.000	
	N	96	96
**. Correlation is significant at the 0.01 level (1-tailed).			

Source: Calculated Data (2015)

Based on the output level above, the obtained values are sig. (1-tailed) amounted to 0,000 < 0,05 and Pearson Correlation amounted to 0,908 (positive value +), so that Ha is accepted, which means there is a positive relationship between entrepreneurship's capital assistance (X) and student's entrepreneurshipmotivation (Y).

The correlation table shows the test of significance. The research hypothesis will be formulated in the following sentence form.

Ha: Entrepreneurship's capital assistance has a significant relationship with student's entrepreneurship motivation.

Ho: Entrepreneurship's capital assistance does not have a significant relationship with student's entrepreneurship motivation.

DECISION RULES

1.   If the probability value of 0.05 is smaller or equal with the Sig probability value ($0.05 \leq$ Sig), then Ho is accepted and Ha is rejected, which means it is not significant.

2.   If the probability value of 0.05 is larger or equal with the Sig probability value ($0.05 \geq$ Sig), then Ho is rejected and Ha is accepted, which means it is significant.

Correlation table is calculated with entrepreneurship's capital assistance variable and student's entrepreneurship motivations amounted to 0,000 Sig value. When compared to the probability value of 0,05, it turned out that the probability value of 0,05 is larger than the Sig probability value (0,05 > 0,000), then Ho is rejected and Ha is accepted, which means it is significant. It is proven that entrepreneurship's capital assistance has a significant relationship with student's entrepreneurship motivation.

TABLE 5: MODEL SUMMARY[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.908[a]	.824	.822	.173	.824	440.104	1	94	.000
a. Predictors: (Constant), Entrepreneurship's Capital Assistance									
b. Dependent Variable: Student's Entrepreneurship Motivation									

Source: Calculated Data (2015)

The result from model summary table in this part shows R-value = 0,908 and determination coefficient (R_{square}) amounted to 0,824 (is the square of correlation coefficient, or 0,908 x 0,908 = 0,824). This shows the definition that student's entrepreneurship motivation (Y) is influenced as much as 90,8% by entrepreneurship's capital assistance (X), while the rest (100% - 90,8% = 9,2%) is explained by other causes. $R_{square}$is ranging from 0 to 1 with the note that the smaller is R_{square}, the weaker the relationship between these two variables.

TABLE 6: ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.244	1	13.244	440.104	.000[a]
	Residual	2.829	94	.030		
	Total	16.073	95			
a. Predictors: (Constant), Entrepreneurship's Capital Assistance						
b. Dependent Variable: Student's Entrepreneurship Motivation						

Source: Calculated Data (2015)

The result from ANOVA test in this part shows that F-value = 440,104 with Sig probability value is 0,000. Because of the probability (0,000) is much smaller than 0,05, and then the regression model can be used to predict student's entrepreneurship's motivation (Y).

TABLE 7: COEFFICIENTS[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.530	.227		-2.340	.021
	Entrepreneurship's Capital Assistance	1.125	.054	.908	20.979	.000
a. Dependent Variable: Student's Entrepreneurship Motivation						

Source: Calculated Data (2015)

The result from coefficient test in this part shows that the value (constant) = -0,530 and B-value = 1,125 with the t-count price and significance rate = 0,000. From coefficient table, the equation of simple regression calculation is:

$\hat{Y}$= a + bX = -0,530 + 1,125X

Information:

Constanta or intercept (a) amounted to -0,530can be reversed as follows:

Y = 1,125(x) - 0,530

Can be defined that if entrepreneurship's capital assistance is amounted to X = 1, then the student's entrepreneurship motivation is amounted to 0,595. The regression coefficient that is amounted to 1,125 states that with a one-point increase, entrepreneurship's capital assistance is predicted to increase student's entrepreneurship motivation by 1,125. Conversely, if entrepreneurship's capital assistance drops by one point,then student's entrepreneurship motivation is predicted to be decreased by 1,125. Therefore, the increasing or decreasing of free variable (X) will cause the increasing or decreasing of bound variable (Y).

