Perceived Desirability and Feasibility on Entrepreneurial Intentions for Indonesian Young Digital Talent in Business

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Abstract: *This paper investigates the relationship between the desirability and feasibility of entrepreneurial intentions to create new young digital talent in Indonesia. This paper studies the experiential teaching 'work & innovation-base' learning entrepreneurship through a Lean Startup Methodology (LSM). The students have been compelled to execute LSM for early-stage adventures. This study investigated several factors that influence prospective young entrepreneurs in Entrepreneurship Education within students, based on a sample of 245 university students. The research's model used the 'Non-Equivalent Groups Design' (NEGD) framework for both 'observed group' and 'control group'. The results of this study showed that "Perceived Desirability" and "Perceived Feasibility" have impacted Entrepreneurial Intentions in an integrated environment of higher education. Descriptive statistics and MANOVA Analysis were used to analyze the model.*

Keywords: *Entrepreneurship Education; Entrepreneurial Intentions; Lean Startup Methodology (LSM); Perceived Desirability; Perceived Feasibility.*

I. Introduction

The inevitable shift from the simple digitization era or the third industrial revolution to innovation based on a combination of technology or the fourth industrial revolution forced many organizations to reexamine the way they do business. Today's development does not change the fundamental business, and the business philosophy remains the same. Therefore, organizational leaders and senior executives need to understand the changing corporate environment, dare to fight obsolete business assumptions, and try strategies to be carried out by all their operating teams, and continue to innovate. The development of cellular technology plays an important role in many sectors in developing countries including China and India, both for consumers and producers of Small and Medium Enterprises ("SMEs"). Currently Chinese and Indian SMEs even use at least three cellular applications in marketing activities to encourage their sales to generate significant profits. Cellular technology is now so ubiquitous and produces many cheap new innovations.

On the supply side, many entrepreneurs see that the introduction of new technologies creates new ways to fully service existing needs, and significantly disrupt existing industry value chains. This is the result of smart and innovative new entrepreneurs getting access to global digital platforms, both for research, development, marketing, sales, and distribution. Major shifts also occur on the demand side, this is a result of the growth of transparency, consumer involvement, and new patterns of consumer behavior that are changing rapidly because they are built on network access and cellular data. Therefore, companies must adjust the way they design, market, and provide products and services to customers.

The cellular technology platform can collect individuals, assets, and data, thus creating new ways of how customers consume goods and services. In addition, this platform also lowers barriers for business people and individuals to create wealth change their personal and professional environment. This new business platform quickly created many new services from laundry services to shopping, from work to parking lots, from massage services to travel services. Innovative business models using digital platforms can create new markets, or allow new entrepreneurs to create and take advantage of new opportunities in existing markets. The young generation of Indonesia is very close to the internet and digital technology, so it becomes part of the total number of internet users totaling 132.7 million by 2016. Indonesia has a productive age of 24.5%, and from 2020-2035 Indonesia will enjoy a bonus the demography. The number of productive ages is projected to be at the highest chart of the nation's history, which is 64% of the total 297 million population of Indonesia. Regarding how the young generation, who are mostly in the university environment become new entrepreneurs, is the first task of the lecturers to motivate and develop an entrepreneurial spirit in the university environment.

Formal education is not always the direction in which the dynamics of entrepreneurship emerge. The education system in Indonesia sees that entrepreneurship education is the most appropriate discourse and is able to fulfill the campus accreditation function. But when entrepreneurship education spreads in the community, it

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can create a chain effect. In the OECD countries, local development efforts unite and coordinate authorities, civic organizations, business communities, and schools to be able to increase entrepreneurship, including young entrepreneurs as a source of economic dynamism and new jobs. Education to prepare potential entrepreneurs is an important part of efforts to increase entrepreneurship.

Young Entrepreneurs Scheme (YES) in Ireland was created in 1991, which targets children aged 12-18 years. The main goal is to develop a strong corporate culture, which is to make Irish youth think about one day establishing their own business, helping them to deal with changing work situations, and encouraging initiative, creativity, and entrepreneurial skills. In 1997 the Greek Ministry of Manpower and Social Affairs established a grant program to encourage 2500 new small businesses and self-employed workers, targeting unemployed people who had technical diplomas with 18-25 years. While in Portugal, the Sistema de Apoio aos Jovens Empresarios (SAJE) provides grants for new businesses, which include 50% for capital needs, 10% for projects in disadvantaged areas, and another 10% for unemployed and youth job seekers. The Wundenschafter Grunden Firmen program in Austria provides a fairly standard financial package and tailored assistance to a narrow target run by the Ministry of Science, which is to help scientists with viable business projects with most clients aged between 25 and 33 years. The Taller Escuelas program from Spain began in 1994 funded by the Spanish National Labor Institute, and the European Social Fund, which is aimed at facilitating unemployment of young people (aged 18-25 years) with limited professional skills.

