THE EFFECT OF ENTREPRENEURSHIP KNOWLEDGE AND PERSONALITY PERSONNEL AGAINST BUSINESS READINESS THROUGH ENTREPRENEURIAL INTEREST IN THE PROSPECTIVE PURNAWIRAWAN EAST JAVA POLICE UNIT

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ABSTRACT

The purpose of this study was to analyze the effect of entrepreneurial knowledge and entrepreneurial personality on entrepreneurial readiness through entrepreneurial interest in prospective retirees. This research uses a quantitative approach with descriptive and explanatory research types. The population of this study is 241 retired East Java Police retirement candidates. Sampling using proportional random sampling techniques and the number of respondents using the Slovin formula with a margin of error of 5%, so there are 150 respondents. Validity testing using Product Moment and reliability testing using AlphaCronbach. The results of the study prove that there is a positive and significant influence of entrepreneurial knowledge and entrepreneurial personality on entrepreneurial readiness through entrepreneurial interest. Retired candidates must have knowledge of entrepreneurship and entrepreneurial personality as a way to become entrepreneurs.

Keywords: Entrepreneurial Knowledge, Entrepreneurial Personality, Entrepreneurial Readiness, Entrepreneurial Interest.

INTRODUCTION

The process of human life begins from childhood into adulthood. Likewise with the conditions of the world of work, when someone enters productive age will certainly optimize their potential. However, the longer a person works will eventually enter the retirement period, which is a condition where they have to stop working as usual. Turner and Helms (1991) explain that retirement is the end of an individual's job from a job in the formal field and is an early stage to carry out a new role in his life which includes expectations of future behavior and ways to redefine himself. Ekoningtyas (2010) explains that the retirement period ranges from 55-65 years old, as stipulated in Law No. 13 of 2003 concerning Manpower.

In retirement, every individual will experience a different psychological condition. The difference lies in the initial perception in which some people consider retirement as a long-awaited period, but there are also those who respond to retirement as a worrying period, bearing in mind that they do not yet have special preparations for facing retirement. There are several things that cause anxiety when facing retirement including not having a plan related to activities that will be carried out in the future, the income received will decrease from his income during the work period (reduced income), lack of intensity of interacting with coworkers, differences in treatment or revenue from the community, especially for those who have positions while in their tenure (Hakim, 2007). Based on the exposure related to these conditions requires adjustment and individual readiness.

Scheineiders (1964) defines self-adjustment as a process of mental responses and behavior in order to meet the needs and deal with tension, frustration and conflict successfully and produce a harmonious relationship between his needs with environmental norms or demands. While retirement readiness is an important thing that must be owned by every individual who works for survival in his old age after retirement. Every person who works certainly has a different role orientation, so the readiness of people who work in facing retirement is certainly different.

There are several characteristics of individuals who have a good adjustment in facing retirement, namely doing rational consideration and self-direction, not experiencing frustration, having stable emotions, no psychological mechanisms found, having the ability to learn, being able to take advantage of experience, and having an attitude realistic and objective. The exposure is in line with Humaira and Rachmatan (2017) which shows that there is a negative relationship between adjustment and anxiety in facing retirement. In this case it can be concluded that the better a person adjusts, the lower the level of anxiety in facing retirement. Therefore it is necessary to have thoughts and actions that need to be prepared and planned carefully for a worker to face retirement, so they can avoid the negative impacts that can hamper their survival (Hakim, 2007). For this reason, it is necessary to provide provisions on how to prepare and plan for employees who have entered retirement preparation periods, one of which is through entrepreneurship-based programs. The entrepreneurship-based program carried out in order to build retirement readiness is very important, so that workers have mental readiness to face old age.

Retirement readiness is an important thing that must be owned by every individual who works for survival in his old age after retirement. In fact, every person who works has a different role orientation, so the readiness of people who work in facing retirement is certainly different. Therefore, training programs in order to build retirement readiness are very important, so that workers have mental readiness to face old age. This needs to be done so that workers better understand the need to face old age in order to remain in a prosperous condition (in Eldin, et al., 2012). This condition is in line with the results of Novitaloka's research (2014) that a civil servant can be an entrepreneur when he is retired or preparing for retirement. Therefore, a civil servant entering retirement preparation has the opportunity to have a career in the field of entrepreneurship.
Bolton and Thompson (2000) have defined an entrepreneur as “a person who habitually creates and innovates to build something of recognized value around perceived opportunities”. Similar statements are also explained by Frinces stated (2011) that entrepreneurship is an individual who has the instinct (spirit, soul, reason, intuition, and competence) to do business, risk takers (risk takers) dare to invest, losses in obtaining profits (gambling), make changes to create progress. Based on this opinion, it can be interpreted that entrepreneurship is considered as a creative and innovative process to look for opportunities to succeed. Entrepreneurial readiness arises when a person has the instinct to do business and is skillful to start a new business. Entrepreneurial readiness of a person starts from one's interest in the business world and then takes actions to prepare everything in the business world.

