

CORRELATION BETWEEN JOB MINDSET AND STUDENT'S READINESS TO BE AN ENTREPRENEUR

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Abstract: This research aimed to test the correlation between job mindset and student's readiness to be an entrepreneur. This research used a correlational research design. The population of this research consists of 162 students as the participant of entrepreneurship education and training in Faculty of Economy, State University of Malang. The samples were 87 people taken using random sampling. The data were collected using questionnaire when the respondents were joining entrepreneurship education and training. The collected data were analyzed using correlational analysis technique. The research results show that there is a significant relationship between job mindset and student's readiness to be an entrepreneur.

Keywords: job mindset, student, the readiness to be an entrepreneur.

Introduction. The entrepreneur conceptually means an individual that independently has a business with any kinds of his/her characteristics so that he/she can employ the other people as well as live him/herself in accordance with the determined goal. The successful entrepreneur does not come straight away but actually, he/she should pass a long process. Entrepreneurship is defined as (1) a self employed individual that buys certain product with certain prices; the product is sold in the next moment with uncertain price; (2) an innovator that implements the changes in the market by making a new combination (new product with new quality and new production method), opens a new market, obtains a new supply source, and connects entrepreneurship to the concept of innovation in the context of business, and relates the resource (Schumpeter, 1934); (3) including the identification of opportunities in the economic system and managerial ability that is different from entrepreneurship capacity; (4) including the activities needed to create or hold a company when all markets have not been formed or clearly identified, or the components of production function are not known totally; (5) the ability to create a new and different thing; someone who has an ability to create a new thing that is different from the others' ideas (Drucker, 1993).

To be an entrepreneur is not instant, but it needs a long process. One of the process stages to be a successful entrepreneur is by preparing ourselves seriously. The result of self-preparation is known readiness. Readiness refers to the statement of total preparation to do something, a strong willingness to do something (Oxford, 2018). In this context, readiness refers to the statement of student's readiness to be an entrepreneur. The readiness to be an entrepreneur definitively refers to the integration of personal characteristic showing the readiness to do entrepreneurship through the ability to observe and analyze their environment so that they can channel their highly creative and productive potential as well as exert the ability to be brave and fulfill their own needs to attain good achievement (Coduras, Saiz-Alvarez, & Ruiz, 2016; Ruiz, Soriano, & Coduras, 2016). Such readiness depends on the ability to explore any kinds of opportunities, motivations, and individual's mindsets (Carsrud and Brannback, 2009). That study result indicates that those who have positive mindset will be more ready to be a successful entrepreneur.

If all labor forces become an entrepreneur, they will be able to create their own job opportunity and they do not become an unemployment included educated unemployment. They can optimally build the economy of family, people, and support the government economic development program. However, not all labor forces are able to be an entrepreneur. As the consequence, some of them become jobless people.

The Central Bureau of Statistics (*Badan Pusat Statistik/BPS*) notes the number of unemployment in Indonesia in August 2017 increased 10000 people to 7.04 million people compared to August 2016 that was 7.03 million people. The big number of the unemployment positions Indonesia as the country with the youth (15-24 years old) approaching the crisis. That number shows that the high unemployment must be noticed to find the best solution in a long-term (BPS, 2017). Nevertheless, there is a good news. *BPS* notes that from August 2016 to August 2017, the number of labor force added 2.62 million people with the Labor Force Participation Rate reaching 0.33% (BPS, 2017; Jokowi Today, 2018). However, such condition is complicated because although the labor force increased, the unemployment also added 10000 people.

The condition of the labor force and the high number of the unemployment is concerning. Kwik Kian Gie states, "Indonesia is in a dangerous situation." Although it is dangerous, there is a little good news that is the decrease in open unemployment. If it is compared to the previous year (2016), the open unemployment became 5.50%, decreased from 2016 that reached 5.61%. It means that the open unemployment decreased 0.11% from 2016 to 2017 (Alkifah, 2017). The comparison of the unemployment rate shows that the unemployment rate in the city is higher than in the village. *BPS* (2017) showed the unemployment in August 2017 reached 6.79% while in the village reached 4.01%. Besides, the open unemployment rate decreased 0.50 point in the village and it increased 0.19 point in the village from 2016. The high open unemployment in Indonesia indicates that some of the alumni of university increase from day to day. Nasir (2018), the Ministry of Research, Technology, and Education of the Republic of Indonesia told his anxiety to the increase in the number of educated unemployment. The condition in Indonesia shows that about 8.8% of seven million jobless people are the graduates from the university who are workless since they graduated from the university. The high educated unemployment becomes the homework of the educational institution in the future. The university should repair internally and externally to avoid the jobless graduates including finding out the causes.