In Indonesia, the Indonesian National Qualifications Framework ("KKNI") is a guideline for higher education institutions to compile a curriculum that contains the objectives of the study program, as well as relevant subjects to achieve the goals set forth in the IQF (Maksum, 2015). The purpose of the IQF is to match the curriculum with the needs of all stakeholders as users of formal education graduates. Some empirical evidence shows that entrepreneurship, education, and workshop courses including the IQF program play an important role in improving entrepreneurship skills on campus. Entrepreneurship training can not only stimulate the ability to identify opportunities and improve skills but also influence 'desirability' and 'feasibility' of students as potential new entrepreneurs based on digital technology (technoprenuer) (DeTienne & Chandler, 2004; Fiet, 2007; Wright & Fu, 2015). Some empirical findings note that training inspires and has a moderate level of impact on entrepreneurial intentions, especially in the field of technopreneur.

This study aims to explore 'desire' (desirability) and 'belief' (feasibility), as well as the decisions of students to adopt digital technology that influences their choices in business and university life. This research also explores the new entrepreneurial potential in the creative industry that uses digital technology media. In e-commerce classrooms, digital technology training is expected to provide students with technological expertise and skills that can be integrated into desirability and feasibility, and encourage the adoption of digital technology in their business choices (Moghavvemi, Salleh, & Abessi, 2013; Straub, 2009). Therefore, the authors hope that this study will provide clear insight, whether learning or training that is work & innovation-based learning can encourage the desires and beliefs of prospective entrepreneurs in the Faculty of Business Economics, Pancasila University.

Empirical literature that addresses the behavior of new entrepreneurs about how they start their business is still limited (Henderson & Robertson, 2000). Modern literature on entrepreneurship shows that a variety of skills/characters are needed to become entrepreneurs (Lazear, 2005). The classical theory discusses entrepreneurship based on personal character, especially in terms of ability to innovate (Schumpeter, 1934), and bear uncertainty and risk (Cantillon, 1755; Kihlstrom & Laffont, 1979; Knight, 2002). Entrepreneurship is comprehensive and has several components of important characteristics, by its nature, it is still being studied to what extent they can be studied, while on the other hand, managerial capabilities are more likely to be learned. (Guiso, 2016) also found some positive relationships, that entrepreneurs who grow in locations where entrepreneurship develops have significantly better managerial practices.

Empirical literature argues that the intention of entrepreneurship depends on desire (Perceived Desirability) and belief (Perceived Feasibility). Negative interaction effects are found between desire (Perceived Desirability) and belief (Perceived Feasibility) based on the theory of 'regulatory focus theory'. His findings indicate a new typology of techno-entrepreneurs as natural entrepreneurs, accidental entrepreneurs, and inevitable entrepreneurs. Understanding the desire for entrepreneurship is important to give our understanding of the study of entrepreneurial behavior (Venkataraman & Sarasvathy, 2000). Krueger (2004) has determined that the initial factor of entrepreneurial intention is characterized by desire (Perceived desirability) and belief (Perceived Feasibility) arising from entrepreneurship opportunities. Steel and Konig (2006) argue that perceived feasibility is in line with expectations and perceived desirability in harmony with emotions so that they may interact in forming entrepreneurial intentions.

In the case of Indonesia, desirability and 'belief' (Feasibility) in the university environment have important aspects in shaping students to become Sudarmaji & Ambarwati (2017) technopreneurs. Investigation through the theory of UTAUT, it was found that students currently looking at entrepreneurs are their destination after their university' life. This is in line with the program of many universities that have entrepreneurship units

and business incubators. This study took the students population of the Faculty of Economics and Business, Pancasila University. Where the Pancasila University has not implemented an "work & innovation-base learning" program on an incentive basis and has not been included in its curriculum program. The population consists of 5 e-commerce course classes totaling 225 students. The author gets one class as lecturer where the class contains around 40 students, which are treated as 'observe class' variables while the other 4 classes that are cared for by different subjects become control variables (class control). In the Observe class variable, students are grouped into several groups to facilitate and provide a real picture about teamwork in doing business.

