THE EFFECTIVENESS OF "PLANS (PERSONALITY FIT BUSINESS)" TRAINING ON CHOOSING BUSINESS CATEGORIES

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Abstract
Many entrepreneur students run their businesses which are not congruent with their personality and it will affect the effectiveness of business performance. According to Holland (1985), congruency between personality and occupation can create personal satisfaction, increase productivity and successful career. The research aims to assess the effectiveness of "PLANS (Personality fit Business)" Training to increase congruency between the chosen business category and personality using Holland theory among entrepreneurship student candidates batch 2018 (N = 85). All of them got the "PLANS" Training which was divided into four sessions: (i) Self Exploration, (ii) Business Insights, (iii) Business Fields Exploration, and (iv) Exploration of Business Potential and Planning. The research was conducted quasi-experimental using pre-test and post-test without a control group. The measurements were based on personality SDS (Self Directed Search) Holland test and newly designed business category questionnaire based on the Standard Classification of Business Field in Indonesia 2015. Data were analyzed using Paired t-test with significance level α = 0.05. The result showed a significant difference of congruency between personality and chose business category before and after the training (t = 4.544, p = 0.00 (< 0.05)), (SD) pre-test = 34.71(29.857) and (SD) post-test = 51.71 (32.383). It means "PLANS" Training is effective in increasing congruency between personality and chosen business category among entrepreneurship college student candidates. Therefore, this research suggests the training to be integrated into entrepreneurship and other business school's curriculum like the School of Business and Management ITB as a guideline before starting their study.

Research paper

Keywords: Training Effectiveness, Holland Theory, Business Category, Entrepreneurship

Introduction

The relationship between personality and performance has been deeply investigated more by several meta-analyses such as (Bergner, Neubauer, & Kreuzthaler, 2009) and (Huang, Ryan, Zabel, & Palmer, 2014). The most recent study represented personality assuredly influences job performance by working-hard and working-smart (Hung, 2018). However, it is still debatable on what kind of personality that affects performance and how strong the relationship between those variables from the early 1900s until present (Barrick, Mount, & Judge, 2001). Nonetheless, while some reviews by Rauch & Frese (2007), Zhang and Bruning (2011), Fine et al. (2012), Halim et al. (2013), Omar et al (2017) concluded that there is indeed a positive relationship between personality for entrepreneurs and business successful (Chavez, 2016). In more specific, one study to 1200 SMEs in the Lynchburg City region indicated that entrepreneurial personality has a significant alignment with business performance (Gupta & Muita, 2013). For more specific, one of the current study was referred to owners and senior managers of SMEs food manufacturing industry in Malaysia proved that entrepreneurs' internal personality plays an important role in determining the performance of their firms (Bahari, Yunus, Jabar, & Yusof, 2018). However, the situation perceived by entrepreneurs is in-congruence between personality and their type of business, more specifically happens to business students. Simultaneously, the term of congruence is referred to as the alignment between personality and occupation. The in-congruence between both of aspects has been discussed detailed on a study by Aulia and Ginting (2018) and it was found entrepreneur students batch 2015 in School of Business and Management ITB had lower congruence degree because they

did not know about their personalities and the appropriate business category. It is also emphasized, based on in-depth interview to five entrepreneur student's batch 2015 in School of Business and Management (ITB) that they experienced confusion on selecting the business categories at the beginning of college period which congruence with their interest (personality). It affected to their business activity and influenced to their business performance. The conditions were like changing often on business types and business partners, getting difficulties to achieve high profits, until, at the end of college, their business tends to be abandoned or dismissed after graduating from college. It is moreover in line with the literature on small business that informed many small-business owners are not congruence between their personality type and the occupation in "business". The occupation can be presumed as an environment, which reflects an individual's certain skills and values which hardly can be changed into other occupations (Farrington, 2012).

