

**The Role of Entrepreneur in Residence
Towards the Students' Entrepreneurial Performance:
A Study of Entrepreneurship Learning Process
At Ciputra University, Indonesia ***

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ABSTRACT

This study is aimed at measuring the performance of entrepreneur in residence in order to improve students' performances in entrepreneurship. This study takes place at Ciputra University, a university that focuses on entrepreneurship learning as its learning core. Entrepreneurship subject is a compulsory subject for students of all majors in Ciputra University and its approach of learning is experiential learning. The total credits for Entrepreneurship are 15 credits, which is divided into four subjects from Entrepreneurship 1 until Entrepreneurship 4 as prerequisite subjects.

This study is conducted by using mixed method, focus group, and correlation analysis. Focus group is used to explore the indicators of research variables, while correlation analysis is used to reveal the correlation between variable of the role of Entrepreneur in Residence and variable of students' performance.

The subjects for this study are 250 students who enrolled Entrepreneurship 4. They are chosen since they have passed Entrepreneurship learning with Entrepreneur in Residence for four semesters, thus they are assumed to understand more of the role of Entrepreneur in Residence. The independent variables for the role of Entrepreneur in Residence are *feedback seeking*, *learning goal orientation*, *help seeking*, and *learning engagement*. The entrepreneurial performance is measured from students' grade for Entrepreneurship 4. The result of analysis reveals that there is a positive correlation between the role of Entrepreneur in Residence and students' performance in Entrepreneurship 4 at Ciputra University.

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1. Introduction

This study aims at identifying the roles and the involvement of the professional entrepreneur-in-residence (EiR) in learning entrepreneurship in the Ciputra University.

In this study, EiR is understood as the owners of venture businesses involved in E-Wednesday class under the coordination of School of Entrepreneurship and Humanity. An EiR is indeed a role model for the students that help them learn entrepreneurship through interaction and mentoring programs. As far as the writer's review of related literature is concerned, most of the present research is concerned with such topics as learning methods, the results of the learning, teaching material exploration, and the teaching profiles. Very few deal with the topic of the entrepreneur-in-residence (EiR) especially in Indonesian's context. Hence, this study is intended to offer both practical and theoretical significance. In terms of the practical significance, the findings of this study are expected not only to describe the profiles of the entrepreneur-in-residence (EiR) learning entrepreneurship but also to offer the parameters of the implementation of EiRs' the entrepreneurship learning. In addition, the results of the study is intended to serve as references to conduct further studies either for other universities based entrepreneurship or practitioners/teaching professionals.

2. Theoretical Background

In line with the law, UU no 14/2005, educators and lecturers in Indonesia should take roles as advisor. As the advisor, the lecturers should be able to carry out different kinds of roles: a mentor, a teacher, and a leader. As lecturers, they are demanded not only to master academic aspect such as learning techniques, but also to acquire entrepreneurship in residence, to be professional and experienced at their expertise. Both academicians and entrepreneur in residence should be as facilitator for entrepreneurship education.

Tambunan (2014) mentions that the entrepreneurship facilitator must have the following characters: (1) willingness to serve,. (2) good reputation. (3) positive thinking, (4) dedication, (5) adaptability, (6) learning attitude with open minded, (7) Effective managerial ability, including effective mentoring, coaching, counseling, facilitating and networking. These are the characters that the students need to achieve the entrepreneurial competence. In this case, feedback seeking, learning goal orientation, help seeking, and behavior learning engagement are influential variables.

The feedback seeking variable affects the goal orientation variable (Park, et al., 2007), in this case students' entrepreneurial competence and performance. The feedback seeking variable has been investigated and known to have impacts on the entrepreneurial performance, based on the frequency, type, source, methods, time and the sign preference. Usually, the feedback seeking accomplishes both individual and team goal (Deshon, et al., 2004).

The learning goal orientation variable is influenced by the self-evaluation (Erez & Judge, 2001). In addition, it also has impacts on the achievement motivation (Corker & Donnellan, 2012) and the group performance (Kleingeld, et al., 2011). In learning real and group based project entrepreneurship, the learning goal orientation is absolutely required.

Help seeking is both conducted by students and their close friends. Ryan and Shim (2012) state that there has been significant perspective about the profile of the instructors and they become the objects of the help seeking. The perceived characteristic of the instructor also

includes the help seeking. The adaptive help seeking happens when the instructors have big support and capabilities to solve the problems (Butler & Neuman, 1995., Nelson Le Gal, 1985., Newman & Schwager, 1995 at Butler, 1998)

Behavior learning engagement variable has been known to motivate the students to learn. This happens due to the strategy, activities, and tools that students like. Active learning will activate students' self regulatory process, learning and adaptive performance. In the context of the entrepreneurial education, they are able to increase both competence and performance (Bell & Kozlowski, 2008).

Four variables will be explored in this present study of the entrepreneurial performance. It is expected to trigger positive responses about the entrepreneurial competence: being competence in carrying out entrepreneurship.

