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NEW BUSINESS VENTURE MOTIVATION: COMPARATIVE ANALYSIS BETWEEN CHINESE AND INDONESIAN POSTGRADUATE STUDENTS

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ABSTRACT

Purpose: This study explores the complex comparative study aimed to explain Entrepreneurial Intention (EI) of Postgraduate students in Indonesia and China. The students was selected on consideration: who are studying postgraduate program, take an entrepreneurship seminar/training, and who have ever worked.

Theoretical framework: Theory of Planned behavior (Ajzen, 1991) and Entrepreneurial Education by combining to this research. Theory of Planned Behavior (TPB), which describes the intention by: attitudes, perceived behavioral control (PBC), and subjective norms. Entrepreneurship Education (ED) provide motivation, knowledge, and abilities for students to begin a business (Cho, 1998).

Design/methodology/approach: After using online and face to face questionnaire, this research using a model of causality or correlation influence to test the hypothesis proposed the analytical technique used is SEM (Structural Equation Modelling).

Findings: Results showed, when compared to Indonesia, ED system in China likely more to prepare and facilitate graduate students to be able to start a new venture. The lack of any significant direct effect on students in Indonesia in the ED to EI is possible for students think that ED they get is too theoretical and teachers did not give concrete advice or assistance to start or run their businesses. Subjective Norms are important factors that significantly affect EI on the sample in Indonesia.

Research, Practical & Social Implications: Practically, this research to contributes provides useful inputs to facilitate ED program in both countries (China and Indonesia).

Originality/Value: This study contributes to perceived control of behavior toward the intention of entrepreneurship with the education of entrepreneurship. The research determine the impact of Theory of Planned Behavior to determine intention of entrepreneurial.

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MOTIVAÇÃO PARA NOVOS NEGÓCIOS: ANÁLISE COMPARATIVA ENTRE ESTUDANTES DE PÓS-GRADUAÇÃO CHINESES E INDONÉSIOS

RESUMO

Objetivo: Este estudo explora o complexo estudo comparativo destinado a explicar a Intenção Empreendedora (EI) de estudantes de pós-graduação na Indonésia e na China. Os estudantes foram selecionados em consideração: quem está estudando em um programa de pós-graduação, que fazem um seminário/formação sobre empreendedorismo e que já trabalharam.

Estrutura teórica: Teoria do Comportamento Planejado (Ajzen, 1991) e Educação Empreendedora combinando com esta pesquisa. Teoria do Comportamento Planejado (TPB), que descreve a intenção através de: atitudes, controle comportamental percebido (PBC), e normas subjetivas. A Educação Empreendedora (ED) proporciona motivação, conhecimento e habilidades para que os estudantes iniciem um negócio (Cho, 1998).

Design/metodologia/abordagem: Após utilizar questionário online e face a face, esta pesquisa utiliza um modelo de causalidade ou influência de correlação para testar a hipótese proposta, a técnica analítica utilizada é SEM (Structural Equation Modelling).

Descobertas: Os resultados mostraram, quando comparados com a Indonésia, que o sistema ED na China provavelmente prepararia e facilitaria mais os estudantes de pós-graduação para poder iniciar um novo empreendimento. A falta de qualquer efeito direto significativo sobre os estudantes indonésios no ED para EI é possível para os estudantes acharem que o ED que recebem é muito teórico e os professores não deram conselhos ou assistência concreta para iniciar ou dirigir seus negócios. As normas subjetivas são fatores importantes que afetam significativamente o EI na amostra da Indonésia.

Pesquisa, Implicações Práticas e Sociais: Praticamente, esta pesquisa para contribuir fornece insumos úteis para facilitar o programa de EI em ambos os países (China e Indonésia).

Originalidade/Valor: Este estudo contribui para o controle percebido do comportamento em direção à intenção de empreendedorismo com a educação do empreendedorismo. A pesquisa determina o impacto da Teoria do Comportamento Planejado para determinar a intenção de empreender.

Palavras-chave: Educação Empreendedora, Intenção Empreendedora, Teoria do Comportamento Planejado.

MOTIVACIÓN PARA LA CREACIÓN DE EMPRESAS: ANÁLISIS COMPARATIVO ENTRE ESTUDIANTES DE POSTGRADO CHINOS E INDONESIOS

RESUMEN

Objetivo: Este estudio explora el complejo estudio comparativo destinado a explicar la intención empresarial (IE) de los estudiantes de posgrado en Indonesia y China. Los estudiantes fueron seleccionados teniendo en cuenta: que están estudiando un programa de posgrado, que asisten a un seminario/formación empresarial y que han trabajado alguna vez.

Marco teórico: La teoría del comportamiento planificado (Ajzen, 1991) y la educación empresarial se combinan en esta investigación. Teoría del comportamiento planificado (TPB), que describe la intención mediante: actitudes, control conductual percibido (PBC) y normas subjetivas. La Educación Empresarial (ED) proporciona la motivación, el conocimiento y las habilidades para que los estudiantes comiencen un negocio (Cho, 1998).

Diseño/metodología/enfoque: Después de utilizar un cuestionario online y presencial, esta investigación utiliza un modelo de causalidad o de influencia de correlación para probar la hipótesis propuesta la técnica analítica utilizada es SEM (Structural Equation Modelling).

Resultados: Los resultados mostraron que, en comparación con Indonesia, el sistema de educación en China tiene más probabilidades de preparar y facilitar a los estudiantes graduados para que puedan iniciar una nueva empresa. La falta de un efecto directo significativo en los estudiantes de Indonesia en la ED a la IE es posible que los estudiantes piensen que la ED que reciben es demasiado teórica y que los profesores no dan consejos concretos o asistencia para iniciar o dirigir sus negocios. Las normas subjetivas son factores importantes que afectan significativamente a la IE en la muestra de Indonesia.

Investigación, implicaciones prácticas y sociales: Desde el punto de vista práctico, esta investigación contribuye a proporcionar información útil para facilitar el programa de educación en ambos países (China e Indonesia).

Originalidad/Valor: Este estudio contribuye al control percibido del comportamiento hacia la intención de emprender con la educación empresarial. La investigación determina el impacto de la Teoría del Comportamiento Planificado para determinar la intención de emprender.

Palabras clave: Educación emprendedora, Intención emprendedora, Teoría del comportamiento planificado.

INTRODUCTION

Entrepreneurship development recently has become the issue of economic institutions ranging from local, national and even international. This trend because of its relevance to the economy and its contribution to improving the welfare and technological modernization (Mason, 2011; Baumol et al. 2007). Thus the economic and social relevance of entrepreneurship in general and special is well-established across the world. Moreover, in the 21st century, which is known as the century of knowledge innovation and sustainable development, this century is a period where the talented people who drive the development and progress of society. Higher education, as a place to train talented people, is expected to provide qualified talents for social development, particularly the talents with sustainable development in entrepreneurship. The talents here is the learners, students. Students, which is considered to be future entrepreneurs in the future, has attracted the attention of researchers in recent decades. Higher Education has got important rule, especially related to foster the entrepreneurial spirit and not merely create the myth of unemployment undergraduate or undergraduate bachelor job seekers but rather job creators, not only for themselves but also for others. Related to this, higher education institutions in many developed countries, such as in Britain and America has put entrepreneurship as part of the curriculum, not only in the undergraduate degree but also in graduate degree (Adcroft et.al., 2004; Klappa, 2004*)*. In China, Chinese universities started their education in entrepreneurship in the late 90s. In April 2012, the Ministry of Education announced several opinions about improving the higher education's quality by creating some terms precisely and clearly, for instance: innovation and education of entrepreneurship shall be incorporated into the process of learning, formulate and develop innovation and education in some of the basic requirements of teaching, training teachers to improve their quality, and encouraging students in joining the innovation and entrepreneurship coaching (Li & Li, 2013). While in Indonesia over the past 10 years of entrepreneurship education has become a trend. Almost all universities in Indonesia are now organizing entrepreneurship education. It is inseparable from the role of government through an effort to foster an entrepreneurial spirit through Presidential Instruction R.I. Number 4, 1995 of the "National Movement Promoting and Cultivating Entrepreneurship". In 2008 the government through the State Minister for Cooperatives Small and Medium Enterprises has launched a program GETUKNAS (Gerakan Tunas Kewirausahaan Nasional) for high school and college students (Murtini, 2008). Then the movement is followed by the actual movement of the Director General of Higher Education in 2009 which obliged the college incorporate entrepreneurship courses into the curriculum as a compulsory subject in the two semester (Handriani, 2011).

The efforts made by the government either in Indonesia or in China as mentioned above aims to foster the entrepreneurial spirit from an early age among students interested in becoming entrepreneurs. But the problem that arises is entrepreneurship education in colleges that have been made in both countries have apparently not give the expected results. Entrepreneurship program that is still not creating new entrepreneurs in a proportional amount, especially for groups of scholars. It is unfortunate, students in Indonesia and China do not consider entrepreneurship as their career priorities. From research conducted by Global University Entrepreneurial Spirit Students' Survey (GUESSS) Project 2011 states the enthusiasm China students for entrepreneurial is immense. Nonetheless, the majority of students are started their position as an employee and turned into an entrepreneur in the future. Once they finished their studies, the majority of students in China started their careers in a large company. After five years, the desire to work in a large firm is decreasing, and more likely to establish their own company is preferred. (Zheng & Bernhofer, 2011). The same condition also occurs in students in Indonesia, students in Indonesia have low entrepreneurial intention (Indarti 2008; Rosmiati et al., 2015; Mopangga, 2014). Entrepreneurship education has not been able to change the mind-set of college graduates from looking for a job (job seeker) to create jobs (job creators). The indication is visible the strong interest of scholars in search of work and least a graduates who can create jobs. Yet the desire for entrepreneurship in students is a source for the birth of the future entrepreneurs (Gorman et al., 2007; Kourilsky & Walstad, 1998). In the future, attitudes, knowledge, and behavior of entrepreneurship will contribute to the tendency in starting a new business.