There are some causes of educated unemployment such as three factors namely the limited job opportunities, the university graduates who want to be a servant (including civil servant), and the low quality of education. Those three factors are correlated each other (Fadli, 2014). Another causing factor is the imbalanced distribution of state income, the inappropriate use of foreign investment, the increase in the number of citizen, the deteriorating condition of the economy, and the political instability (Aurangzeb and Khola, 2013). The cause of unemployment that should be specially noted and has a strong connection to the entrepreneurship readiness is job mindset of the individual including the student. To be an entrepreneur, the individuals should transform their way of thinking and entrepreneurship perspective. It means that the individual's job mindset to be an entrepreneur is necessary to be ready to be an entrepreneur (Poole, 2012).

Such problem should not be ignored, but there should be a systematic and long-term solution. The related parties (government through the educational institution, society, and parents) must have a synergy to find out a proper solution to such problem. One of the solutions is by building job mindset in the students' mind to prepare them to enter the work world, especially entrepreneurship. The expected change of the job mindset is the students become not only a job seeker but also a job creator. The main reason is the available job vacancy is getting limited, while the number of the job seekers is increasing. As the consequence, the job seekers exceeds the available job vacancy (unemployment happens). All those things are prepared to make them ready to be an entrepreneur after finishing their education in the university. The government, through the educational department, parents, youths, or campus activists, and general people should have a synergy in building and preparing the society to be an entrepreneur. Building a strong entrepreneurship motivation in the society should be done systematically and continually in a long term.

Based on the happening problem, one of the right targets is the students that are taking the education in the university. They are expected to obtain the facility to follow the entrepreneurship education and training to be ready for it. An entrepreneur can give a valuable support to reduce the unemployment. They more optimize their own ability to find something, arrange, and control the available sources to reach the goal. The individual's readiness to be an entrepreneur shows the individual's personal character as an ability to observe and develop the highly productive potential so that they use their ability to be brave and get the best achievement (Ruiz, Ribeiro, & Coduras, 2016).

There are some factors that influence the individual's readiness to be an entrepreneur. One of the aspects affecting the individual's readiness to be an entrepreneur is the individual's characteristics viewed from the individual's mindset. Mindset is seen as a habit or characteristic of mental attitude that determines the interpretation and response in a certain situation (*Badan Pengembangan dan Pembinaan Bahasa*, Development and Language Mentoring Institution, 2017), or about what is seen, thought, and believed by the individual (Cheary, 2018). The students' mindset means the thinking framework and mental attitude based on what is seen, thought, and believed to a certain thing, in this case, related to the job.

There are two tendencies of job mindset of 15-25 years old people (the age of senior high school students and university students) and job creator mindset (the job creator's way of thinking). Job seeker mindset or individual's way of thinking as the job seeker is someone's thinking framework orienting to the job seeking and depending on the other parties. The other parties are expected to give a job to him/her. They only want to find a feasible job without creating by themselves. Actually, from the potential they have, they can create their own job and the results are better than working with the other people. The examples of job seeker mindset are feeling enough only by being a servant, feeling satisfied with the position of subordinate and not willing to face the challenge seriously.

There are some types of job seeker in searching the information of job vacancy. The type of job seeker can be classified into two kinds namely conventional and modern job seeker. The conventional job seeker is the one who directly comes to the intended offices one by one, gets the information from friends, banner, pamphlet, or leaflet. The modern job seeker is the one who searches and attains the information of job opportunities using modern ways. The information of the job is obtained from social media (web, status of facebook, twitter, linked in, online sites, and online community).

There are some differences between job creator and job seeker. The differences of both of them can be seen in Table 1.