1.1 *Perceived Desirability* (PD)

The model "Entrepreneur Potential Model (EPM)", (Krueger Jr. & Brazeal, 1994), asserts that EPM records two variables in "Theory Planned Behaviour" or "Theory Reason Action", that is, attitudes towards social actions and norms which is the basis of EPM. Nimalathasan & Achchuthan, (2012) noted that entrepreneurial motivation and intention to work alone were significantly determined by Perceived Desirability. Thrikawala, (2011) revealed that gender, family business experience, type of study program and year of study program significantly affected entrepreneurial intentions among academics while their family's financial capabilities were not related to their goals. In addition, (Barrett, Davidson, Prabhu, & Vargo, 2015) Davidsson (1995) argues that the main determinant of entrepreneurial intention is a person's belief that starting and running the company itself is a suitable alternative for him. In addition, Kumara, (2012) states that there is a significant positive positive correlation between entrepreneurial trust and entrepreneurial intentions, and between attitudes towards entrepreneurs and entrepreneurial intentions. Crant, (1996); Veciana et al., (2005) cited in Guerrero, Rialp, & Urbano, (2006) The Entrepreneurial Potential Model is largely supported by their studies. In addition, Crant's (1996) shows a strong relationship between variables in the Entrepreneurial Potential Model. Meanwhile, Veciana, Aponte, & Urbano, (2005) in their study revealed that students have a positive vision of the desire to start a new company, but they do not consider it feasible.

1.2 Perceived Feasibility (PF)

As explained earlier, 'Theory Plan Behavior' is an extension of 'Theory Reason Action', (Ajzen & Fishbein, 2000). Meanwhile, the EPM model (Krueger Jr. & Brazeal, 1994), which is considered 'Perceived Feasibility', is the same as 'Perceived Behavior' in 'Theoy Reason Action', (Singh, Prasad, & Raut, 2012). This expanded EPM model has included the 'Perceived Feasibility' variable as a non-motivating factor for entrepreneurial intentions. 'Perceived Behavior' has also been referred to as 'Perceived Feasibility', especially in studies measuring entrepreneurial intentions (Krueger Jr., Reilly, & Carsrud, 2000; Peterman & Kennedy, 2003). Perception of self-efficacy is also used as 'Perceived Behavior' that is felt in 'Theory Plan Behavior' by Conner & Armitage, (1998). Furthermore, Wang, Lu, & Millington (2011) show that 'Perceived Feasibility' in the Entrepreneurial Event Model, Shapero & Sokol, (1982) has the same meaning or synonym in variabel self-efficacy in the 'Perceived Behavior'- model. Ajzen, (Ajzen, 1991).

1.3 Entrepreneurship Education (EE)

The ability to see student business opportunities can be improved through the provision of entrepreneurship courses and training ((JAIF), 2017; Mansor & Othman, 2011) Sudarmaji & Ambarwati, 2017). If the ability to identify opportunities can be improved, there are still specific factors attached to each individual subject to change during the course and training, where there are certain students who have more ability to identify business opportunities, (Nasip & Sudarmaji, 2017). Some authors find that the entrepreneur's ability to identify business opportunities can be associated with an individual character (Baron, 2004; Gaglio & Katz, 2001; Krueger Jr. et al., 2000; Nasip & Sudarmaji, 2017) (Sudarmaji & Ambarwati, 2017). The ability to identify business opportunities must be developed over time, this can explain why entrepreneurs are able to understand the reality that is different from other individuals. Students can connect the information they get from the outside environment, and how to identify these business opportunities.

Additional training or lessons on how to target customers in the real world of business provide new insights for students in e-commerce courses and entrepreneurship courses. This is because there are certain segments that training in e-commerce or entrepreneurship subject does not teach cognitive things such as creativity, passion, perseverance, vision and courage to take risks. While some things can be taught to students in their functions as entrepreneurs later such as: business negotiations, business planning, targeting "customer pitching" customers, market research, business plans, and others. Training in targeting customers is a lesson on how advertisements that are installed can deliver the desired results. Successful targeting must show that marketers can use marketing budgets effectively to create greater value for the brand, product or service offered. Targeting ads to relevant customers can empower students to reach audiences on a large scale through segment division or demographic targeting: gender, age, education, and others.