Entrepreneurial action clearly classified into the category of intentional behavior. The role of intention is distinct in directing the plan, that associated with deliberations which are considered and desired with some actions by someone. Intention refers to the sincerity of one's intention to achieve the act or to bring up a specific behavior (Wijaya, 2007). The intention of entrepreneurship has verified become the entrepreneurial behavior's predictor in the future. (Katz, 1988; Reynolds, 1995; Krueger, 2000). Thus, identifying factors that affect the intention of entrepreneurship is a critical matter in the research of entrepreneurship. Generally, the intention factor able to be disclosed through two models. The first is Theory of Planned Behavior (TPB) Ajzen (1988,1991), which describes the intention by: attitudes, perceived behavioral control (PBC), and subjective norms. The next model is proposed by Shapero and Sokol (1982) that describes the basic entrepreneurial intention with: the feeling of desirability, feasibility, and propensity to move. Although Kruger et al. (2000) considers that these models compete with each other, the two models is actually overlap. The desirability and feasibility

perceived by Shapero of each assign to the attitudes of Ajzen and perceived behavioral control (Kruger, 1993; Kolvereid 1996; Autio et al., 1997). In this study, we use the TPB. We did not use Shapero's models because the concept is a bit confusing at points conceptualize desirability desirability in regard to social norms, while the tendency to perform operationalized with regard to manage measures (Kruger, 1993). Explanation and description of TPB accurately and consistently. In addition, many studies have examined, advancing and criticize various scopes (Fayolle et al., 2006; Shook et al., 2003).

In terms of the additional variable Entrepreneurship education to predict entrepreneurial intention, considering that entrepreneurship education is implemented on the campus is believed to be an important factor to grow and develop mental and entrepreneurial behavior. Entrepreneurship education provide motivation, knowledge, and abilities for students to begin a business (Cho, 1998). Entrepreneurship education in this study is referred to the definition proposed by the Binks et al (2006) "entrepreneurship education the pedagogical process involved in the encouragement of entrepreneurial activities behaviors and mindsets". Entrepreneurship education aims to develop and enhance awareness to establish their own business as a career option for some students (Clayton 1989; Fleming 1996). The education of entrepreneurship is designed to adjust the way of thinking of students to acquire intention or may have behavior towards entrepreneurship (established businesses) that also able to generate jobs (Fayolle and Gailly, 2005). Nevertheless, the model and the level of entrepreneurial education of each country is different, depending on the uniqueness of the cultural context (Lee and Peterson, 2000).

Figure 1.1 Ajzen's Theory of Planned Behaviour Model

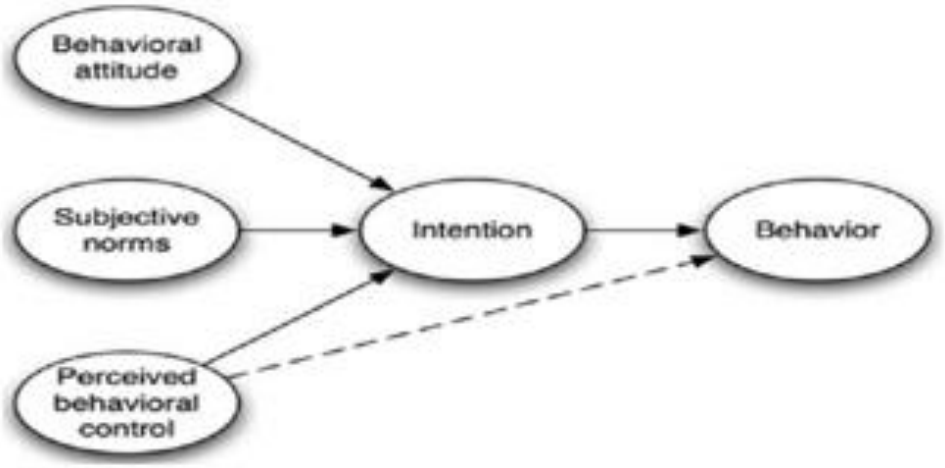
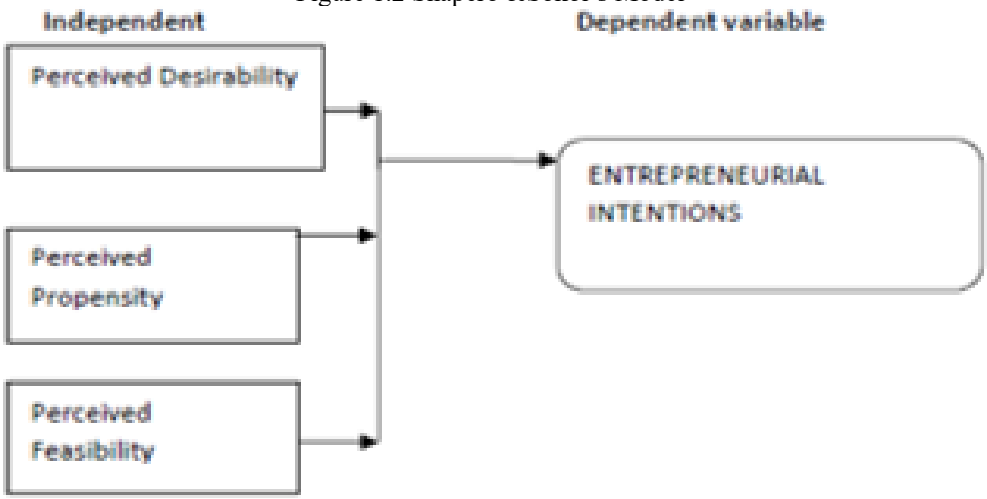


Figure 1.2 Shapero &Sokol's Model



Source: Azjen (1991); Van Auken, Fry and Stephens (2006)

These studies tend to differ from other research on entrepreneurship using TPB by considering the samples work experiences and entrepreneurial education obtained at universities as a factor for predicting entrepreneurial intentions. This study is a comparison of entrepreneurship education and the influence of TPB applied to graduate students at several universities in Indonesia and China. This study analyzes the direct impact of TPB and the education of entrepreneurship into the intention of entrepreneurship on graduate students in Indonesia and China. The main objective of this research is to identify and explain how do TPB and the education of entrepreneurship in China and Indonesia able to describe the intentions of entrepreneurship in postgraduate students. Furthermore, this research is also analyze the characteristics of entrepreneurship education able to moderate TPB to the entrepreneurial intention in both countries.

Statement of research conducted by Zeng & Bernhofer (2011) and Dwi Wahyu (2014) which states "most of the students prefer to start their careers as employees and switch to an entrepreneurial career later on" become an interesting topic to be investigated, therefore the study sample is selected on consideration of students who are studying postgraduate program at the Universities elected in China and Indonesia, and ever take an entrepreneurship seminar/training. In addition, samples are also pursed only to students who have ever worked. Samples have been chosen in this way based on the consideration that the graduate students who had worked previously considered to have the capital to at least start a small business. The result is expected to be input to understand the factors that may affect intentions of postgraduate students. In entrepreneurship learning framework, this research expected to be feedback for the advancement of education of entrepreneurship in the graduate program at the University of

China and Indonesia in order to encourage students to have a career in entrepreneurship as full and part-time jobs.

This study used Structural Equation Model (SEM) as a tool of analizing the data. SEM is considered as the appropriate analysis used for multivariate analysis of the concept of this study, in which variables used is latent variables (variables that can't be measured directly/ behavioral variables). Besides SEM chosen for being able to test the research complex and many variables stimulant.

LITERATURE REVIEW

Entrepreneurship definition

Schumpeter (2012) defines that an entrepreneur refers to someone who can and willing to transform a new invention or idea to be a successful innovation. Entrepreneurship is the action and art to become an entrepreneur or someone who innovate or introduce something new (new ideas) as well as financial strategies that can transform innovations into economic goods (Schurenberg, 2012). Entrepreneurship is the process of discovering and then act in uncertainty opportunity (Kaish and Gilad, 1991). Shane and Venkataraman (2000) said that the objective of entrepreneurship entails the discovery, understanding the opportunity, significantly, the latest goods, services, or the process of production, strategies, the form of organization, new market for a product or input that has never existed before. Entrepreneurship refers to a social process by which teams or individuals to make prosperity by offering a distinct package of resources to utilize the market (Ireland et al, 2003). While Szycher (2014) described entrepreneurship as the process took the opportunity to introduce new products or services with the aim to transform the discovery and innovation into economic value. Entrepreneurship is an event associated with entrepreneurial activity. This activity involves a complex form of social interaction that can develop individual entrepreneurs to form teams, organizations, networks, and institutions (Bludel & Lockett, 2011). All definitions mentioned above have the same elements, such as opportunity recognition, new ideas, organizational arrangements, creation, and risk-taking.