One review argued that the closer the congruence between entrepreneurs' personal characteristics (personality) and the environment around entrepreneurs, the more successful they will be (Markman & Baron, 2003). Primarily, the concept of person-environment fit may be associated with increased performance (Su, Murdock, & Rounds, 2015). Based on a review of 63 studies, Spokane (1985) deduced that the term of congruence is linked with performance, satisfaction, and stability. It is more emphasizes based on Holland Theory (1996) that individual behavior is determined based on the interaction between personality and the environment. In reality, individuals have a tendency to find an environment that let them improve their abilities, express their values, and take the role. Holland Theory was introduced in

1959 and renewed in 1966, 1973, 1978, and 1985. Holland theory is known as career theory which explains the choice of individual occupation is an expression of self-concept (Spokane, Luchetta, & Richwine, 2002). Essentially, Holland Theory (1985) describes a person's personality based on six personality types; Realistic, Conventional, Enterprising, Investigative, Social, and Artistic. Briefly, realistic is characterizing individuals who have a tendency to be practical (visible results) and like to deal with tools /objects. Investigative is associated with individuals who enjoy complex things, solve a problem and think rationally and critically (Radovic Markovic & Salamzadeh, 2012, 2018). Artistic is characterizing individuals who have a tendency to be open and very expressive in conveying the idea. Social is characterizing individuals who like meeting people and happy to help others. Enterprising is characterizing individuals who have a tendency to focus on goals, both personal and organizational and conventional is typically individuals who prefer with detail and procedural things (step by step) (Jianxin , Zhou, & Mingjie, 2017). In other terms, these six typologies of personalities are commonly discussed as hexagonal models. This model illustrates the various psychological distances between personality types and environmental models. The shorter the distance (according to the lines in the model) between the two personality types, the closer the two types are in their psychological sense. The farther away (according to the lines in the model), the farther those are (Tinsley, 2000). The congruent of Holland Theory (person fit environment) was reinforced by the Iachan Congruent Index (1984) method that is used to measure congruent degrees by comparing participants' three-letter personality codes and their three-letter environment codes (Iachan, 1984). Furthermore, the use of Holland's Theory has

been recognized in the international context (Bullock, Andrews, Braud, & Reardon, 2009). The study on small business success criteria suggested these theories have ensuing indications for entrepreneur career choice on determining the congruence of business category based on their personal differences (Gorgievski, Ascalon, & Stephan, 2011).

In connection with the idea of business, there is no rigid category in business terms. Some of the paper indicated business category/classification based on revenue scope or amount of the worker. One of the examples of business category is associated with industries such as; (1) large industry with 100 or more workers; (2) medium industry with 20 to 99 workers; (3) small and medium enterprises with 5 to 19 workers; and Home Industry with one to four workers (Nurseto, 2004). Another classification reference can be adopted based on Classification of Indonesian Business Standard (KBLI 2015). KBLI (2015) is a standard classification issued by the Central Bureau of Statistics (BPS) for economic activities based on the revised International Standard of Industrial Business Services (ISIC). Because of its strategic function, the use of KBLI is increasingly widespread between others for the determination qualification of business activities in the Letter of Application for Trading Business License (SIUP), Company Registration Certificate (TDP), and determination of investment licensing qualification. KBLI is a classification by type of economic activity, so its scope is limited to units involved in economic activities. KBLI classifies all economic activities into several business fields based on the activity approach, which emphasizes the process of economic activity to produce goods/services, and a functional approach that looks to economic function in using inputs like labor, capital, goods, and services to generate an output of goods/services.

As a result, over here represent the importance of a learning intervention through personality fit business training for entrepreneur student that is integrated with Holland Theory as part of personality aspect. One recommendation study by Yunus and Aris (2012) showed when they found an in-congruence area of study with the student's personalities, they provide further research recommendation in the form of Holand training before the students enter the academic period. The aim is ensuring students are capable to consider an objective career and achieve the desired academic performance. In connection with training recommendation, it was also suggested by Aulia and Ginting (2018) to promote a holistic training (from self-understanding until business knowledge) for new entrepreneur students. One review by Walsh and Holland (1992) derived the conclusion that based on Holland Theory (1985), it can be implemented with kind of personal training and it is statistically significant and moderately efficient on choosing a suitable occupation (Alder, 2006). In contrast, other studies used Holland Theory as an intervention on student counseling as part of academic advised (Reardon & Bullock, 2004), employment counseling (Ohler & Levinson, 2012) and online (electronic) career guidance (Imitoro , Udofia , Udoh, & Anagbogu , 2016). Importantly, Holland Theory was proven as an applicable theory either on scientific research and practice because it is useful and easily applied in the field while being verifiable empirically. In other words, pointed out from Osipow (1993), Holland theory can be easily implemented into intervention (Rayman & Atanasoff, 1999).