To become a new technologist, students must have experience coupled with knowledge about shopping through digital technology platforms and believe that they can design their own products, market them and get the benefits. This study is designed through cognitive approaches and learning and is done by studying the individual orientation of prospective new entrepreneurs, which may be different for each individual, gender, class, age, habits, culture, and others. Then the next step is to provide learning based on work & innovation-base learning to improve entrepreneurial character, and it is hoped that students can have implications for being able to visualize the ability to pursue future business opportunities.

1.4 Lean Startup Model (LSM)

Many entrepreneurship learning programs use traditional teaching approaches, theoretical entrepreneurship teaching. In this 'LSM' teaching is not only based on theory and framework, but students will get direct experience on how to start a new business or company. More than a quarter of respondents involved or 40 students were used as observe variables, using LSMs to be able to work in a real way, build and produce prototypes that are directly related to suppliers and talk to prospective customers to get accurate information. The purpose is so that students can directly connect with partners or customers to test and validate hypotheses, and verify all the business models they will run.

The teaching technique prioritizes work experience in learning entrepreneurship based on innovation or work & innovation learning, that the idea behind this LSM method is the end result of different training with traditional training. LSMs are recursive models that test and validate the initial assumptions of hypotheses made by students. The focus of this initial hypothesis is that students work to test and validate business model innovations. The company's business model is a system of interconnected activities and interdependence that controls how companies do business with consumers, partners, and vendors. A business model is a group of specialized activity systems carried out to meet market needs, as well as the specifications that companies or partners do in their business, about how these activities are connected to each other. Meanwhile, LSMs are teaching where students start the startup business process as a discovery process that focuses on customer validation, customer development processes and continues to repeat it until where between customer needs and product requirements they have full harmony between the two.

The media used to test the initial hypothesis consisted of 9 Business Model Canvas blocks. Business Model Canvas ("BMC") according to Osterwalder, Pigneur, Smith, & Movement (2010) is an analytical tool on how companies can create corporate value. Through BMC, entrepreneurs can see how they can run their business; who will be involved in both the production, marketing, and other departments; and how companies maintain their relationships with customers, so that they can also maintain the sustainability of their company. The advantages of BMC are for strategic planning and development; a tool for expressing ideas; tools for knowing customers; as a dashboard/indicator; and tools to find out competitors (such as the level of competition). Besides all that, BMC can also be used as a tool for analyzing business portfolio models; innovation planning; and to harmonize the mindset of the organization (Osterwalder et al., 2010).

II. Method

This research will start with investigating students from e-commerce and entrepreneurship class, are they interested in becoming new entrepreneurs in the technology-based creative industry. Therefore, students are trained to have the experience, and to add knowledge about shopping with a digital technology platform. For students, starting a business from scratch means learning from mistakes directly. They have to deal with customers, employees and other organizations, and this can be considered as an opportunity to improve their knowledge

This study explores the decision of whether these students are able to adopt specific technologies that influence their choice of business and entrepreneurial life at the university. In addition, this research also discusses the potential of new entrepreneurs from the campus environment in the creative industry and the adoption of certain technologies. Technology e-commerce skills are integrated into the current curriculum and are expected to encourage the adoption of certain technologies (Barron, Kemker, Harmes, & Kalaydjian, 2003; Moghavvemi et al., 2013; Straub, 2009). Therefore, this research is expected to provide clear answers and insights, about why millennial Indonesia, especially in the Faculty of Economics and Business, University of Pancasila remains hesitant to act in adopting and investing in business start-ups.

The implementation of this research activity is carried out in the form of lectures (50%), and the remainder is done in group work and making design samples of products or applications (50%).This is done by giving examples of business' cases that have occurred before. After giving a course, students will be given time for consultations/discussions about business through Small Business Groups guided by the Author.This training effort is expected to motivate and reduce the obstacles felt by prospective millenial-preneurs in starting new technology-based entrepreneurs, especially in the ability to see opportunities, and position products in existing markets, as well as other things related to how to start new entrepreneurs. The training is an attempt to enrich

and increase the confidence of prospective millenial-preneur in the future. With this activity, prospective millenial-preneur is expected to:

1. Having knowledge of contracts, products, prices, services, and financial report projections.
2. Being able to make his business grow and become a sustainable business.
3. Able to produce distinctive products or services, different from others, good quality, and attractive to the market.
4. Able to carry out effective and efficient marketing techniques, so that the product or service can be sold in the market