Table 1. Characteristics of Job Creator and Job Seeker Mindset

Job Creator Mindset	Job Seeker Mindset
1. Attempting to create a new job opportunity.	1. The activity is bound with time and task given.
2. Being independent and not depend on the other parties.	2. Depending on the other people.
3. Having creativity, innovation, and high dynamic	3. Not independent
4. Freelance time	4. Feeling unfettered
5. Trying to help the other people	5. Becoming a servant

Source: Adapted from Rahmi (2012)

The position of a servant (subordinate) often arouses the feeling of unfettered or oppressed, sometimes the feeling of treated unfairly and cannot act freely. Meanwhile, the position as the job creator does not mean free to do

anything since actually, they cannot run their business if they do not plan it well. Job creator must count any things carefully by considering the aspect of needed capital, the type of business that will be organized, and the market of the product target, and the analysis of the tendency and the need of people. All things should be noticed well since that activity impacts on the business survival in long-term.

Job seeker mindset is not bad actually since based on the study results, they can be said as a success. Some characteristics to be a successful job seeker shown by Tim `s Strategy (2018), Ideas for Job Search, Career and Life, are namely (1) having a great commitment during the job seeking, (2) goal focused (focusing on the job seeking goal), (3) clarity (searching the job well and clearly), (4) efficiency (must be done to not lose much time and build the structured activities), (5) tenacity (become a problem-solver), (6) positive attitude, (7) confidence, (8) follow-through (the right fit for the job), (9) good communicatoor (be a good and synergistic communicator), (10) hard worker.

Relying on the characteristics of the successful job seeker, it can be said that the ability to seek the job should be shown and it might be different from the type of received job. It means that the educational background is possibly not linear with the type of job available during the job seeking. Based on the writers' observation and experience, such condition happens and will run continually in the future.

In line with the characteristics of the successful job seeker, there are five dominant characteristics of the successful job seekers. The five characteristics are based on the research of Cheary (2018), Reed and Stoltz (2018) to 800 employees. The results found that from 800 employees researched, there were (1) 92.09% of them who answered commitment, (2) 91.4% of them who answered honesty, (3) 90.93% of them who answered trustworthiness, (4) 75.12% of them who answered accountability as the top five characteristics of successful job seekers. Those five characteristics are very significant for the job seekers to be successful in searching the job.

Commitment is essential to reach the success in seeking the job. Commitment is regarded a principal thing exactly needed in seeking the job. Commitment is very helpful and it enables someone to have the power to find a job. The job seeker's honesty is very necessary so that the leader makes that aspect as one of the principles of the best policy. Honesty has a correlation to responsibility and trust. Job seeker also must have the characteristic of trustworthiness. This case is very conducive when someone is given the task that must be done without controlled directly and continually. Job seeker adaptability is very important since the job seeker does not work in his/her own environment but he/she must live and cooperate with the other people. To include in the new environment, the job seeker must be able to adapt well. Every job seeker is demanded to have a good responsibility. Accountability of the job seeker is a key point for the success of the job. The result of the responsibility can be the reference in assessing the development of performance in the future.

Job creator also has the characteristic to reach the success in creating a job. Miller (2018) shows three characteristics of a creator. The three characteristics include (1) the creators love what they do, (2) the creator know how to do what they do, and (3) the creator do what they do. If those three characteristics are adopted, they have the following meaning. First, the job creators should love what they do. What is done should be loved from the deepest bottom of the heart. If something is forced, it is difficult for someone to love that job. Second, the job creators must know what they do. Each process and detail of the step in the business must be understood so that they have the ability to manage the resource optimally. Third, the job creators also must be able to do what the others do in the business.

The research results of Ananda and Mukhadis (2016) showed that (1) there is a relationship between production unit as the students' edupreneurship with entrepreneurship mindset, and (2) the cooperation of industrial world as well as school and the students' entrepreneurship mindset also have a significant correlation. It means that the students' job mindset of entrepreneurship can be influenced by the education through edupreneurship and cooperation of industrial world and school. Building the job mindset should be executed well to make the students are more ready to be an entrepreneur. The readiness to be an entrepreneur also can be viewed from the motivation and attitude to the entrepreneurship.

Another research shows that there is a positive and significant link between the motivation level, attitude, and readiness to participate in the entrepreneurship (Samsudin, Jalil, Wahid, Yahaya & Jizat. 2016). An individual who has a high order of motivation will have the readiness to participate in the entrepreneurship. Those who have high motivation will be more ready in the entrepreneurship. Similarly, those who have positive attitudes in the entrepreneurship will be more ready for it.