Entrepreneurial readiness is inseparable from entrepreneurial interests, someone who has an entrepreneurial readiness can be based on entrepreneurial interests, given the interest in entrepreneurship is one's interest to pursue the business independently and dare to take risks. Entrepreneurial interest is the desire, the relationship, and the willingness to work hard to meet their daily needs and dare to bear the risks that exist (Rosmiati, et al, 2015). High interest is one indicator of awareness for each individual attached to him, so he prefers to do entrepreneurial activities.

Littunen (2000) states that there are two characteristics of entrepreneurs, namely the existence of creativity and the courage to take risks. While Marbun (in Alma, 2000) describes seven characteristics, namely self-confidence, orientation to tasks and results, dare to take risks, have leadership spirit, originality of ideas, have a vision for the future, and creativity in carrying out tasks. The interest is influenced by adequate information about the object of interest. Information on the success of a business forms an understanding that entrepreneurs have good prospects. In addition, the emergence of interest in something is also influenced by people's attitudes. Dignity as a high entrepreneur is certainly a motivation for the community to explore the world of entrepreneurship.

To support the readiness and interest in entrepreneurship can be pursued by carrying out training aimed at increasing entrepreneurial knowledge. Such knowledge can develop the potential of aspects of intellectual power, moral strength and social power. In addition to knowledge, attitudes and skills can also be improved. Knowledge is a conscious effort to change a person's behavior. Activities that involve increasing knowledge need to be designed, organized, monitored and evaluated so that the objectives set can be achieved.

Entrepreneurial knowledge has an important role for the growth of entrepreneurial interest. Alcade et al. (2002) said that there are seven categories in this case, the first is entrepreneurial awareness education, aimed at increasing the number of people so that they have adequate knowledge about entrepreneurship. This knowledge directs to the elements that determine interest, such as knowledge, desires and the possibility of doing entrepreneurship. The second category is education for start-up, focused on aspects of practice specifically for the initial stage of business, for example how to get venture capital, entrepreneurial legal aspects and others. The third category is education for entrepreneurial dynamism, aimed at developing and advancing entrepreneurial activities. Finally, continuing education for entrepreneurs is focused on improving the ability of existing entrepreneurs.

In addition to knowledge about entrepreneurship, having a superior personality is one of the keys that supports the success of entrepreneurs. An ideal picture of an entrepreneur according to Alma (2010) is a person who is in a state of emergency, still able to stand up to his own abilities and able to face difficulties. Even in ordinary circumstances (not emergency), able to become a person who developed and developed. Therefore, every individual should have the potential of an entrepreneurial personality to be independent in facing life's difficulties, even able to open up employment opportunities for himself and others.

HYPOTHESIS

H1: There is a positive and significant influence of entrepreneurial knowledge on the interests of entrepreneurship in the East Java Police Unit.
H2: There is a positive and significant influence on entrepreneurial personality on entrepreneurial interest in the East Java Police Unit.
H3: There is a positive and significant influence of entrepreneurship knowledge on entrepreneurial entrepreneurship in the East Java Police Unit.
H4: There is a positive and significant influence of entrepreneurial personality on entrepreneurial entrepreneurship in the East Java Police Unit.
H5: There is a positive and significant influence of entrepreneurial interest on entrepreneurship readiness in the East Java Police Unit.
H6: There is a positive and significant influence of entrepreneurship knowledge on entrepreneurship readiness through asking for entrepreneurship in the East Java Police Unit.
H7: There is a positive and significant influence of entrepreneurial personality on entrepreneurship readiness through asking for entrepreneurship in the East Java Police Unit.

METHOD

This study uses a quantitative approach. This study aims to describe and analyze the influence of variables using a quantitative approach (Creswell, 2013). The design in this study is descriptive explanatory and correlational because it aims to determine the influence of variables by describing, analyzing and interpreting data from research variables that include entrepreneurial knowledge (X1), and entrepreneurial personality (X2), entrepreneurial readiness (Y) and entrepreneurial interest (Z).