The main strategy of this study in e-commerce courses is to provide additional training or lessons in Observer or Intervention class (one class) which is used as an "Observe" variable for other "control" classes (four classes). In Observe classes, special training or e-commerce subjects are added specifically for 30 minutes. It can be said that this study uses the experimental method with Non-Equivalent Groups Design ("NEGD"), which is the form of research that is most often used in social research, Trochim, (2001). (Enkel, Bell, & Hogenkamp, 2011) Cook & Campbell (1979). NEGD occurs when program participants are treated differently. In this study, the authors divided into two groups, namely the Observer class (self-selected), and the control group (randomly chosen), so that the two groups became an unequal part in the way they were recruited and treated. The thinking framework in this study can be described as follows:
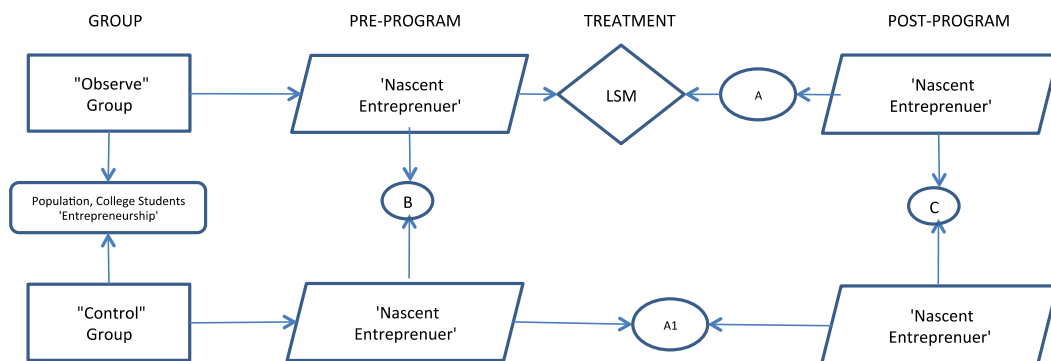
Picture 1: Research Framework

A special additional subject given in research class is training on how students target customers in real or real marketing of their products in the business. The lesson on how to target customers or pitching the customer is by using approaches: 1) best practices & using entrepreneurship tools (FB Ads or Instagram Ads), 2) emphasizing practice, 3) localizing MY teaching approaches or deviations from the standard curicullum, and 4) evaluating the performance.

This research was arranged through several steps to get a comparison of the different training results: 1) the initial questionnaire using Google Form was given at the beginning of the class in all classes including Observe class variables and control class variables, 2) prospective Millenial-preneur was required to make an initial presentation on planning business, resources, and idea formation. The lessons given in this session are considered to repeat the previous courses, namely entrepreneurship courses, only the difference lies in the products that must be sold. The idea of culinary products in e-commerce classes is forbidden to be displayed because this training hopes that the product ideas are using digital terminology, 3) Millenial-preneur candidates make the 2nd presentation and the prospective Millenial-preneur is expected to have finished making sample products or initial products ready to be marketed and ready to target customers. This training imitates business in real terms and the initial product that has the minimum viable product creation has occurred, 3) prospective millenial-preneur starts advertising by targeting customers in the real way through paid advertising on Facebook, and 4) final questionnaire distributed to see the effect or effect after the prospective millenial-preneur performs a series of additional subject training activities, the questionnaire is distributed through Google Form and distributed to Observe class variables and control classes.

III. Result & Discussion

The study population consisted of 5 e-commerce classes totaling around 225 millenial-preneur candidates. The author gets one class (BMP Class) which contains about 40 students, who are treated as observing class variables in class action research, while 4 other classes become control variables (class control).

In Observe class variables, students are grouped into several groups to facilitate and provide a real picture of teamwork in business. There are 113 respondents who provide participation from the entire population in the e-commerce class. As can be seen in Graph 1., out of 113 respondents who took e-commerce classes, 78 students had an interest in becoming technopreneur, 15 students did not have a clear picture, and only 10 students said they were not interested. In addition, there are 79 students who currently have the idea of doing business, 25 students who do not know, and 9 students who have no ideas at all