Entrepreneurial intentions

Entrepreneurial intention is defined as an individual's consciousness and acceptance which he or she intends to have their own business and project to accomplish in the future (Thompson, 2009). Bird (1988) gives the definition of intention as a mental processes which directs the attention and actions of a person for becoming entrepreneurs, self-employed than

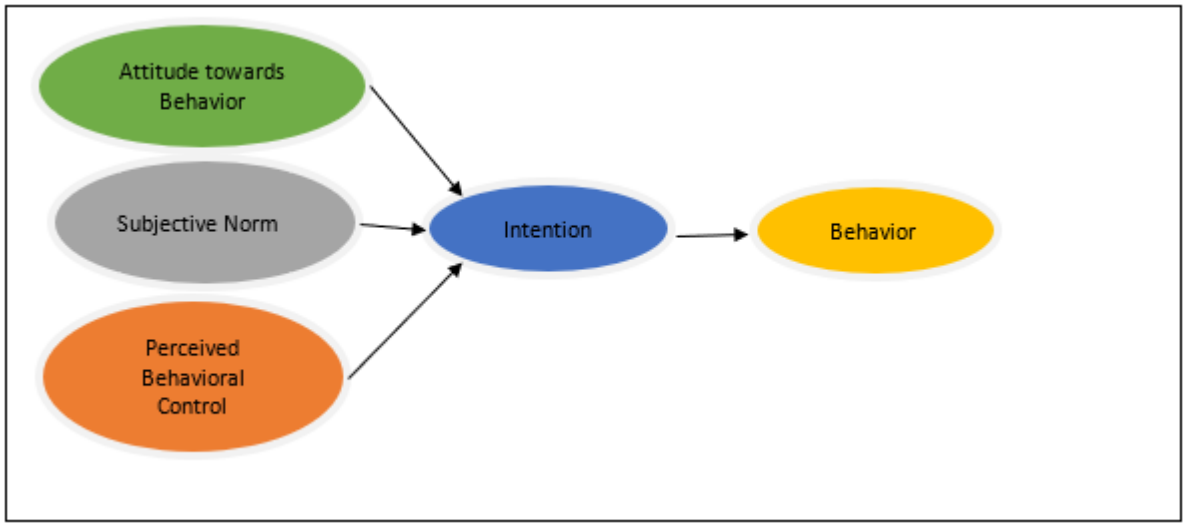
employed. Intention has been regarded as the most powerful predictor of entrepreneurial behavior (Autio et al., 2001). An entrepreneurial intention is important in understanding the process of entrepreneurship, it's also important because it has a key role in predicting the formation of new enterprises (Uygun & Kasimoglu, 2013). Intention has a role in the formation of individual social perception and physical environment and perceived context, expectations, attitude, beliefs and choices that affect the development of the intention. Moreover, these perceptions may be influenced by factors of the individual background (Boyd & Vozikis, 1994).

Theory of Planned Behaviour

Human behavior is very difficult to predict (Engle et al., 2010). Therefore, academics using cognitive theory as an approach to explain human behavior (Lord and Maher, 1991). The main cognitive progression consists of perceiving, keeping, recovering, reacting to, and assessment information (Frese & Zapf, 1994). Entrepreneurial intention has an inner nature. Many psychologists have proved that the intention is the best predictor of any behavior that is planned, especially when the behavior is quite rare, difficult to identify, or involve unpredictable time lapse (Kruger et al., 2000). Therefore, new business enterprises cannot be developed in a single day, entrepreneurship able to be seen as a type of behavior that is planned. To understand the behavior of people, Ajzen (1991) established the "Theory of Planned Behaviour '(or known as TPB). TPB of Ajzen (1991, see figure 2) encourages to understand how we can change people's behavior. The main intent of the TPB is to identify the intentions of the individual to perform certain behaviors. Therefore, the more improvement in performing certain behaviors, it is more likely the behavior to be shown.

According to the TPB, behavioral measures can be projected from the individual intentions and plans to carry out the behavior. From the standpoint of cognitive, information and belief is a behavior's function. Ajzen proposed three groups of conspicuous beliefs. Those are beliefs in behavior, that are hoped to affect the attitudes; beliefs in normative, which shape the foundation elements of Subjective norms; and the management Believes that offers basic perception of behavior control. The TPB mention that belief can cause a person to act in specific manner. Nevertheless, the significance of trust can be different, depending on the circumstances. The stronger the belief in the attitude on the individual, norms of subjective, and felt behavioral control, the stronger the likelihood that person to act (Engle et al., 2010).

Figure 2.1 Ajzen's (1991) Theory of Planned Behaviour.



Entrepreneurship Education

Linan (2004) describes that education of entrepreneurship as a series of training and education in the system of education or not which struggle to improve in the participants to perform entrepreneurial behavior's intention, or many of the aspects which impact that intention, for instance, the knowledge about the entrepreneur, the passion of activity in entrepreneur, or its usefulness.

The Consortium for Entrepreneurship Education (2008) emphasizes that entrepreneur education is not only teaches one to run a business, but also teaches learners to reinforce creative thinking and develop self-worth that is strong and empowerment. Through education on entrepreneurship, students are not only learning how to start a business, but they also learned a lot of other things. The foundation education of entrepreneurship programs is basically aimed at students who are still learning period. In the study, social factors which consists of many aspects which able to influence people to choose entrepreneurship as a job or to carry out education of entrepreneurship (Leon & Palaci Descals, 2007). Entrepreneurship education is considered as a compelling way to encourage and improve student enthusiasm in entrepreneurship. The introduction of this knowledge can implement attitudes positively towards entrepreneurship among the students (Basu & Virick, 2008). Entrepreneurship educational on tertiary stage is also an important component of the curriculum of higher education institutions public and private. As future entrepreneurs able to be created among the students who are going through the process of learning at the university, education in entrepreneurship has been utilized as one of the most compelling ways to encourage the changeover of graduates to the entrepreneurship world. (Ismail et al., 2009).

Previous Research

Kolvereid (1997) using the TPB to examine the employment choice on 143 Norwegians. The study, entitled "Prediction of Employment status intentions Choice" is targeted on the selection of employees to choose remain an employee or changed to be self-employed. Additionally, to use the TPB, he added some variables on demographic for instance: family background, gender and previous self-employment experience. The conclusion of this study states that in explaining self-employment intentions PBC, SN, and ATE has a more significant effect than the demographic factors were researched in the study.

Basu and Virick (2007) examines the entrepreneurial intentions of students in the study entitled "Assessing Entrepreneurial Intentions among Student: a Comparative Study." The variables used in this study are education, ownership of the family business and work experience. The results of this study indicate that education and ownership of the family business has a positive influence on the ATE, SN, and the PBC which then affect the intention of entrepreneurship in students.

Krueger, Reilly, & Carsrud (2000) used two basic models that had been used to test the behavior intention: Shapero and Sokol's (1982) and TPB Ajzen (1991). In the research entitled "Competing Models of Entrepreneurial Intention" to examine the University Students who are at the end of the year and are facing a decision to define a career. The results of this study concluded: (1) both models provide a satisfactory prediction to the intention of entrepreneurship; Shapero's model adjusted r^2 = 0:41 (p <0:00) and TPB model r^2 = 0.35 adjusted (p <0:00). (2) ATE and PBC have a significant effect to the intention of entrepreneurship, (3) SN does not have a significant effect.

Autio, Klofsten, Parker, Keeley, and Hay (2001) also uses TPB in the study "Entrepreneurial Intent among Students in Scandinavia and in the USA" to examine entrepreneurship intentions of students in Sweden, Finland, the United Kingdom, and United States. The study concluded that the ATE, SN, and PBC all have significant effects on student entrepreneurship intentions. They identified the PBC as the most influential factor significantly and SN as the weakest variables influence on student entrepreneurship intentions. In a sample of United Kingdom SN did not even have a significant effect.

In the study "Prediction of Employment Status Intentions Choice" Kolvereid and Isaksen (2006) used some parts of the TPB in research conducted in Norwegian business founders. In this study, they replace the PCB with self-efficacy variables belonging to construct Bandura (1986 & 1997). They found ATE and SN have a significant effect and self-efficacy does not explain the variation to the intention entrepreneurial on employees (self-employment).

They also found that entrepreneurship intention in this study is closely related to their actions to really establish a business (being self-employment).

Grid and Bagraim (2008) also uses TPB and several additional factors (for instance traits of personality, factors of situational, demographics, and preceding exposure to entrepreneurship) in their study entitled "The Theory of Planned Behavior as Predictor of Entrepreneurial Intent Amongst Final-year University students ". Questionnaires survey were handed out to students in the final year at the 2 universities located in the Western Cape, South Africa. The results of this study states that TPB significantly explain the entrepreneurial intentions; ATE become a very influential variable and SN has the weakest impact to the entrepreneurship intention. While other factors were studied; personality traits, demographic factors and situational factors have no significant effect, only Self-employment experience was found to have significant to the intention of entrepreneurship.

Gelderen, Pragg, Bodewes, and Fils (2007) in "Explaining Entrepreneurial Intentions by Means of the Theory of Planned Behavior" study used a sample of 200 business administration students in Amsterdam. In this research found that there are several variables that can strengthen TPB indicators: Independence, insight, challenges and work load as indicators of ATE; family and close friends as indicators of SN; and willingness, creativity and self-efficacy as indicators of PBC. The results of this research shows that ATE and PBC have positive relationship, while SN has no significant effect on entrepreneurial intention.

While Sizong and Linffei Wu (2008) conducted a study on Chinese students. Focus on this research is to investigate the factors that impact the entrepreneurial intention by utilizing education and TPB. The results showed that the education factors affecting the ATE and PBC, both of which have a significant effect on students' EI. While SN does not have a significant effect to predict EI.

Leon and Palacio Decals (2007) in "The Psychosocial Profile of The University Entrepreneur" by using 601 university students from various regions of Castilla y Leon as samples to analyze psychosocial variables to identify students' intentions of entrepreneurship in Spain. They find that family, gender, the experience of work, education of entrepreneurial, social support, barriers perception, and collectivist and individualist values into factors that can be used to predict the EI (all have a significant influence).

Sascha and Dose (2009) in their study "The Interplay between Entrepreneurship Education and Regional Knowledge in Forming Potential Entrepreneurial Intentions". This study examines the influence of education of entrepreneurship to students' IE. The results showed that the active mode of education (business plan seminar) Directly improve students'

EI and ATE, on the other side of the parental role models as well as work experience was found to be a factor complement of entrepreneurship education in different ways.