Regarding the willingness to have a business, there is a variable affecting the willingness. That variable is the entrepreneurship orientation and information technology that supports it (Santoso and Oetomo, 2016). The willingness does not come straight away but it should be started by the entrepreneurship orientation. The individual who has initial information through education and training as the model of orientation could arouse the individual's intention in the entrepreneurship. In line with the development of science and technology today, the individual will easily search and find the diverse successful entrepreneurship. It is reasonable that information technology definitely supports the individual in arousing his/her intention in the entrepreneurship. However, self-efficacy is proven that it does not influence the intention of entrepreneurship. Therefore, it is fair that self-efficacy does not have any relationship with the rise of willingness to have an entrepreneurship.

Job mindset of students or bachelor generally orients to be a civil servant or employee while both of jobs are limited compared to the number of labors. The educational system in Indonesia really creates the new job seekers, not the job creators. Their job mindset should be revitalized from job seeker mindset to job creator mindset (Foeh, 2018). He also recommends the strategy in revitalizing that mindset by (1) building the culture of family entrepreneurship, (2)

forming the business climate, and (3) conducting reformation education. The offered strategy is very good to be implemented. The mindset that orients to seek the job should be changed to create the job. Based on that strategy, the consequence is that, the family, educational institution, and government should cooperate to prepare them to be an entrepreneur in the future. The role of educational institution is strategic to be an entrepreneurship incubator. The educational system, including that in the university, should revitalize its curriculum format that tends to form the job creators than job seekers to the students. There are some strategies recommended to change the job seeker mindset to the job creator mindset namely by building the culture of entrepreneurship family, creating bussiness climate, reforming the education, optimizing the entrepreneurship education and training center, increasing the capital access, and adjoining the prospect to be enterpreneur (Foeh, 2018).

Based on the above explanation, it can be said that someone's readiness to be an entrepreneur is really determined by his/her job mindset. The sub-variable of job mindset consists of two things namely job seeker mindset and job creator mindset. Seeing both sub-variables, it is assumed that there is a difference of the correlation between the sub-variable of job seeker mindset and job creator mindset and the student's readiness to be an entrepreneur. This hypothesis would be tested in this study. This test is very important since the students will enter the limited work world so that their job mindset should be prepared to be an entrepreneur.

METHOD

Based on the purpose, this research used correlational descriptive research design. This research tested the correlational between the variables namely the correlation between the university students' job seeker and job creator mindset and the students' readiness to be an entrepreneur. The relationship between the variables can be seen in Figure 1.

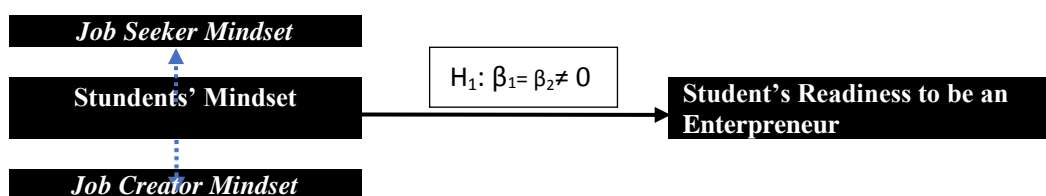


Figure 1. Correlational between Variables

The students that become the population of this research were the activists of the university that joined entrepreneurship education and training. They were from Faculty of Economy, State University of Malang. The total was 162 people. The samples were taken using random sampling with about 50% so that it resulted in 87 people.

The instrument of this research was questionnaire. The items of question/statement were arranged and developed based on the indicators of measurement of each variable. The arrangement of the instrument was based on the characteristic of student's job mindset namely job seeker mindset as well as job creator mindset, and the students' readiness to be an entrepreneur. After fulfilling the testing of the validity and reliability of the instrument, the questionnaires were distributed to the respondents and returned back when they joined entrepreneurship education and training. The results were analyzed using correlational descriptive analysis technique.