Introduction to business and entrepreneurship lessons, as well as advanced entrepreneurship, are compulsory subjects for students before they take e-commerce classes. The collection of ideas, lessons, and motivations given by the lecturers in the previous subject provides a clear picture of how someday they will run a business and carry out their role in it
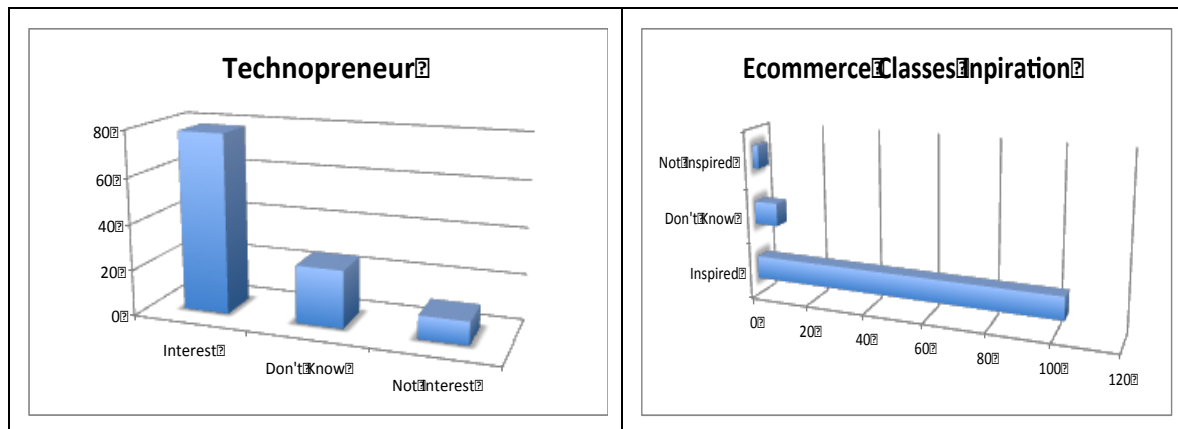
Grafik.1: The student that been Inspired in the Class

3.1 Product Presentation and Customer' Target

After students make an initial presentation about business planning, resources, and idea formation, then the students are asked to make presentations about the creation of minimum viable products. Students at this stage have finished making sample products or initial products that are ready to be marketed and ready to target customers. In this training, students imitate business in real terms. After making the initial product, the next step is how students target customers. This work learning & innovation-base learning requires students to advertise and pay for it from their own money. This is expected to provide motivation and sincerity for them. Advertising is done through paid Facebook. Through paid advertisements, prospective millenial-preneurcan monitor ad movement through dashboards (control boards) or monitors that they install and respond back to prospective customers' interests or questions. The dashboard found on Facebook provides an updated picture of the ads targeted to customers on Facebook. All responses coming from Facebook both like and comment even the item request will be listed there. This makes it easier for students to see tangible results for the initial product being marketed.

3.2 Entrepreneurship Intention, Perceived Feasibility, and Perceived Desirability

There were 56 respondents who participated in the last questionnaire to see the effect or effect significantly after students conducted a series of additional subject training activities. Questionnaires are distributed to Observer class variables and control classes via GoogleForm. Of the 56 student respondents who participated, there were 23 students who came from the Observer class, and 36 students came from class control. Can be seen in Table 1, of the 23 students who came from the obesity class and 36 students who came from the class control, there were striking differences, namely 16.30% in the Observer class stated that e-commerce class was interesting and inspired them to become technopreneur.

Tabel.1. Oberved Variabel dan Control Variabel

Description	Observed	%	Control	%	Var
Technopreneur					
Interested	21	91.3%	27	75.0%	**16.3%**
Don't Know	2	8.7%	9	25.0%	-16.3%
Having a Business Idea already					
Don't have	11	47.8%	18	69.2%	**-21.4%**
They do	12	52.2%	8	30.8%	21.4%
Times to Technoprenuer Dream					
5-10 Years upon Graduation and Work	0	0.0%	2	5.6%	-5.6%
2-3 Years upon Graduation and Work	1	4.3%	18	50.0%	-45.7%
Undecided	1	4.3%	5	13.9%	-9.5%
Upon Graduation	21	91.3%	11	30.6%	60.7%
Segment Ecommerce					
Both of Business & Technology	6	26.1%	10	27.8%	-1.7%
Business Section	16	69.6%	23	63.9%	5.7%
Technical Section	1	4.3%	3	8.3%	-4.0%
Inspire by ecommerce					
Maybe	6	26.1%	11	30.6%	**-4.5%**
Yes	17	73.9%	25	69.4%	4.5%

Meanwhile, when asked whether they currently have a business idea that they will someday carry out, as can be seen in Table 1, there are 52.50% in the Observer class stating that they already have ideas and 47.80% have no ideas. This far exceeds the percentage when compared to the control class, which is equal to 30.80% who already have a business idea and 69.20% who do not have a business idea. Inspiration to execute or execute business ideas is usually determined by many things and is cognitive in nature such as creativity, passion, perseverance, vision, and courage to take risks. Of the 23 students who came from observe classes, there was a very sharp difference where 91.30% said they would execute business ideas after graduating from college, and the rest had not yet decided and would do it in 2-3 years after graduating.