This study uses path analysis to test hypotheses which are the application of multiple regression analysis. In the path analysis there are two variables known as exogenous and endogenous (Sarwono, 2006). The independent variable (exogenous) in this study is entrepreneurial knowledge (X1) and entrepreneurial personality (X2), mediating variable (intervening) is entrepreneurial interest (Z), and the dependent variable (endogenous) is entrepreneurial readiness (Y) prospective retired Java Police Unit East. This research is explanatory which is used to explain the direct and indirect effects.

The instrument used was a closed questionnaire that had been tested for validity and reliability. The population in this study is the recipient of the East Java police unit as a retirement candidate. Researchers distribute questionnaires using Google Form. The sample in this study amounted to 150 respondents with the Slovin formula. The sampling technique in this study is probability sampling. The type used in this study is Proportional Random Sampling, which is a sample taken proportionally at random. To find out how the influence of Entrepreneurship Knowledge (X1) and Entrepreneurial Personality (X2), Entrepreneurial Interest (Z) on Entrepreneurial Readiness (Y), this study uses Path Analysis and Sobel Test techniques to determine mediation between intermediate variables.

RESULTS

1. Test Validity and Reliability Tests

a. Validity

Testing the validity of instruments using instrument validity using content and construct validity (Cresswel, 2013). The direct research instrument in the field test was applied by the researcher. However, validity and reliability tests still need to be done to strengthen the test results. Testing is done by testing the validity and reliability using SPSS 23 for windows (Statistical Product and Service Solution)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Item</th>
<th>R_count</th>
<th>Sig.</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Knowledge</td>
<td>1</td>
<td>0.596</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0.579</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0.554</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0.484</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0.546</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>0.568</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>0.388</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0.534</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>0.455</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>0.577</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td>Entrepreneurial Personality</td>
<td>1</td>
<td>0.673</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0.547</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0.466</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0.438</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0.475</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>0.721</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>0.480</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0.583</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td>Entrepreneurial Readiness</td>
<td>1</td>
<td>0.655</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0.542</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0.644</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0.710</td>
<td>0.000</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0.680</td>
<td>0.000</td>
<td>Valid</td>
</tr>
</tbody>
</table>
Based on the table above. All questions on the variables Entrepreneurship Knowledge, Entrepreneurial Personality, Entrepreneurial Readiness, and Entrepreneurial Interest have a count > table (0.263) or a significance value greater than 5% significance level or significance which means greater than 0.05. Questions raised are considered valid questions and can be analyzed further.

b. Reliability

Reliability testing is done after all items in the questionnaire are considered valid. Reliability will be seen from Cronbach's alpha coefficient. If the reliability coefficient of the calculation results shows that the Cronbach alpha value is more than 0.6 (α > 0.6), it can be concluded that the instrument concerned can be declared reliable.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Alpha Cronbach</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship Knowledge</td>
<td>0.726</td>
<td>Reliabel</td>
</tr>
<tr>
<td>Entrepreneurial Personality</td>
<td>0.724</td>
<td>Reliabel</td>
</tr>
<tr>
<td>Entrepreneurial Readiness</td>
<td>0.755</td>
<td>Reliabel</td>
</tr>
<tr>
<td>Entrepreneurial Interest</td>
<td>0.759</td>
<td>Reliabel</td>
</tr>
</tbody>
</table>

The instrument is said to be reliable, if the value of alpha cronbach is equal to or above 0.6. Based on the table above it is known that the value of alpha cronbach in the independent and dependent variables are above 0.6 so that it can be concluded that the variable has been reliable and can be further analyzed.

Respondents in this study are retired candidates from the East Java Police Unit who will retire. Descriptions of respondents were 56 years, 57 years and 58 years, while the most dominant was age 57 years. This is because respondents of that age are in accordance with the conditions at the time of the study. Respondents in this study are retired candidates from the East Java Police Unit who will enter retirement also include the sexes of men and women. This shows that men are more dominant than women, as are the characteristics of work or profession to protect the country.