In particular, research cited from Johnson and Johnson (2001), training can lead participants to new abilities, attitudes, and skills (Grossman & Salas, 2011). More specific, in this case, training can be suggested imple-

menting by a business school through entrepreneur students 'candidate (Ganesh & Indradevi, 2015). The method used in training should help trainers to link between training materials and real-world situations and encourage trainees to use their knowledge to apply in their lives as members of the community (Salamzadeh et al., 2013, 2014). The method is better known as experiential learning which focuses on the real problem solving through a case study, group work, lecture, discussion and simulation (Leal-Rodríguez & Albort-Morant, 2018). According to Leong and Kim (1991) in helping participants build up various training goals; case studies, simulations, and role plays have been found successful in enhancing learning contexts. In congruence with the personality fit business training for entrepreneur students since entrepreneurship is action-oriented (Rasmussen & Sørheim, 2006), the experiential learning of entrepreneurship through activities have been encouraged by several scholars (e.g., Morris et al., 2013; Sugiarto, Wismanto, & Utami, 2015). Interventions carried out in this study were the form of training that contains simulations of activities related to the process of self-recognition and business orientation. The process will include the need in recognizing their self (Cheng-Tozun, 2018), the need to understand business contexts on a macro and micro level, the need to know the congruency between personality and the business to be carried out, as well as training in consideration and analysis of exploration of business potential.

It is a considerable body of research to suggest personality fit business training for entrepreneurs to support them in selecting the most appropriate choice business category along with their personalities. Hence, the primary objective of this study is to assess the effectiveness of Personality fit Business (PLANS) Training to increase congruence between the chosen

business category and personality using Holland theory among entrepreneurship student candidates. The rest of the paper is organized as follows. The following section describes the methodology (quasi-experimental) and instruments were used in this research. The fourth section explained the data analysis results and discussion. The last section provides the conclusion of this research and some suggestions for the intended research.

Method

This is a one group quasi-experimental study with a pre and post-tests design without control group. Sackett and Mullen (1993) suggest quasi-experimental design can be used to assess the effectiveness of training program as long as focused purely on correlation design or a simple pre and post-test design (Ling, 2007).

Table 1. Quasi Experimental Design

Group	Pre-Test	Intervention	Post-Test
Experiment Group	X	O	X

The research was conducted at the School of Business and Management ITB, Bandung, West Java, Indonesia. This study was done four days in April 2018. The training duration was for four hours. Based on this previously discussed research, the following hypothesis was proposed.

H_0: There is a significant difference congruence between personality fit chosen business category before and after the training.

H_1: There is no significant difference congruence between personality fit chosen business category before and after training.

Participants

The sample for the study consisted of 85 students (50 female and 35 male) aged 18-20 years which selected to be participants since they applied to be entrepreneur students and all of them received PLANS Training. In consequent, the sampling technique used in this research represents purposive sampling. The criteria of participants were Entrepreneurship Student Candidates who have enrolled in the Entrepreneurship Study Program. Do not have a business and will run a business when entering Entrepreneurship Study Program.