GRAPHIC 1: HISTOGRAM
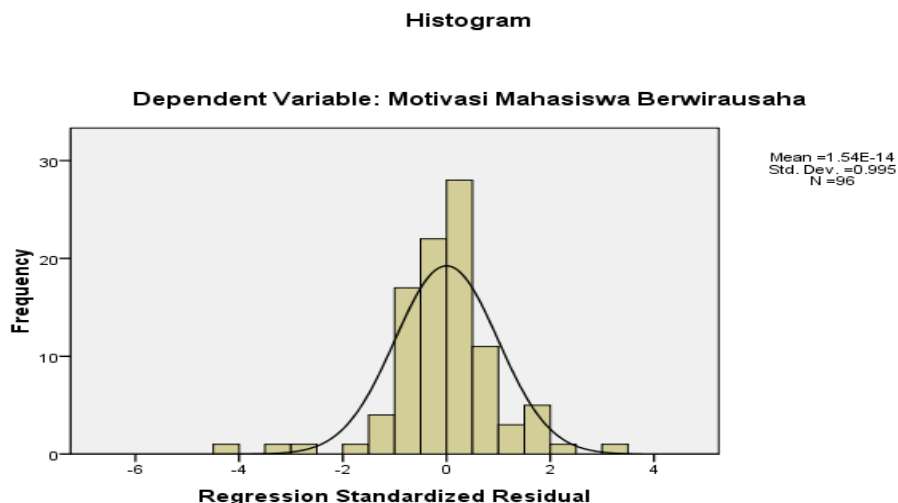
Based on the test result, it can be seen that histogram graphic shows the data spreads to all of the normal curve area so that it can be concluded that the data has a normal distribution. While the test result using P-Plot shows that the data follows the diagonal line so that it can be stated that the data has a normal distribution.

GRAPHIC 2: SCATTERPLOT
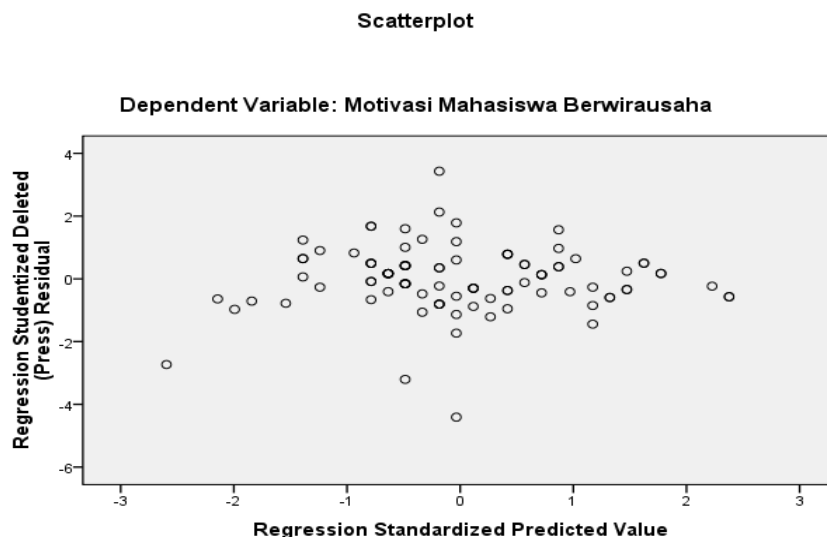
GRAPH 3
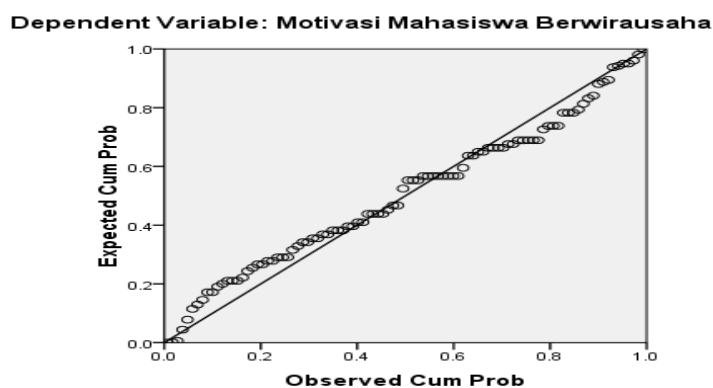
If the plot is occurred like the graphic, then the entrepreneurship's capital assistance variable (X) and student's entrepreneurship motivation (Y) shows a positive relationship. The increment that appeared in entrepreneurship's capital assistance variable (X) also happens in student's entrepreneurship motivation (Y). If X variable decreases, then Y variable also decreases.