Linan (2004) in a qualitative study which used a sample of 93 students of University of Seville and 73 University of Jaen students in the study entitled "Intention-based Models of Entrepreneurship Education" develop entrepreneurship education based on EI models. In his research is described on the classification of different types of entrepreneurship education training programs and various kinds of influence on participants. In general, the results of his research concluded that each of education of entrepreneurship relies on the type of each may affect and cause EI in various ways.

Byabashaija et al. (2010) in "The Impact of College Entrepreneurial Education on Entrepreneurial Attitudes and Intention to Start a Business in Uganda" that focuses on the influence of education of entrepreneurship and societal norms Subjective against ATE and EI. This study used 166 students of university as a sample. The results of this study show the whole variables studied is felt feasibility which leads EI.

Thesis research of Karali (2013) titled "The Impact of entrepreneurship education programs on entrepreneurial intentions: An application of the theory of planned behavior" showed that when compared to non-participants, entrepreneurship education programs' participants tend to have EI, directly after finished study. In addition, in relation to those who follow the TPB entrepreneurship education program has ATE, SN, and PBC is higher when compared to non-participants.

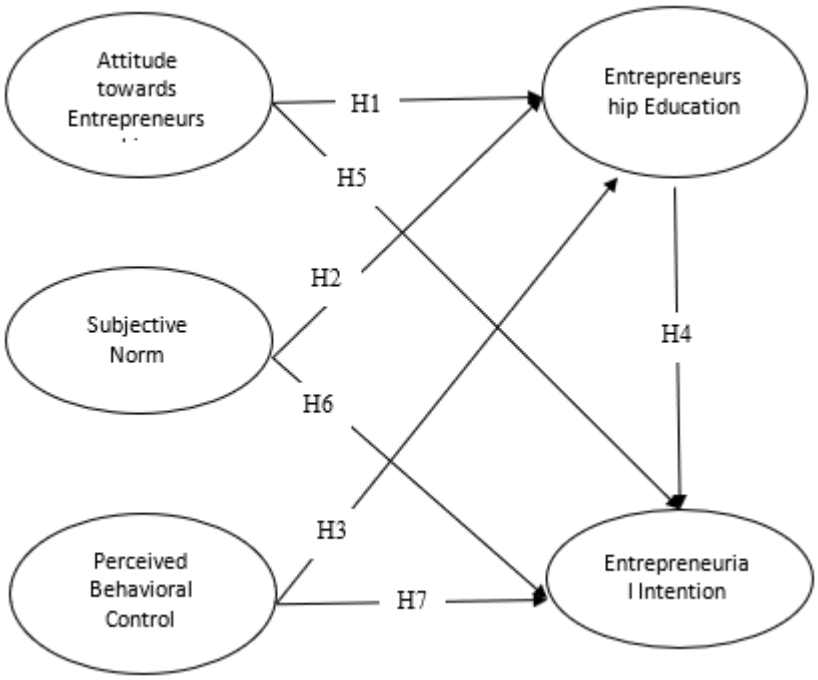
Previous studies mentioned above, form the framework of this study. However, this study tend to differ from other research on entrepreneurship using TPB by considering the samples work experiences and entrepreneurial education obtained at universities as a factor for predicting entrepreneurial intentions. Moreover, this study is a comparison of entrepreneurship education and the influence of TPB applied to graduate students at several universities in Indonesia and China. In the end, the research framework formed is a new model that has never been accomplished in previous studies.

Research Methods

Research models in this study built based on the Theory of Planned Behavior (Ajzen, 1991). As has been described in the literature review, TPB is an important model that able to describe the intentions of human behavior. Additionally, the education of entrepreneur is also crucial factor which able to influence the intention of entrepreneurship (Leon, 2007; Sascha, 2009; Linan, 2004; Byabashaija, 2010; Karali, 2013). From these explanations, the concept of

this research was established to identify the direct effect of TPB to Entrepreneurship Intention and Entrepreneurship Education. Each of the direct effects in this study are defined into the model.

Figure 3 Research model.



Sample and Procedure

The sample in this research is a postgraduate business school students in China and Indonesia Universities who is working and taking courses in same time. Decision sample in this study conducted in using some specific considerations (Ferdinand, A.T., 2000), for the model SEM, appropriate sample size is between 100 and 300. When the size of the sample is too broad, such as 400, next, the method to be "very sensitive" so it is hard to gain measures of goodness of fit is good (Ferdinand, A, T., 2000) mentions that the guidelines sample size depends on the number of times the indicator 5 to 10. If there are 24 indicators, magnitude the sample is between 100 and 300. For this study, the number of samples taken are:

The number of sample = The number of indicator X 5-10

= 24 x 10

= 240

To simplify sampling, so in this study samples taken is 240 respondents from China and 240 from Indonesia. Total sample proposed in this research is 480 samples.

Entrepreneurship education for the goal in this research is defined as entrepreneurship education done in class as part of the university curriculum, entrepreneurship seminar, entrepreneurship training, and business plan competition participation in the past. In this research, the main data gained through online questionnaires. The questionnaire in this study is first organized in the English language, for Chinese students is translated to Chinese as so for Indonesian students is translated to Bahasa Indonesia. The average age of the participants in this study were 27-35. To improve comparative based research, in this study focusing on 2 groups as follows:

- Postgraduates School of Business Students in University of Electronic Science and Technology of China, Wuhan University, Xi'an Jiaotong University China, Nanjing University of Finance and Economics, who participated entrepreneurship education.
- Postgraduates School of Business Students in Indonesia University, Airlangga University, Gadjah Mada University, and Universitas Brawijaya Indonesia who participated entrepreneurship education.

Hypotheses

In this study, there are five variables: subjective norm (SN), attitude toward entrepreneurship (ATE), perceived behavioral controls (PBC), education of entrepreneurial, and entrepreneurial intention (EI). Overall the whole item in this study was 24. Measurement 15 variables ATE, subjective norm, and PBC Kolvereid (1997) adopted by For the 6 items of Leon and Palaci Descals (2007). While EI variables measured 3 item in question from Kolvereid (1997). This research is presented based on research EI models from previous studies (Kolvereid 1997; Leon and Palaci Descals 2007). The hypothesis in this study was formulated as follows:

- H1: ATE has positively direct effect to student participation in education of entrepreneurship. (practical phenomenon proposed in this research).
- H2: SN has positively direct effect to student participation in education of entrepreneurship. (practical phenomenon proposed in this research).
- H3: ATE has positively direct effect to student participation in education of entrepreneurship. (practical phenomenon proposed in this research).
- H4: The participation of the student in entrepreneurship education has positively direct effect to EI. (Leon and Palaci Descals 2007, Karali 2013).
- H5: ATE has positively direct effect to EI. (Kolvereid 1996, Byabashaija et al. 2010).

- H6: SN has positively direct effect to EI. (Kolvereid 1996, , Byabashaija et al. 2010).
- H7: PBC exercises has positively direct effect to EI. (Kolvereid 1996, , Byabashaija et al. 2010).

Instrument

Questionnaire in this study is based on previous research. Appendix A shows the complete questionnaire and Appendix B shows the outline of the question for each variable (also mentions Reviews their source. As the same questions used in this study have been examined in previous studies (Kolvereid 1997; Leon and Palaci Decals), their study able to be seen as information of pre-test. Questionnaire in this study will be formed in the questionnaire online website, a link from the questionnaire will be distributed to the respondents by email, and QQ. After answering the questions, respondents were asked to also be able to deploy this question to another student (classmate, acquaintance who meet the sample requirements). Furthermore, of participants of the entrepreneurship class along with my supervisor's class students (Business Research Design/Organizational Assessment) were addressed through QQ and email.

Methodology

Analysis of the data is the technique of data interpretation to be a form that is simpler to interpret and read. The results of data analysis necessary for the interpretation in order to respond the questions research to disclose certain phenomena of social. This research using a causality model or correlation influence to test the hypothesis aimed the analytical method used is Structural Equation Modelling (SEM). SEM is a group of statistical methods which approve the testing of some comparatively intricated relationship, in Simultaneous (Ferdinand, 2002). SEM analysis techniques used in this research. This is because in this study constructed a model that includes several variables some independent and dependent variables. SEM analysis techniques allow researchers can respond to questions of the research which is regressive and i.e. dimensional measuring dimensions contained in a draft (Ferdinand, 2002).

Result

Questionnaires given to respondents were 240 questionnaires both in Indonesia and China, total questionnaires given was 480. There were 19 questionnaires from a sample in Indonesia which could not used (due to incomplete filling), so that only 221 questionnaires that

can be used, and in China there are 15 sample questionnaire is not complete, so the remaining 225 questionnaires that can be used, total questionnaire can be used for this research were 446. These responses' result is used to gain the tendency of respondents regard to the conditions of every variable of the study. The data analysis that is applied in this research is SEM (Structural Equation Modeling) by first testing research the dimensions utilizing confirmatory factor analysis (CFA). The model evaluation of SEM is going to be identified to acquire and identify the suitability scheme filed.

Confirmatory Factor Analysis (CFA) Structural Equation Model (SEM)

Confirmatory factor analysis is an analysis stage to measure for the latent dimensions in the scheme research. The objective of confirmatory factor analysis is to identify the dimensions from shaping every latent variable. Results the analysis of CFA and whole model of SEM is shown in Figure 4.4 and Table 4.7.