This is inversely proportional to 36 students taken from the control class, ie only 30.60% will carry out their business ideas after graduating from college, 50% will implement them within 2-3 years after graduating from college, and the remaining 13.90% and 5.60% respectively decide 5 -10 years after graduating, and who haven't decided at all. Still in Table 1 above, although there are still differences in 23 students who are on the Observe variable, and 36 students in the control class, the distribution is very thin. There are 69.60% and 63.90% of students from Observer and control classes who choose business-oriented weight or segments in the e-commerce class compared to technical lecture segments, while the difference between Observer and Control classes is only 5.70%. So that it can be said that lectures with business segments and examples of contemporary or contemporary subjects can inspire and attract students to take this e-commerce course.

In addition, when asked whether they were still inspired and would practice part or all of e-commerce lessons, such as business negotiations, business planning, attracting customers, market research, and business plans, almost all answered "yes" with a percentage of 73.90% of Observe classes and 69.40% of the control class.

3.3 MANOVA

Based on multivariate test analysis as can be seen in Table 2 below, it can be stated that there is a very significant difference between the Observer class and the control class. By using Multivariate Analysis of Variance ("MANOVA"), we can see the differences between variables perceived as disability and perceived feasibility. From the results of tests that were stated both according to Pillai's Trace, Wilks' Lambda, Hotelling's trace, and Roy's Largest Root, that all indicators were very significant differences between the two groups. In the results of the Wilks' Lambda test, the result is 0.554, at F (6.52) with a value of 6.983, with P-value = 0.000 which is stated to be smaller than <5% while Partial n2 is 0.446.

Tabel.2. Multivariate Test[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.974	325,417[b]	6.000	52.000	.000	.974
	Wilks' Lambda	.026	325,417[b]	6.000	52.000	.000	.974
	Hotelling's Trace	37.548	325,417[b]	6.000	52.000	.000	.974
	Roy's Largest Root	37.548	325,417[b]	6.000	52.000	.000	.974
INT01	Pillai's Trace	.446	6,983[b]	6.000	52.000	.000	.446
	Wilks' Lambda	.554	6,983[b]	6.000	52.000	.000	.446
	Hotelling's Trace	.806	6,983[b]	6.000	52.000	.000	.446
	Roy's Largest Root	.806	6,983[b]	6.000	52.000	.000	.446

a. Design: Intercept + INT01

b. Exact statistic

Tabel.3. Descriptive Statistics

INT01 (Will execute the Idea shortly to Become a Technoprenuer)		Mean	Std. Deviation
Perceive Desireibility-01	Don't Want to Technopreneur	0.353	0.493
	Want to Technopreneur	0.833	0.377
	Total	0.695	0.464
Perceive Desireibility-02	Don't Want to Technopreneur	0.765	0.437
	Want to Technopreneur	0.976	0.154
	Total	0.915	0.281
Perceive Desireibility-03	Don't Want to Technopreneur	1.647	0.493
	Want to Technopreneur	1.881	0.328
	Total	1.814	0.393
Perceive Feasibility-01	Don't Want to Technopreneur	1.059	1.029
	Want to Technopreneur	1.952	1.125
	Total	1.695	1.163
Perceive Feasibility-02	Don't Want to Technopreneur	0.000	0.000
	Want to Technopreneur	0.262	0.445
	Total	0.186	0.393
Perceive Feasibility-03	Don't Want to Technopreneur	0.706	0.470
	Want to Technopreneur	0.929	0.261
	Total	0.864	0.345

By using statistical analysis, there are significant differences in the variables Perceived Feasibility-01, Perceived Desirability-02, Perceived Desirability-03, Perceived Feasibility-01, Perceived Feasibility-02 and Perceived Feasibility-03 between the Observer group and the control group. To analyze the effects or effects of work learning & innovation-base learning in the two groups, MANOVA analysis was also used where the NEGD model was tested to predict student desire (Entrepreneurial Intentions) in the high education institution environment. Indicators of the mean and standard deviation in variabel Perceived Feasibility-01, Perceived Feasibility-03, Perceived Feasibility-01, Perceived Feasibility-02 and Perceived Feasibility-03 that influence student desire (Entrepreneurial Intentions) show very significant results between both groups. Table 3 shows the differences in the indicators of the mean and standard deviation between the two groups