Normality testing conducted in this study uses normal PP Plot Regression Standardized Residual graphs Based on the PP Plot graphic images that normality testing in the first regression with entrepreneurial personality and entrepreneurial knowledge as dependent variables and entrepreneurial readiness as independent variables show normal distribution patterns, because the data above spreads around the line and follows the direction of the diagonal line. Based on the P-Plot graphic image that tests for normality in the second regression with entrepreneurial personality and entrepreneurial knowledge as dependent variables and entrepreneurial interest as independent variables show normal distribution patterns, because the above data spread around the line and follow the direction of the diagonal line.

Path analysis is an analysis used to analyze whether a variable has direct or indirect effect on the independent variable (exogenous) with the dependent variable (endogenous). To analyze the data obtained, multiple linear regression analysis is used to look for effects. The analysis is described as follows:

### 2. Effect of Entrepreneurial Knowledge (X1) and Entrepreneurial Personality (X2) on Entrepreneurial Readiness (Y)

Table 1. Effect of Entrepreneurial Knowledge (X1) and Entrepreneurial Personality (X2) on Entrepreneurial Readiness (Y)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>.577</td>
<td>1.691</td>
<td></td>
<td>.342</td>
</tr>
<tr>
<td>Entrepreneurship Knowledge</td>
<td>.028</td>
<td>.054</td>
<td>.034</td>
<td>1.511</td>
</tr>
<tr>
<td>entrepreneurial personality</td>
<td>.823</td>
<td>.069</td>
<td>.795</td>
<td>11.944</td>
</tr>
</tbody>
</table>

R = 0.820
R Square = 0.672
Adjusted R Square = 0.667

(Source: Data processed by researchers)
Based on the analysis results in the above table the following equation can be formulated:

\[ Z = P_{zx}X + \epsilon_1 \]
\[ Z = 0.034X1 + 0.795X2 + 0.572 \] and value \( R_1 = 0.672 \)

The regression equation can be explained as follows:

a. \( P \) (path coefficient) = is the path coefficient \( X \), which means Entrepreneurial Readiness (Y) can be explained by Entrepreneurship Knowledge (X1) of 0.034 and entrepreneurial personality (X2) of 0.795

b. \( \epsilon_1 \) (effect of error) = an unidentified variable (error) can be calculated as follows:

\[ Pe_1 = \sqrt{1 - R_1^2} = 0.572 \]

The effect of error on structural Block I was 57.2%, it can be interpreted that the information contained in the calculation results was only able to explain the effect of the independent variable on the dependent variable by 42.8%, while the remaining amount was influenced by other variables not yet included in this study.

3. Effect of Entrepreneurial Knowledge (X1) and Entrepreneurial Personality (X2) on Entrepreneurial Interest (Y)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.383</td>
<td>1.106</td>
<td>.347</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship Knowledge</td>
<td>.060</td>
<td>.035</td>
<td>.195</td>
</tr>
<tr>
<td></td>
<td>entrepreneurial personality</td>
<td>.107</td>
<td>.045</td>
<td>.270</td>
</tr>
<tr>
<td>R</td>
<td>= 0.191</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R Square</td>
<td>= 0.237</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted R Square</td>
<td>= 0.223</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: Data processed by researchers)

Based on the results of the analysis can be formulated the regression equation as follows:

\[ Y = P_{yx}X + P_{yz}Z + \epsilon_2 \]
\[ Y = 0.195X1 + 0.270X2 + 0.637 \] and value \( R_2^2 = 0.237 \)

a. \( P \) (path coefficient) = is the path coefficient \( X \), which means Entrepreneurial Interest (Z) can be explained by Entrepreneurial Knowledge (X1) of 0.195 and entrepreneurial personality (X2) of 0.270

b. \( \epsilon_1 \) (effect of error) = an unidentified variable (error) can be calculated as follows:

\[ Pe_1 = \sqrt{1 - R_1^2} = 0.873 \]

The effect of error on the Block I structural is 87.3%, it can be interpreted that the information contained in the calculation results is only able to explain the effect of the independent variable on the dependent variable by 12.7%, while the rest is influenced by other variables not yet included in this study.

The indirect effect (indirect effect) of variable X on variable Y through variable Z can be calculated using the following formula:

\[ PTL = (P_{zx} \times P_{yz}) \]
\[ PTL = (0.795 \times 0.270) \]
\[ PTL = 0.214 \]

Based on these calculations it can be explained that the indirect effect is 21.4%. In addition, the results of the calculation of sub-structural variables indicate that Entrepreneurship Knowledge (X1) and Entrepreneurial Personality (X2) towards Entrepreneurial Readiness (Y) with a beta value (0.795) and a significance level of 0.000 ≤ 0.05, then Entrepreneurial Knowledge (X1) and Entrepreneurial Personality (X2) towards Entrepreneurial Interest (Z) with a beta value (0.270) and a significance level of 0.019 ≤ 0.05. Thus the variable X has a direct influence on the variable Y and the variable X also has an indirect effect on the variable Y through the variable Z.