Figure 4.1 Confirmatory Factory Analysis and Full Model SEM of China Sample (Initial Model)

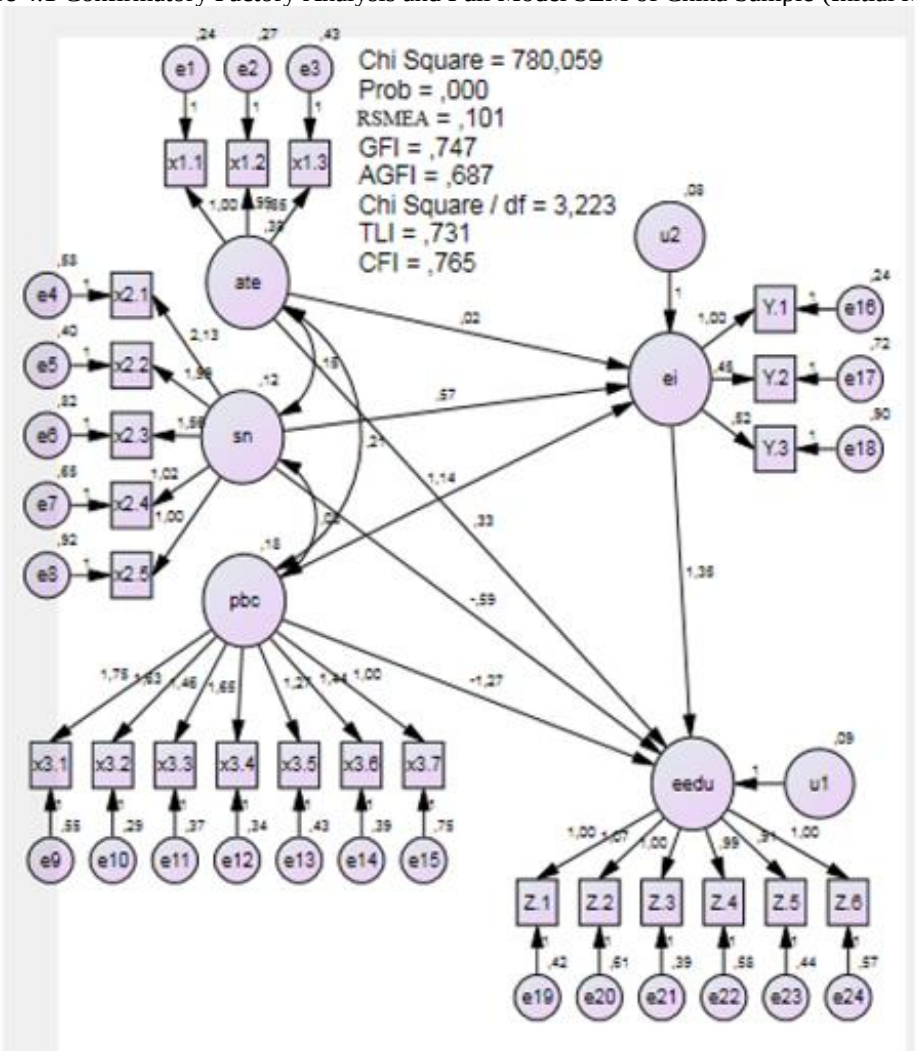


Figure 4.2 Confirmatory Factory Analysis and Full Model SEM of Indonesia Sample (Initial Model)

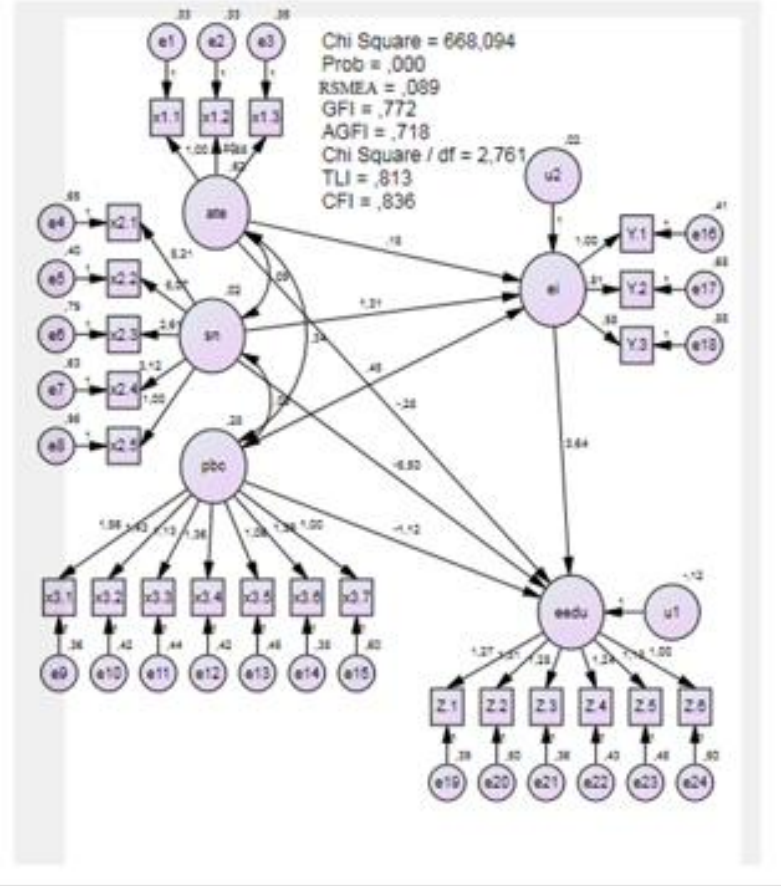


Table 4.1 Goodness of fit Result Initial Models

Goodness of Fit Index	Cut off Value	Initial Model China Sample	Model Evaluation	Initial Model Indonesia Sample	Model Evaluation
Chi Square (χ 2)	Expected to be small	668,094		780,059	
Probability	≥ 0.05	0.000	Not Fit	0.000	Not Fit
RMSEA	≤ 0.08	0.089	Marginal	0.101	Not Fit
GFI	≥ 0.90	0.772	Marginal	0.747	Marginal
AGFI	≥ 0.90	0.718	Marginal	0,687	Marginal
CMIN/DF	≤ 2.00	2.761	Marginal	3,223	Not Fit
TLI	≥ 0.95	0.813	Marginal	0.731	Marginal
CFI	≥ 0.95	0.836	Marginal	0.765	Marginal

Source: Processed primary data, 2021.

In the CFA SEM test is known that the goodness of fit both models is the marginal range, thus the model modification required. Modification on China sample is done by connecting e15 to u1 and u2. Linking these variables with bidirectional arrows reduce the chi-square value of 386.008. And if seen from the terms of the theory, the confidence to be successful is considered as a form of entrepreneurial intentions and motivate students to take entrepreneurship education

In Indonesia sample, modification is made to connect e23 to e18 with two-sided arrow with the consideration that the values shown for the modification index for e23 and e18 is 512.278. Besides these modifications done due to theory consideration theory as follows: practical knowledge lecture/seminar can stimulate entrepreneurial intention of students.

Figure 4.3 Confirmatory Factory Analysis and Full Model SEM of China Sample (Modified Model)

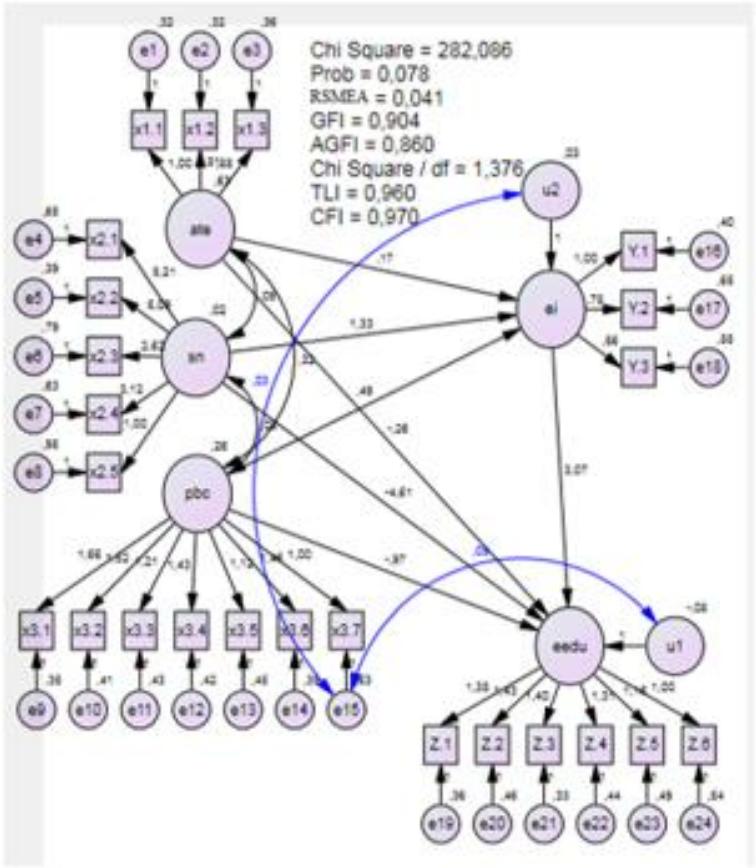


Figure 4.4 Confirmatory Factory Analysis and Full Model SEM of Indonesia Sample(Modified Model)