The test of validity and reliability of research instrument was carried out as follow. First, the validity test was undertaken using questionnaire given to the respondent out of the research population. The test of the instrument was performed with the significance level of 5% for the variable of job seeker, job creator, and readiness to be an entrepreneur which yielded the value of 0.2108. From the results of validity test analysis, it was known that from 19 items of the statement of the job seeker variable, there are two items of statement that were invalid. The invalid items were the statement number 10 and 11 because the correlation coefficient was 0.2108 with the significance level of 5%. For the variable of job creator represented by 17 statements, there were two invalid items namely the statement number 8 and 9 since the correlation coefficient was 0.2108 and the significance level was 5%. Subsequently, the variable of the readiness to be an entrepreneur is categorized valid since the correlation coefficient was 0.2108 and the significance level was 5%. Second, from the reliability test, the scores of instrument reliability are as follow (a) 0.664 for job seeker variable, (b) 0.526 for job creator variable, and 0.579 for the variable of readiness to be an entrepreneur.

The normality test that was employed in this work was helped by SPSS (Statistical Product and Service Solution) 16.0 for windows. This research used One-Sample Kolmogorov-Smirnov test with the significance level of 0.05. The data can be said normally distributed if the significance is more than 5% or 0.05. Based on the test results, the significance value was $0.214 > 0.05$. It means that the data of this research were normally distributed. The normally distributed data could be followed up for descriptive analysis and hypothesis test.

The linearity test was performed to know the relationship between variables, whether the correlation between variables is significantly linear. The data can be said linear if the result of linearity test shows the significance value of < 0.05 and the data are said not linear if the significance value is > 0.05 . Based on the linearity test with the variant analysis, the score of linearity significant coefficient was 0.000 or $p < 0.05$. It means that the data of job mindset variable and students' readiness to be an entrepreneur showed a linear relationship so that the hypothesis test could be carried out in the next stage.

RESULT

Data analysis to test the hypothesis was conducted using correlation analysis of product moment Pearson. The data analysis was assisted by SPSS 16.0 for windows. The calculation results of correlation analysis of product moment Pearson are presented in Table 2.

Table 2. The Results of Correlation Analysis

		Job_Seeker Mindset	Job_Creato r Mindset	Total_X (Student`s Mindset)	Readiness to be an entrepreneur
Job_Seeker Mindset	Pearson Correlation	1	0.227*	0.849**	0.119
	Sig. (2-tailed)		0.034	0.000	0.271
	N	87	87	87	87
Job_Creator Mindset	Pearson Correlation	0.227*	1	0.708**	0.454**
	Sig. (2-tailed)	0.034		0.000	0.000
	N	87	87	87	87
Total_X (Student`s Mindset)	Pearson Correlation	0.849**	0.708**	1	0.333**
	Sig. (2-tailed)	0.000	0.000		0.002
	N	87	87	87	87
Readiness to be an entrepreneur	Pearson Correlation	0.119	0.454**	0.333**	1
	Sig. (2-tailed)	0.271	0.000	0.002	
	N	87	87	87	87

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The hypothesis that is formulated in this research is there is a correlation between job mindset variable and students' readiness to be entrepreneur. The hypothesis test like presented in Table 2 shows the significant correlation coefficient. This case can be seen in variable X that is job mindset with the correlation result of 0.333 with the 2-tailed significance and the self-efficacy level of 0.05. It means that there is a significant relationship between students' job mindset and readiness to be an entrepreneur. The influence of job minset to the readiness to be an entrepreneur was 33.3% while the rest was influenced by the other variables.

Job mindset can also be partially seen from the sub-variables namely job seeker mindset and job creator mindset to the similar respondents related to the students' readiness to be an entrepreneur. It is necessary to see the tendency of their job mindset. The results show that the correlation between job seeker mindset and students' readiness to be an entrepreneur was the correlation of 0.271 at the 2-tailed significance score with the trust level of 0.05. It means that H_1 is rejected and H_0 is accepted. Based on the test results, it could mean that there is no significant correlation between job seeker mindset and the students' readiness to be an entrepreneur. Meanwhile, the relationship between job creator mindset and the student's readiness to be an entrepreneur obtained the correlation of 0.454 at the 2-tailed significance level of 0.000 with the trust level of 0.050, so that H_1 accepted and H_0 is refused. This case could mean that there is a significant correlation between job creator mindset and readiness to be an entrepreneur.

Based on the test to the sub-variable of job seeker mindset, it is proven that there is no relationship between the job seeker mindset and student's readiness to be an entrepreneurship, while the test to job creator mindset proved that it has a correlation to the students' readiness to be an entrepreneur significantly.