3. Research Method

This present study uses a mixed method as the research design (Creswell, 2007). It is intended to find new theories. First, it is to collect qualitative data through focus group discussion (FGD). There are about 15 students in entrepreneurship 4. This stage aims to sharpen some learning indicators and learning process. The second stage is to conduct survey, the analysis of which is to use SEM. The survey involves 600 participants in the entrepreneurship 4 subject at the university level.

Below is the research variables:

3.1 Variables measuring the learning:

- Entrepreneurial performance (EP): refers to work that is capable of drawing positive responses from the target group. This is an observable variable represented in the form of the students' final grades with scales starting from 0 to 100.
- Entrepreneurial competence (EC): refers to knowledge and skill mastery that can be put into practice such as obtaining grades from the tasks to fulfill the needs of the target groups. This is a latent variable that is derived from three different tests.

3.2 Variables measuring the learning process:

- Learning Goal Orientation (GF): refers to the latent variables which are arranged and manifested in 13 observed variables in the questionnaire. They are intended to reflect the perception of the students about the learning goals with their competence or work quality.
- Feedback Seeking (FS): refers to the latent variable which are arranged and manifested in 10 observed variables in the questionnaire. They are intended to reflect students' actions as to ask suggestions from the EiRs so that they are able to achieve the targets.
- Help Seeking (HS): refers to the latent variable which are arranged and manifested in 19 observed variables in the questionnaire. They are intended to reflect students' perception about some help offered by EiRs to finish their tasks.
- Behaviour Learning Engagement (EL): refers to the latent variable which are arranged and manifested in 28 observed variables in the questionnaire. They are intended to reflect students' involvement in the learning process as well as their perception about the involvement of EiRs to help the students to achieve their learning goals.

3.3 The Relationship among Variables Model

Based on the picture of the relationship among variables below, some research problems can be presented as follows:

- Does the learning goal orientation variable affect entrepreneurial performance variable?
- Does the help seeking variable affect the entrepreneurial performance variable?
- Does the behavior learning engagement variable affect entrepreneurial performance variable?
- Does the learning goal orientation variable affect the entrepreneurial performance variable?
- Does the feedback seeking variable affect the entrepreneurial competence variable?
- Does the behavioral learning engagement affect the entrepreneurial competence variable?
- Does the entrepreneurial performance variable the entrepreneurial competence variable?

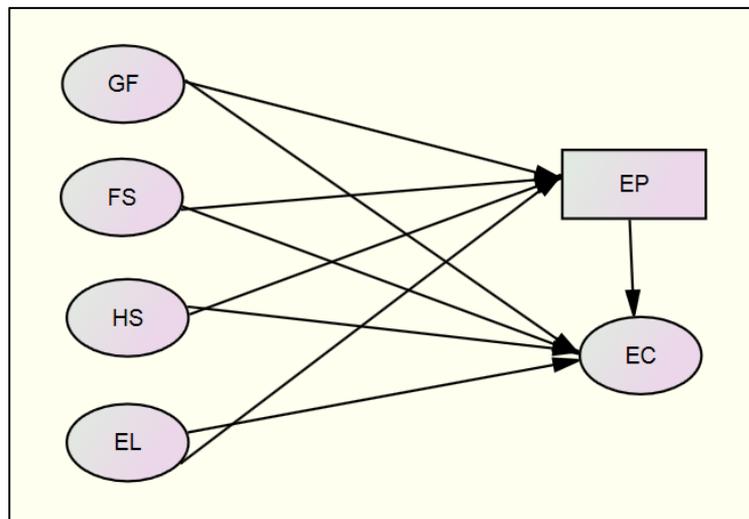


Figure 1. The Relationship Among Variables

4. SEM Analysis

4.1 Structural Model

Having carried out dimensionality test by means of confirmatory factor analysis (CFA), the next step is to analyze structural equation model in line with path diagram. The visualization of the analysis is presented as follows:

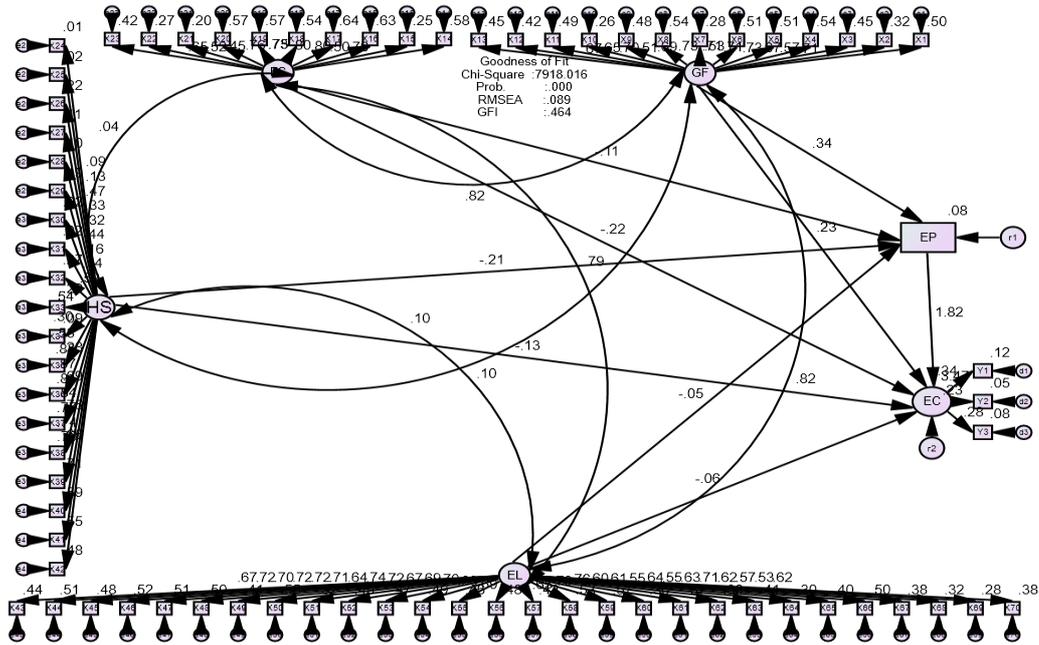


Figure 1. The SEM Model

The results of the analysis using SEM:

Table 1. SEM Analysis

Correlation Var.	Coefficient	T	P	Conclusion
GF ---> EP	0.335	2.199	0.028	Significant
FS ---> EP	-0.108	-0.781	0.435	Not significant
HS ---> EP	-0.211	-3.257	0.001	Significant
EL ---> EP	-0.05	-0.392	0.695	Not significant
GF ---> EC	0.234	1.324	0.186	Not significant
FS ---> EC	-0.22	-1.373	0.17	Not significant
HS ---> EC	-0.126	-1.679	0.093	Significant
EL ---> EC	-0.055	-0.376	0.707	Not significant
EP ---> EC	1.822	13.455	0.000	Significant

Based on SEM analysis, we obtain two structural equation models:

$$EP = 0,355GF - 0,108FS - 0,211HS - 0,05EL$$

$$EC = 0,234GF - 0,22FS - 0,126HS - 0,055EL + 1,822EP$$

4.2 Results

To answer the aforementioned hypotheses, we pay attention to variables with statistically significance where *p-value* is smaller than $\alpha=5\%$. Those variables correlation with statistically significance are described as follows:

- The learning goal orientation variable positively affects the entrepreneurial performance variable. The rise of 1 scale in the learning goal orientation will be simultaneously followed by the rise of the entrepreneurial performance value of 0.335 points.
- The help seeking variable negatively affects the entrepreneurial performance variable. The rise of 1 scale in the learning goal orientation will be simultaneously followed by the fall of the entrepreneurial performance value of 0.211 points.
- The entrepreneur performance variable positively affects the entrepreneurial competence variable. The rise of 1 scale in the learning goal orientation will be simultaneously followed by the fall of the entrepreneurial competence value of 1.822 points.

4.3 Discussion

Some important notes are worth considering with regard to the aforementioned analysis. First, the entrepreneurial competence variable is viewed unreliable. It is due to the fact that different people have conducted the tests: SAA1, SAA2, and SAA3 tests. While the tests themselves have been standardized yet, the results are hardly consistent.

Second, there are two variables that statistically affect the learning goal orientation variable and the seeking help variable.

Third, the learning goal orientation positively affects the entrepreneurial performance variable. This finding implies that the students' learning goal is regarded an important aspect that promotes the success of learning entrepreneurship.

Forth, the help seeking variable is another variable that negatively affects the entrepreneurial performance. When examining the results of the questionnaires, we learn that students need help from EiRs with their difficulties especially in completing the tasks. The EiRs have to be proactive monitoring the learning progress of the students by giving guidance or suggestion.

The fifth, the entrepreneurial performance positively affects the entrepreneur competence. Their ability to practice entrepreneurship knowledge definitely offers description of the ability and the competence of students of Ciputra University.

5. Conclusion and Implication

Here are the conclusion:

- There are aspects that have significant impacts on the entrepreneurial performance: the learning goal orientation dan help seeking.
- The learning goal orientation offer positively impacts; meanwhile, the help variable offer negative impacts.
- Entrepreneurial performance positively affects the entrepreneurial competence.

There are some managerial implications related to this study: it is important to determine the profiles of the Entrepreneurs in Residence who are able to guide, to explain the added value and to increase the students' learning interests. In so doing, the students are able to achieve their learning goals. Second, it is important to pay attention to the background of EiRs as well as their business experience. This background will be helpful for students who have problems with the start up. In addition to face meeting, we need to consider the use of technology such as email and social media.

Furthermore, some theoretical significance is also identified in this present study: other researchers need to explore some other variables such as different objects, subjects, culture. It is likely that different institutions will offer different results. Involving different subjects is also likely to offer different findings. In addition to the culture, students' autonomy may also indirectly contribute to the interesting findings. Hence, further studies are worth conducting.

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