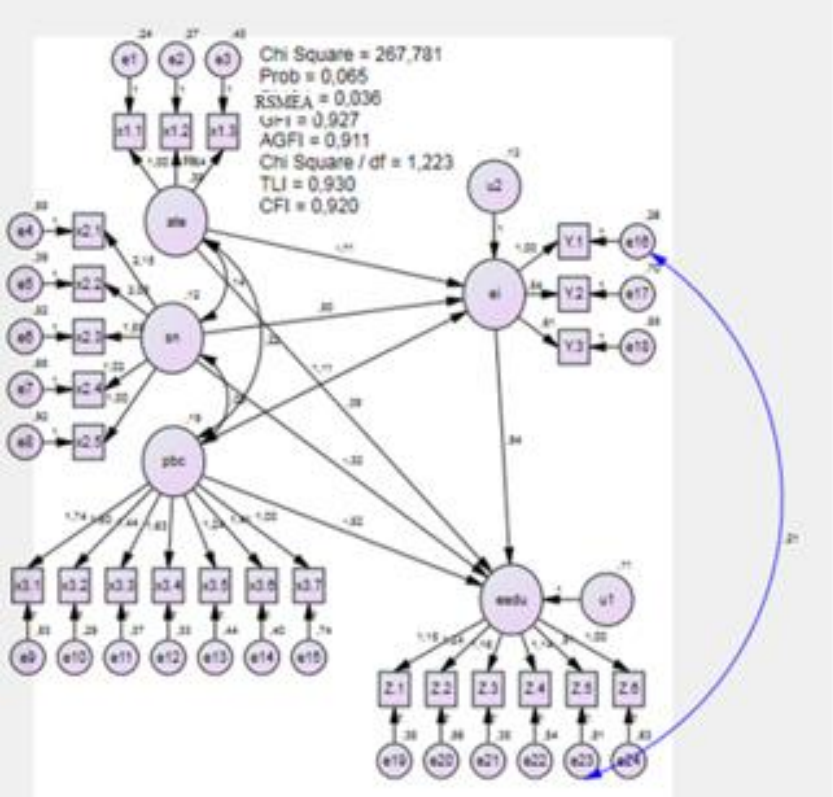


Table 4.2 Goodness of fit Result Modified Models

Goodness of Fit Index	Cut off Value	Modified Model China Sample	Model Evaluation	Modified Model Indonesia Sample	Model Evaluation
Chi Square (χ 2)	Expected to be small	282,086		267,781	
Probability	≥ 0.05	0.078	Fit	0.065	Fit
RMSEA	≤ 0.08	0.041	Fit	0.036	Fit
GFI	≥ 0.90	0.904	Fit	0.927	Fit
AGFI	≥ 0.90	0.860	Marginal	0,911	Fit
CMIN/DF	≤ 2.00	1.376	Fit	1,223	Fit
TLI	≥ 0.95	0.960	Fit	0.930	Fit
CFI	≥ 0.95	0.970	Fit	0.920	Fit

Source: Processed primary data, 2021.

The conclusion of the analysis of data processing after the modified seen that overall constructs can be utilized to establish a model of research, it showed from the analysis CFA has fulfilled the criteria of goodness of fit, Although the Chinese sample AGFI value is marginal, but it still acceptable. Probability value of goodness of fit testing shows the value 0.078 (sample in China) and 0.065 (sample in Indonesia), with the tests the feasibility of the model qualifies as a good model.

Assumptions SEM Testing

Sample Size

For measurement using SEM analysis, amount of sample recommended is larger than 100 or a minimum of five times the amount of observations. In this study, the number of samples is 225 for China and 221 for Indonesia. The total sample in this study is 446, so it able to be concluded which the sample size in this research have met the test of assumptions SEM.

Evaluation of Outlier

Outlier is an identification or data which has particular characteristics that looks contrast to other data and emerge in the shape of value extreme, both for combination or single of variables (Hair, et al, 1995, p. 57). Evaluation of outlier presented at the the following:

Table 4.3 Observations farthest from the centroid (Mahalanobis distance) (China)

China		Indonesia	
Observation number	Mahalanobis d-squared	Observation number	Mahalanobis d-squared
167	64,584	102	83,131
177	51,081	93	75,521
52	50,492	2	66,704
172	49,408	214	63,322
99	47,782	99	63,187
123	44,552	186	60,000
51	43,770	163	52,641
136	43,668	86	45,817
163	43,655	220	45,782
38	42,382	68	44,156
89	42,231	203	43,620
75	42,080	3	43,488
132	41,399	5	42,442
100	40,905	92	42,167
58	40,820	216	41,810
201	40,202	140	39,689
37	39,965	43	39,537
168	39,094	95	39,168
95	38,373	134	37,869
157	38,271	20	37,398
107	37,984	7	37,196
135	37,857	38	36,893
165	37,444	182	36,631
105	37,186	34	36,538
180	37,158	32	36,485
181	37,063	171	36,418
186	36,875	125	35,984
173	36,425	8	35,449
218	36,398	76	35,084

China		Indonesia	
Observation number	Mahalanobis d-squared	Observation number	Mahalanobis d-squared
69	35,819	106	34,962
54	35,811	207	34,921
43	35,715	137	34,890
130	35,268	205	34,655
45	35,141	100	33,939
57	35,052	169	33,917
70	34,846	104	33,752
49	34,844	192	33,573
176	34,362	113	32,602
88	34,092	117	32,367
225	33,773	176	32,352
171	33,594	218	32,119
211	33,425	178	31,459
151	33,258	6	31,382
91	31,861	61	31,337
33	31,844	54	30,630
223	31,597	107	30,480
213	31,534	193	30,450
86	31,467	87	30,421
53	31,264	94	30,336
219	31,197	70	30,230
127	30,854	209	29,980
122	30,171	33	29,787
56	30,001	109	29,463
23	29,944	103	29,378
185	29,833	129	28,819
224	29,698	210	28,715
204	29,513	44	28,520
162	29,283	217	28,516
202	29,020	53	28,379
148	28,804	187	28,154
101	28,773	101	27,845
215	28,673	168	27,597
153	28,668	166	27,483
143	28,651	122	27,355
117	28,593	41	27,259
97	28,498	175	27,233
118	28,486	200	26,837
119	28,431	37	26,792
210	28,351	91	26,711
31	28,326	75	26,592
166	28,065	152	25,939
22	27,933	153	25,939
156	27,825	118	25,291
48	27,759	165	25,106
129	27,323	204	24,946
29	27,211	110	24,912
16	27,161	155	24,834

China		Indonesia	
Observation number	Mahalanobis d-squared	Observation number	Mahalanobis d-squared
149	27,074	29	24,709
25	26,984	59	24,538
216	26,954	108	24,350
36	26,568	172	24,143
60	26,516	67	24,088
32	26,231	212	24,046
9	26,189	72	23,770
10	26,091	213	23,635
212	26,032	151	23,497
14	26,027	185	23,441
96	25,642	136	23,419
128	25,493	15	23,258
209	25,277	206	22,884
116	24,930	195	22,859
71	24,841	45	22,752
72	24,841	47	22,737
15	24,661	164	22,731
28	24,654	21	22,647
134	24,649	145	22,606
214	24,536	181	22,489
206	24,436	18	22,333
6	24,281	77	22,231
195	24,246	219	22,203

Multivariate Outliers shown in the mahalanobis distance and the hypothesis of multivariate outliers met if the highest value of d-squared mahalanobis is under the critical score. The critical value is actually a chi-square value of the freedom degree of the amount of samples at a significance level of 0.001.

In China sample value of Chi-square = 282.086 and Indonesia value of Chi-square = 267.781. From the table it able to be seen in the highest d-squared mahalanobis value are 64.584 (China) and 43.488 (Indonesia). It can be concluded that there are no extreme data.

Normality

This test is to observe the value tendency of the used data, if the score of CR on the skewness of data that are in length between ±2,58 or were at the 0.01 level. Test result normality of the data shown in the following table:

Table 4.4 Assessment of normality (China)

Variable	min	max	skew	c.r.	kurtosis	c.r.
Z.1	1,000	5,000	-,276	-1,690	-,455	-1,392
Z.2	1,000	5,000	-,406	-2,488	-,714	-2,187
Z.3	1,000	5,000	-,521	-2,192	-,244	-,747
Z.4	1,000	5,000	-,109	-,670	-,779	-2,385
Z.5	1,000	5,000	-,183	-1,123	-,780	-2,389
Z.6	1,000	5,000	-,299	-1,831	-,322	-,985
Y.3	1,000	5,000	-,097	-,596	-,442	-1,353
Y.2	1,000	5,000	-,291	-1,784	-,746	-2,284
Y.1	2,000	5,000	-,106	-,651	-,716	-2,191
x3.1	1,000	5,000	-,088	-,539	-,707	-2,164
x3.2	1,000	5,000	,021	,131	-,470	-1,439
x3.3	1,000	5,000	-,106	-,649	-,399	-1,221
x3.4	1,000	5,000	-,297	-1,821	-,413	-1,264
x3.5	1,000	5,000	-,152	-,934	-,332	-1,016
x3.6	1,000	5,000	,024	,147	-,657	-2,012
x3.7	1,000	5,000	-,235	-1,442	-,581	-1,780
x2.1	1,000	5,000	,164	1,007	-,835	-2,558
x2.2	1,000	5,000	-,026	-,159	-,495	-1,517
x2.3	1,000	5,000	-,156	-,953	-,187	-,572
x2.4	1,000	5,000	-,611	-1,742	,313	,958
x2.5	1,000	5,000	,123	,753	-,513	-1,572
x1.3	1,000	5,000	-,422	-2,585	-,387	-1,184
x1.2	1,000	5,000	-,427	-2,617	-,229	-,701
x1.1	1,000	5,000	-,724	-2,432	,036	,110
Multivariate					54,980	11,672

From table seen there is no value C.R. for skewness which are outside the range of +2.58. Therefore, the data used in this study has fit the requirements normality of the data, or it can be stated that the data of the research has been distributed normally.

Evaluation of Multicollinearity and Singularity

Testing further data is to know whether there is multicollinearity and singularity variables combination. Indication their multicollinearity and singularity able to be understood through value determinant of covariance matrix is quite small, or close to zero. From the data processing sample covariance matrix determinant value is:

Determinant of sample covariance matrix = 1.217 (China)

Determinant of sample covariance matrix = 2.119 (Indonesia)

From the processed data, it is known the value of the determinant sample covariance matrix is far from zero. Thus, it can be said that the data used in this study and there is no multicollinearity and singularity.

Hypothesis Testing

After whole assumptions can be met, going to be conducted hypothesis testing, as shown in the previous chapter. Research hypothesis of testing 7 is based on the value of Critical Ratio (CR) of a causality from the processing of SEM as in following Table.