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GRAPH 4

Scatterplot

Dependent Variable: Motivasi Mahasiswa Berwirausaha
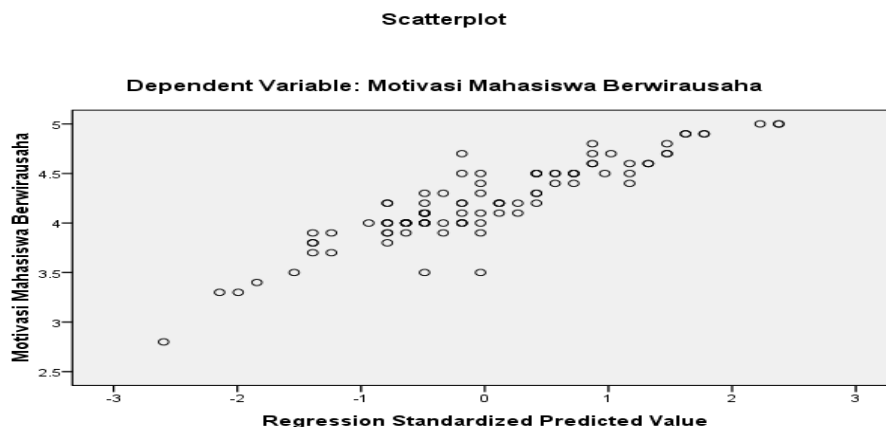
CORRELATION COEFFICIENT

Correlation coefficient is usually given an *r* notation. The value of correlation coefficient is ranging from 0 to 1. The description of correlation coefficient can be explained as follows:

1.   If r = -1, it means that the closeness degree of two variables is really strong and has negative or opposite direction relationship.
2.   If r = 0, it means that two variables do not have any relationship.
3.   If r = +1, it means that the closeness degree of two variables is really strong and has negative or unidirectional relationship.

TABLE 8: TOTAL VARIABLEVALUE (N = 96)

Y	X	XY	X²	Y²
404	404	1713,13	1713,014	1716,24

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)} \ x \ \sqrt{[n \sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{96(1713,13) - (404)(404)}{\sqrt{(96(1713,014) - (404)^2)} \ x \ \sqrt{[96(1716,24) - (404)^2]}}$$

r = 0,89

Therefore, the closeness degree between entrepreneurship's capital assistance and student's entrepreneurship motivation is 0,89. After analysis, the relationship between these two variables is quite strong because the correlation value is approaching 1.

Aside from statistical data calculation, it can also be concluded based on the data of questionnaire recapitulation percentage value that the entrepreneurship's capital assistance can increase the student's entrepreneurship motivation. In the variable of entrepreneurship's capital assistance, students stated that they really agree to the statement that the granting of entrepreneurship's capital assistance can increase student's creativity. However, students stated they do not agree and really do not agree on the statement of the granting of entrepreneurship's capital assistance for both the group business and individual business is already sufficient.

On the variable of student's entrepreneurship motivation, students stated that they really agree on the statement that starting their own business can increase the income that can be used to fulfil life's needs. Whereas students stated that they do not agree on the statement of starting their own business can increase a person's pride and really not agree on the statement that education and knowledge that were gained through lecture really supports the desire to be an entrepreneur. Therefore, it can be concluded that students actually have the motivation from the inside to be an entrepreneur, but the motivation from the outside factor such as environment, family, and education is still not enough to motivate externally.

CONCLUSION

From the result of this research, it can be concluded that:

Student's entrepreneurship motivation with the existence of entrepreneurship's capital assistance from Educational Institution, from n = 96, the average (mean) amounted to 4,21 and deviation standard amounted to 0,332 can be gained. Then in model summary table, it can be seen that the adjust value R$_{square}$ amounted to 0,824. It means that student's entrepreneurship motivation is affected by 90,8% from capital assistance, while the rest amounted to 9,2% is affected by other causes.

According to the regression equation y = - 0,530 + 1,125 x, the regression coefficient result above shows that capital assistance variable, in every one point increasing in entrepreneurship's capital assistance will increase student's entrepreneurship motivation by 1,125.

The suggestion that can be given by the authors to this research is:

Institution can increase the product support to students that want to be start their own business. The capital here is not just in monetary form, but also in other forms, such as facility development, trainings regarding entrepreneurship and internship in companies or industries.

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