DISCUSSION

The research results show that students' job mindset correlates to their readiness to be an entrepreneur in the future. Nevertheless, the sub-variable of job mindset namely job seeker mindset and job creator mindset related to the students' readiness to be an entrepreneur results in difference. The test results show that job seeker mindset does not correlate to the students' readiness to be an entrepreneur while job creator mindset has a relationship with the students' readiness to be an entrepreneur significantly.

The students who have job creator mindset are proven to have a relationship with the students' readiness to be an entrepreneur in the future compared to the students with the characteristic of job seeker mindset. It means that creating job mindset directing to the students' readiness to be an entrepreneur is highly needed. Many variables support the building of individual's job mindset. The study results of Ananda and Mukhadis (2016) showed that the

entrepreneurship mindset building could be undertaken through the students' involvement in holding the production unit as the edupreneurship and involvement in the cooperation between industrial world and school.

These research results support the research that yielded the positive correlation between motivation level, attitude, and readiness to participate in the entrepreneurship (Samsudin, Jalil, Wahid, Yahaya & Jizat, 2016). Another relevant research shown by the entrepreneurship orientation and information technology supports the intention to have an entrepreneurship (Santoso and Oetomo, 2016). The underlined thing is that the intention does not emerge automatically but it should be begun by the orientation and information technology. However, it cannot be denied that self-efficacy does not impact on the entrepreneurship willingness. This case is because someone possibly does not directly engage in the entrepreneurship.

Although these research results showed that there is no relationship between job seeker mindset and students' readiness to be an entrepreneur, but job seeker mindset cannot be said failed. This case is indicated by the characteristic of successful job seeker (Tim's Strategy, 2018). The job seekers must have a high commitment, focus on the job, be careful and efficient, can handle the problem, have the good attitude, be confident, well communicate, and hard work. The determinant of successful job seeker consists of commitment, honesty, trustworthiness, adaptability, and accountability (Cheary, 2018; Reed & Stoltz, 2018). The five characteristics are known as the top five characteristics of successful job seekers. The case that should be noticed is the job seeker mindset is not the individual's characteristic that is failed in looking for a job but this mindset indeed does not have a relationship with the students' readiness to be an entrepreneur in the future.

As explained before, besides the individual has the tendency to have a job seeker mindset, he/she also tends to have a job creator mindset. The individual that has the job creator mindset and empirically has a significant relationship with his/her readiness to an entrepreneur also has the characteristic to reach the success in creating a job. This result is in line with the research of Miller (2018) that has shown three characteristics of a creator. Those three characteristics point the individuals' activity that must (1) love what they do, (2) know how to do what they do, and (3) do what they do. The three characteristics have become the characteristics of the individual that can create the new job vacancy. If the students have such characteristics including job mindset, they will be a more ready personality to be an entrepreneur in the future.

The support of job mindset variable given to the variable of students' readiness to be an entrepreneur which was 33.3% shows that there is still the other variables influencing it as well. The other variables that affect the students' readiness to be an entrepreneur are such as motivation, attitude (Samsudin, Jalil, Wahid, Yahaya & Jizat, 2016), entrepreneurship orientation through education and training as well as information technology (Santoso and Oetomo, 2016). Motivation is the individual's boost to do something. In this context, individual's (student) motivation to be ready to be an entrepreneur in the future. Alton (2018) also shows five factors to make an individual ready to be an entrepreneur that is the aspect of financial need, the flexibility of work time, the individuals can control themselves freely, build teamwork well, and the business can be done legally. All factors can be studied more thoroughly as a variable that determines the individual's readiness to be an entrepreneur in the future research.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the test results, there is a significant correlation between job mindset and students' readiness to be an entrepreneur. If the job mindset shows positive thing, the students will be more ready to be an entrepreneur in the future. From the aspect of the sub-variable of the students' job mindset, there is no significant relationship between job seeker mindset and students' readiness to be an entrepreneur while job creator mindset and students' readiness to be an entrepreneur has a significant relationship.

Recommendation

Based on the conclusion, this research recommends some suggestions as follow. The students should build and have job mindset directing to the job creator mindset to be more ready to be the true entrepreneur in the future. University and stakeholders should actively engage in facilitating the students to be an entrepreneur by forming job creator mindset in their mind. The other researchers can conduct the continual research by focusing on the study program learned with the type of job choice preferred by the students, the entrepreneurship field that will be developed, individual's motivation variable, and the cooperation between university and industry to develop research and job vacancy in the future.

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