Table 4.5 Regression Weights Structural Equational Model (China)

China			Estimate	S.E.	C.R.	P	Description
Entrepreneurial intention	<---	Attitude toward entrepreneurship	,169	,251	,672	,502	Not Significant
Entrepreneurial intention	<---	Subjective norms	,695	,764	,910	,363	Not Significant
Entrepreneurial intention	<---	Perceived behavioral control	,451	,193	2,336	,019	Significant
Entrepreneurial Intention	<---	Entrepreneurship Education	,908	,316	2,873	,004	Significant
Entrepreneurship Education	<---	Attitude toward entrepreneurship	,816	,403	2,023	,043	Significant
Entrepreneurship Education	<---	Subjective norms	-2,786	1,633	-1,706	,088	Not Significant
Entrepreneurship Education	<---	Perceived behavioral control	-,228	,322	-,707	,480	Not Significant

Figure 4.5 Most Significant Influence Between Variables in China Sample

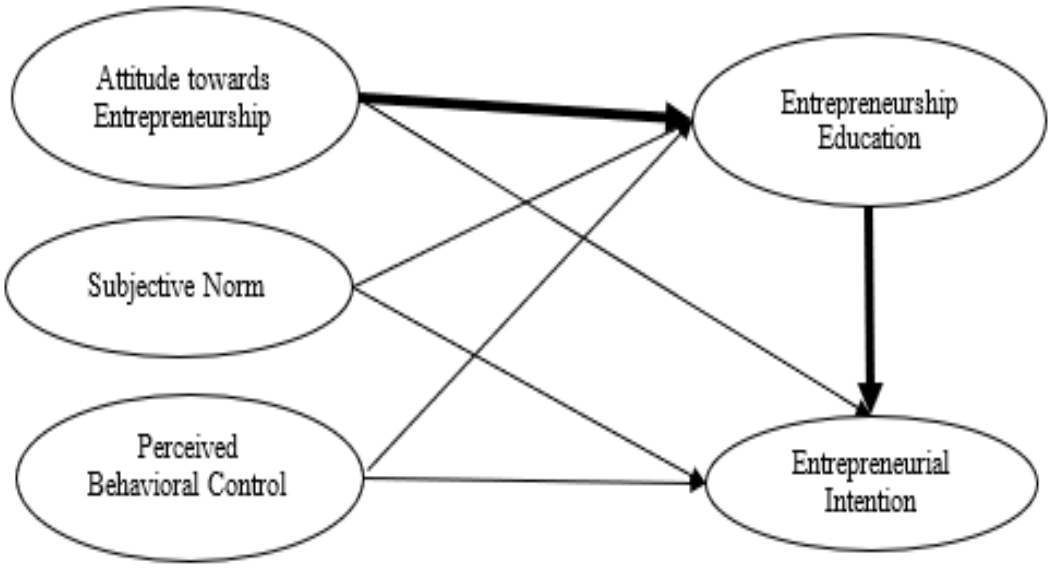
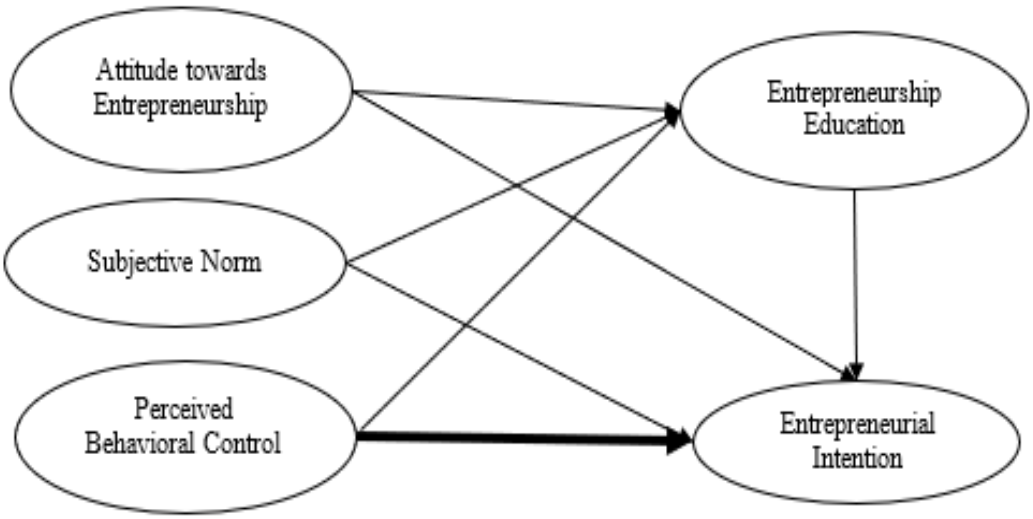


Figure 4.6 Most Significant Influence Between Variables in Indonesia Sample



1,142 (Most Significant)

Table 4.7 Hypothesis Analysis

	Affect between variables	China				Indonesia			
		Affect	t-statistic	P-value	Description	Affect	t-statistic	P-value	Description
H1	Attitude Towards Entrepreneurship(X_1) → Entrepreneurial Intention (Y)	,169	,672	,502	Not sig	,019	,094	,925	Not sig
H2	Subjective Norms (X_2) → Entrepreneurial Intention (Y)	,695	,910	,363	Not sig	,574	2,257	,024*	Sig
H3	Perceived Behavioral Control (X_3) → Entrepreneurial Intention (Y)	,451	2,336	,019*	Sig	1,142	4,138	,000**	Sig
H4	Education (Z) → Entrepreneurial Intention (Y)	,908	2,873	,004*	Sig	1,351	1,534	,125	Not sig
H5	Attitude Towards Entrepreneurship(X_1) → Education(Z)	,816	2,023	,043*	Sig	,326	1,191	,234	Not sig
H6	Subjective Norms (X_2) → Education (Z)	-2,786	-1,706	,088	Not sig	-,585	-,939	,348	Not sig
H7	Perceived Behaviorial Control (X_3) → Education (Z)	-,228	-,707	,480	Not sig	-1,269	-1,157	,247	Not sig

** significant at 0.01
* significant at 0.05

DISCUSSION

PBC has the greatest influence (most significant) in influencing EI both in China (0.451) and in Indonesia (1,142). Since PBC is a reflection of entrepreneurial experience in the past, this reflects that the graduate students in business schools have entrepreneurship experience will tend to establish their own business (business creation). These results support ongoing research Basu and Virick (2007), Kruger et al. (2007), Autio et al. (2001), Gelderen et al (2007), Wu and Wu (2008), Gird and Bagraim (2008). On the other side of the PBC also reflects the individuals' ability to overcome the difficulties which might emerge when establishing a business. Dohmen et al. (2005) in his research entitled "Individual Risk Attitudes: New Evidence from Large, Representative Experimentally-Validated Survey" said that they were

confident that they can solve problems that may arise for individuals who are usually more willing to take risks. In the context of China, research conducted by Chuayin (2012) suggesting that professionals more willing to take business risk. This explanation supports the findings of this study, since the samples taken are professionals who become graduate students. While talking with the situation in Indonesia where more than fifty percent of the population which under 30 years old, so the number of jobs available in Indonesia can be said to be inadequate, the condition is forcing them to take risks in order to have more income (Stanton, 2016), Likewise in Indonesia with those who take risks are more likely to do entrepreneurship. In fact, a risk lover has a positive and moderate effect on the intention of entrepreneurial (Yurtkoru et al., 2014).

Graduate students in China and in Indonesia, which has a work experience have proven prepared to tackle the problems that may arise in their business establishments. Such problems can be: (1) Improving Business Innovation and Vision; (2) Enhancing Startup's Capital; (3) Forming a Business Group; (4) Looking for the Best Location for Business; (5) Choosing Good Workers; (6) Looking for Good Customers; (7) Coping with Competition; (8) Unexpected Business Obstacles and Expenses; (9) Acquainting with Changes on Trends and Industries; (10) Quit from Business (Kanchana, et al., 2013). If talk about the problem of Raising Capital for Startup, based on interviews, students graduate business schools both in China and in Indonesia claimed that finance is no longer their problem. This is because they (students) have a great position in their work, they can set aside their salaries money as working capital to set up business. On the other side of the findings in this study also implies that they who have more intention to entrepreneurship are the students who have the confidence (trust in his ability to do entrepreneurship), those who have had experience of entrepreneurship, and they who believe will be able to overcome the possible constraints arise when they start new venture.

ED to students in China have significant direct effect on EI (0,816), this condition does not occur in students in Indonesia (do not have a significant direct effect). This indicates that while compared to Indonesia, education of entrepreneurship system in China likely more to arrange and facilitate graduate students to be able to begin a new venture, equip practical learning and advice to businesses. The lack of any significant direct effect on students in Indonesia in the ED to EI is possible for students think that entrepreneurship education they get is too theoretical and teachers did not give concrete advice or assistance to start or run their businesses. This theoretical knowledge are less able to respond to their questions directly related to the business that will be or are they doing. Speaking of entrepreneurship education, research conducted by Cheng et al. (2009) showed that some factors such as: inexperienced

lecturers, ineffective with examination-oriented methodologies, and too theoretical and practical insufficient exposure can lead to lack of their intention to establish a business for students.

From depth interviews conducted to students, it is known that the universities sampled in Indonesia have not so apply lecturer chosen standard, they usually choose entrepreneurship lecturers from staff has been available at the university. These conditions lead to faculty who are less expert in the field of entrepreneurship, the knowledge they have only limited knowledge of the theoretical nature of the book as well as case studies they read, not knowledge practices as entrepreneurs themselves. Although some of these universities also do a "guest lecture" by bringing entrepreneurs as speakers, this method is considered less effective for a short time and closeness (intimacy) of a speaker with students is limited, so that the questions can be submitted normally be formal in question and answer sessions, not continuous dialogue to resolve the problem. This is very different from entrepreneurship education programs at Chinese universities sampled in this study. Although lecturers for entrepreneurship education programs are also taken from the staff available at the faculty, but the lecturers usually have many acquaintances who are entrepreneurs. It is also possible due to the influence of culture GUANGXI (keeping ties) are always applied by Chinese. Other than that, these universities in china also provide relief assistance to either lecturers or students who ought to begin a business are typically equip information of business networking that is relevant to students. These findings support the study of Leon and Palaci Descals (2007); Basu & Virick (2007); and Karali (2013).