With the results of the analysis in model 1 it is known that the regression coefficient is 0.795 with a tcount of 11.944 (tcount > table is 1.660) and a p value of 0.000 (p < α is 0.05). This means that H0 is rejected and Ha is accepted, or in other words the variable X has a positive and significant effect on the variable Y.
Besides that, the results of the analysis in model 2 are known that the regression coefficient for model 2 is 0.195 with a tcount of 1.711 (tcount > ttable is 1.660) and a p value of 0.039 (p < α is 0.05). This means that H0 is rejected and Ha is accepted, or in other words the variable X has a positive and significant effect on the variable Z.

Research conducted by Rembulan and Fensi (2017) that interest in entrepreneurship is influenced by the encouragement of educational institutions and entrepreneurship lessons or in this case related to knowledge about entrepreneurship compiled by educational institutions. The results of these studies can be used as reference material that the results of the hypothesis of entrepreneurial interest can be influenced by entrepreneurial personality and entrepreneurial knowledge. Entrepreneurship Knowledge (X1) and Entrepreneurial Personality (X2) towards Entrepreneurial Readiness (Y).

Similar research was also carried out by Syafi'i, et al (2015) stating that the desires of an entrepreneur are supported by superior qualities that complement his ability to run a business. Each individual is born with a different personality. Every personality possessed by an individual can be trained and developed. The trained personality will be more mature and can be applied in entrepreneurial life. According to the results of the above research, it can be used as a reference to bring about the results of the Entrepreneurial Readiness Hypothesis influenced by the knowledge of Entrepreneurship and Entrepreneurial Personality. The Effect of Entrepreneurial Knowledge (X1) and Entrepreneurial Personality (X2) on Entrepreneurial Interest (Y).

CONCLUSIONS AND SUGGESTIONS

Conclusions
Entrepreneurship knowledge possessed by retired candidates is very good. The highest question item states that retired candidates with entrepreneurial knowledge possessed will apply to their business and the lowest question item says that it will take care of all the legality of the product being sold.

Entrepreneurial personality possessed by prospective retirees is quite good. The highest question item states that retired candidates do business planning and control carefully to minimize the risks they might face and the lowest question item states that retired candidates are the types of people who dare to take uncertain risks for a large outcome.

Entrepreneurial Readiness owned by prospective retirees is quite good. The highest question items for retired candidates feel personally prepared to start a business and the lowest question items for retired candidates will learn about how to open a business and explore their abilities.

Entrepreneurial interest owned by prospective retirees is quite good. The highest question item states that entrepreneurship will increase its income and the lowest question item says that it is driven to be entrepreneurial because it sees people who are successful in entrepreneurship.

There is a positive and significant effect of Entrepreneurship Knowledge on Entrepreneurial Readiness. Thus it can be concluded that retired candidates who have high entrepreneurial knowledge, accompanied by mature preparedness and a high level of confidence to be ready to become entrepreneurs. This certainly can help facilitate the sustainability of entrepreneurship. Therefore, there is a need for readiness from institutions / agencies that support prospective retirees to have sufficient provisions in facing retirement, one of which is through improvements in the field of entrepreneurship.

Suggestions
The East Java Police Unit is advised to provide a program that can support retired candidates to prepare themselves for retirement, one of which is implementing an entrepreneurial-based program. While the scientific advice that can be given is the following research results can contribute to developing scientific studies related to the field of entrepreneurship.

Lecturers in Business and Management Education can provide motivation to students who are taking lectures to increase their readiness to become lecturers. Students are expected to be able to improve teaching skills, and add insight related to learning material. Students are also expected to be ready to face obstacles, both in terms of material and learning concepts, and be able to innovate and vary in applying the learning model.

It is hoped that Business and Management Education students who have readiness to become entrepreneurs can continue their careers in accordance with the fields that have been taken during lectures. To improve the quality and quality of education in Indonesia. The next suggestion is shown to researchers who are interested in continuing this research, it is better to do further research related to other variables that affect readiness to become a lecturer, apart from entrepreneurial knowledge and lecturers.

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