Tabel.4. Tests of Between-Subjects Effects

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
INT	Perceive Desireibility-01	2.793	1	2.793	16.385	.000	.223
	Perceive Desireibility-02	.541	1	.541	7.646	.008	.118
	Perceive Desireibility-03	.662	1	.662	4.554	.037	.074
	Perceive Feasibility-01	9.663	1	9.663	8.000	.006	.123
	Perceive Feasibility-02	.830	1	.830	5.828	.019	.093
	Perceive Feasibility-03	.600	1	.600	5.417	.024	.087
ERROR	Perceive Desireibility-01	9.716	57	.170	-	-	-
	Perceive Desireibility-02	4.035	57	.071	-	-	-
	Perceive Desireibility-03	8.287	57	.145	-	-	-
	Perceive Feasibility-01	68.846	57	1.208	-	-	-
	Perceive Feasibility-02	8.119	57	.142	-	-	-
	Perceive Feasibility-03	6.315	57	.111	-	-	-

From the results of ANOVA testing conducted at level 0.025 (two tailed) on Perceived Desirability-01, it has an F-value (1.57) = 16,385, p-value = 0,000 and partial ETA square n2 = 0.093, Perceived Desirability-02 is F-value (1.57) = 7.646, p-value = 0.008 and partial ETA square n2 = 0.118, Perceived Desirability-03 is F-value (1.57) = 4.554, p-value = 0.037 and partial ETA square n2 = 0.123, Perceived Feasibility-01, is F-value (1.57) = 8,000, p-value = 0.006 and partial ETA square n2 = 0.074, Perceived Feasibility-02 is F-value (1.57) = 5,828, p-value = 0.019 and partial ETA square n2 = 0.093, and Perceived Feasibility-03 is F-value (1.57) = 5.417, p-value = 0.024 and partial ETA square n2 = 0.087. From the results of ANOVA analysis individually, where all these values can be stated that Observer groups or students given work training & innovation-base learning can be said to have a higher desire for Entrepreneurial Intentions than the control group that is not given work training & innovation-base learning. All results of ANOVA analysis can be seen in Table 4.0 and Table 5.0.

Tabel.5. Different Between The Group

Dependent Variable		Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Perceive Desireibility-01	Group Kontrol	0.353	0.100	0.152	0.553
	Group Observe	0.833	0.064	0.706	0.961
Perceive Desireibility-02	Group Kontrol	0.765	0.065	0.635	0.894
	Group Observe	0.976	0.041	0.894	1.058
Perceive Desireibility-03	Group Kontrol	1.647	0.092	1.462	1.832
	Group Observe	1.881	0.059	1.763	1.999
Perceive Feasibility-01	Group Kontrol	1.059	0.267	0.525	1.593
	Group Observe	1.952	0.170	1.613	2.292
Perceive Feasibility-02	Group Kontrol	0.000	0.092	- 0.183	0.183
	Group Observe	0.262	0.058	0.145	0.379
Perceive Feasibility-03	Group Kontrol	0.706	0.081	0.544	0.868
	Group Observe	0.929	0.051	0.826	1.031

IV. Conclusion

Learning through work & innovation-base learning or lessons on how to target customers in the real world of business provides new insights for students, especially for e-commerce subjects, as well as courses in entrepreneurship. In addition, several things can also be taught to prospective millenial-preneur to carry out their functions as entrepreneurs later, such as business negotiations, business planning, targeting customers/customer pitching, market research, business plans, and so on.Work & innovation-base learning in targeting customers is a lesson on how advertisements that are installed can deliver the desired results. Successful pitching must show that marketers can use the marketing budget effectively to create greater value for the brand or products and services offered. Pitching by sending advertisements to relevant customers can empower marketers to reach out and target audiences on a large scale, namely through segment division or demographic targeting such as gender, age, education, and so on. This study can find that work learning & innovation base learning inspires and has a moderate level and impact on entrepreneurial intentions in the field of technopreneur

The strong value of desirability and the feasibility of prospective millennipreneurs is understandable, because today's students see entrepreneurship as their career goal after college. This is in line with the university program, which is to convey knowledge about entrepreneurship in the syllabus through entrepreneurship education. Collaboration programs with several similar subjects or in line at the university will help raise awareness and mindset of students' entrepreneurship. Future research is expected to be a comparative and sustainable assessment to test the effectiveness of work & innovation-based learning. Work & innovation-based learning can simultaneously include several variables taken from several entrepreneurship programs needed to identify characteristics, such as academic approaches, goals, content, and so on.

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