Student in China, ATE has significant effect (0,816) to motivate students to attend entrepreneurship education. This implies that China's university students are more inspired to take education of entrepreneurship because they have the view that having your own business will give added value to their careers, and by following the programs related to entrepreneurship education is one way to make it happen. From the terms of the theory, the relationship between attitude and behavior (in this case be specified attitude toward entrepreneurship and the behavioral to take entrepreneurship education), or internal attitude and subjective dimensions of students attempting to follow entrepreneurship education. In fact, entrepreneurship education provided by universities usually are activities / courses are an optional and not compulsory subject (only two / three credits which become compulsory subject, the rest is an option). In other words, post-graduate students in China have a belief, perception or attitude that educators considered to provide theory, principles, and practical knowledge as well as links to gain entrepreneurship access. This becomes the new findings.

Subjective Norms are important factors that significantly affect the Entrepreneurial Intention on the sample in Indonesia. From the interviews conducted, it was found many students in the sample of this research are seen which has a self-employed family members of friends that ultimately produce practical conclusions "influence positive Subjective-norms affect positive also to self-employment." EI is decided by family's support and the closest ones are acknowledged as crucial in student's life in Indonesia. This condition happens sometimes when the students notice people around them closest to success in managing their businesses, in addition to being the inspiration of these people supposed to provide practical knowledge about business. It can be concluded to assist the entrepreneurial spirit of students, it takes support from family and loved ones. This information assisted the results of research conducted by Kolvereid and Isaksen (2006), Galderen et al. (2007), Basu and Virick (2007), and Gird & Bagraim (2008). Another hypothesis connected to the indirect impact is not proven in this research.

The absence of SN and ATE to EI in Chinese students and the environment indicates that the perception of students towards entrepreneurship does not have an influence on their intention to entrepreneurship. Entrepreneurship education that would trigger their intentions. This is particularly interesting given the ATE effect on education of entrepreneurship, but does not affect the students to begin a business. This may mean that they want to see and learn first, then decide. Can also be understood that entrepreneurial education they get can trigger their intention to entrepreneurship. Student motivation is external, primarily in specific can be said to be caused by entrepreneurial education they get, not from friends or colleagues nearby.

In addition, the results of data analysis in this study showed that SN did not affect the decision of students to participate in educational activities entrepreneurship in China, illustrates that family and closest allies are no longer able to influence them to take entrepreneurship education. Similarly, the PBC, PBC does not affect the students to take entrepreneurship education, but it may also make them to have intention in entrepreneurship. It can be said that they are more willing to directly conduct entrepreneurial activities without getting involved in entrepreneurship education again, practical knowledge that they gained from the experience entrepreneurship deemed to have been enough to equip them to start a business.

Meanwhile, if viewed on a sample Indonesia, TPB has no influence on the students to take entrepreneurship education. And entrepreneurship education does not have significant influence to make students undertake entrepreneurial activities. This may mean that it could be entrepreneurship education offered by universities do not provide enough knowledge of practical to motivate them start an enterprise, so that even though they have entrepreneurial

experience, families and friends who do business/enterprise, positive perceptions of entrepreneurship does not allow them to take entrepreneurial education offered by the university, nor make them to have intention of entrepreneurship. These results might also indicated on a phenomenon that occurs in Indonesia, about several universities that provide good quality entrepreneurial education are private universities, while the sample in this study were students from public universities. It can also be a reason for the absence of direct effect of TPB to entrepreneurship education in the sample Indonesia.

CONCLUSION & IMPLICATION FOR FUTURE RESEARCH

Conclusion

This study was Comparative study for China and Indonesia postgraduate students, the comparative result can be concluded in this table.

Table 6.1 Comparative conclusion

1	Chinese and Indonesian graduate students in business schools who have entrepreneurship experience will tend to establish their own business (business creation).
2	Both graduate students in China and in Indonesia, which has a work experience have proven prepared to tackle the problems that may arise in their business establishments.
3	Compared to Indonesia, entrepreneurship education system in China likely more to prepare and facilitate graduate students to be able to start a new venture, provide practical knowledge and advice to businesses.
4	the universities sampled in Indonesia have not so apply lecturer chosen standard, they usually choose entrepreneurship lecturers from staff has been available at the university. While in China, although lecturers for entrepreneurship education programs are also taken from the staff available at the faculty, but the lecturers usually have many acquaintances who are entrepreneurs. It is also possible due to the influence of culture GUANGXI (keeping ties) are always applied by Chinese.
5	Comparing to Indonesia, China's university students are more stimulated to take education of entrepreneurship because they have the view that having your own business will give added value to their careers, and by following the programs related to entrepreneurship education is one way to make it happen
6	For Indonesian students, in order to foster the entrepreneurial spirit of students, it takes support from family and loved ones. While for Chinese students primarily in specific can be said to be caused by entrepreneurial education they get, not from family or friends nearby.

This research found that the indirect impact on perceived controls of behavior toward the intention of entrepreneurship with the education of entrepreneurship as an intervening variable. Additionally, other findings in this research can be concluded:

1. In China students, entrepreneurship education is a variable that has the biggest influence in fostering entrepreneurial intentions. Therefore, it could be proposed that the university is better to assist practical entrepreneurship education. For graduate students, the curriculum is recommended to be made more blending both theoretical and practical knowledge, and also strongly advised that the education of entrepreneurship practices should be based on the business conditions so that it can be applied to students

who want to begin their own business. In China, young people who were born in the era of the 1990s has a lot of fascinating idea, but actually they need a real entrepreneurial experience to be able to transform these ideas into a business (Chinchao, 2015). Here are some suggestions that can be applied in order to effectively empower university students, readying them for entrepreneurship career:

a. Focused on the Case Study: A case study is an effective way to trigger curiosity in students, by positioning them face-to-face with situations of business that actually happen in the real world. By studying the success stories of businesses in the past or present and operational hiccups, students can understand in depth the process and procedures used by the business owner or management of the business to be adopted to make decisions. This is the best way to design the mindset of the students to be able analyzing situations, evaluating alternatives, and choosing a solution, and tracking progress over time.

b. Connect the curriculum with the real-life business challenges: the university can provide entrepreneurial education that will really help students to connect their curriculum to practical business environment. For example to be able to succeed in entrepreneurship courses students are required to run a business in accordance to their own ideas and lecturers should set a minimum profit gained. The bottom line is students start and tried to run business. If in the end the student failed to obtain profit target specified, then the student is required to analyze the weaknesses of their business and lecturers are expected to provide advice.

c. Initiate opportunities for those who want to join the entrepreneurship contest / competition: Nothing is more interesting than letting the students involved in competing in several contests of entrepreneurship. If there are contests entrepreneurship, teachers can suggest or even require students to participate in this contest. This model is similar to those mentioned in point b, only professors will be very helpful because external parties who will coordinate the competition.

d. Connecting students with entrepreneurs: One of the advantages of lecturers in China is Guangxi, their strong relationship with various parties. Connecting students with several contact persons are deemed necessary and can be their mentor in entrepreneurship, will be able to help improve students' intention to actually realize their ideas to a real business.

e. Providing consultancy services to SMEs and nonprofit organization: The universities can acquire money and create an interesting business class by assisting

consultation services for SMEs and nonprofits. Conceptually, the professor creates and encourages a team of consultations of students, organizing priority of operational, and leading students through the engagement of consultation. This condition is a win-win solution for the whole parties involved. Students will be able to study practical knowledge and able to cope with medium business; faculties and the universities can gain more cash; SMEs and nonprofits expense affordable prices for highly qualified consultation services.

f. Helping students to start their firms: the high number unemployment level, there is nothing better than to help the students to start their career in entrepreneurship. Universities can cooperate with businessmen around and SMEs to condition research of the market, gain financing, and make the business viable.

g. Focused on topics about technology in curricula: technology has proven its supremacy in global economics nowadays, and higher education institutions are able to start the student's career by putting lot more topics on technology in curricula. The idea is not to stop the academic program by using coding, programming, and computer hardware classes, but to teach the company's strategic move and entrepreneurs are using technology to create innovation, promote, communicate, dan gain money.

2. In Indonesia's students, perceived control of behavior is a variable that has the most prominent impact on the intention of entrepreneurship. Displaying the successful entrepreneurs' profile (majority of youth entrepreneurs) is going to help enhance the interest of university students motivated by education in entrepreneurship. Or in other way, it can be for example invite entrepreneur (especially young entrepreneur figure). Several institutions, such as Kellogg School of Management, have decided on new methods to create entrepreneurship learning more attractive, vigorous, and effective. Sometimes they invited entrepreneurs or business executives and request them to teach courses fully, create presentations, or simply share their experiences with the students. So far, this kind of initiative has produced an outstanding result, because the students are able to cope and understand the learning quickly about the real business world which probably is not delivered in a textbook or other business literature.

Implication for Future Research

This research is only focus to determine the impact of theory of planned behavior to determine intention of entrepreneurial without giving observation to analyzing behavior of entrepreneurship itself. Further research is hoped to describe and assert how this intention

become an entrepreneurial behavior. Additionally, variables that is related to education of entrepreneurship, this study did not compare the intentions of the students before and after taking education of entrepreneurship. Future studies are expected to explain the condition of the students' intention before and after taking education of entrepreneurship.

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