Instruments

- Self-Directed Search (SDS) Test

Self-Directed Search Test is a self-administered career inventory, self-scored, and self-interpreted. It is designed to transform activity, work, competence, and self-assessment into Holland's three-letter code. It is evaluated on a dichotomous (Yes/No) scale. The advantage of the SDS test obtain the explicit direction that is focused on measuring someone's interest and personality. In SDS, there are several parts:

1. The Activity Section, consisting of 11 items on the sixth-scale activity of RIASEC.
2. Competencies section consists of 11 self-assessment items per RIASEC scale.
3. Self-estimate Section, in the form of the rating scale to subjective self-ability with range 1-7 containing 12 item capability.

Holland's typology (RIASEC) gained international recognition due to its advantages such as operational simplicity, empirical test ability, ease

of application, and ease of interpretation of results (O'Connell & Sedlacek, 1971). The proof of internal validity on the SDS test was referred on the study in Brazil by Mansão and Yoshida (2006) that they reported evidence of validity related to the SDS's internal structure (Meireles & Primi, 2015). The most recent study on measuring reliability was conducted in Indonesia showed that SDS Form CP adapted indicates that the value of reliability is sufficiently reliable to measure career interests (Ratri, 2016). In other words, means the reliability of SDS Test is located on the degree of high reliability and very high (0.60-0.799) and (0.80-1.00). It indicates that the SDS Test can be used properly and can be trusted as a data collection tool (Nurhayati, 2014).

- Business Category Questionnaire

The primary concept of this questionnaire based on VPI (Vocational Preference Inventory) developed by Holland and has been constructed by Aulia and Ginting (2018) from the School of Business and Management ITB (Institut of Technology Bandung). This questionnaire used a dichotomy scale (provides two choices of answers: "Yes" and "No") consisting of six essential items namely RIASEC. Each question for each item refers to KBLI (Standard Classification of Business Field in Indonesia) 2015.The instrument was validated by a panel of three experts from Entrepreneurship and Technology Management (ETM) Lectures. The reliability testing is shown on the degree of high reliability based on (Cronbach's α coefficient) which is in between 0.619 – 0.935. It proved that Business Category can be used as research instruments (Aulia & Ginting, 2018).

Procedures

Before starting the training, participants are required to fill out the pre-test which is the Self-directed Search questionnaire and business category questionnaire. The purpose of the pre-test is to determine the participants' congruency before training is given. Next, they perceive the training activities consisting of four sessions. The aims of training are participants can understand their personalities based on the Holland personality type (RIASEC), identify various categories and sub-categories of business and their prospects, determine the level of congruence between personality types and selected business categories, and identify other factors that determine business success. The full details of all four sessions are included in Table 2. The training uses various methods which are lecturing (20 %) and activities such as discussion, presentation and role-play, filling a worksheet (80%). The trainers comprised of internal (i.e., lectures in business and psychology) sources. The last one, the implementation of post-test activities through an online questionnaire conducted four weeks after the intervention. Participants were required to complete a business category questionnaire online. The purpose of the post-test is to measure the results in the difference of choosing business fields to fit with their personality before and after training. The reason only gave the business category questionnaire is assuming the personality is stable and the only change is the selection through the business category. The assumption based on the works of literature that personality shows a high degree of stability across time and according to Allport (1994) it results in response to the environment (Roccas, Sagiv, Schwartz, & Knafo, 2002).

Table 2. Training Blueprint

PLANS Training Aspects	Session	Objectives	Method
Self-Exploration	I	Understanding of self-knowledge based on Holland's Theory personality concept	1. Lectures 2. Simulation 3. Discussion
Business Insight	II	Understanding of business trends on a macro and micro scale and characteristics of various business fields.	1. Lectures 2. Discussion
Business Fields Exploration	III	Understanding the areas of business that conform to the concept of the RIASEC personality	1. Case Study 2. Presentation/Role-Play 3. Discussion 4. Simulation
Exploration of Business Potential and Planning	IV	Understanding the industry macro conditions selected from session three through PESTEL (Politics, Economic, Social, Technology, Environment, and Legal) analysis.	1. Lectures 2. Discussion 3. Simulation

Data Analysis

A quantitative research was conducted using statistical analysis. Data were analyzed using Paired t-test with significance level $\alpha = .05$ (95%) by SPSS (Statistical Package for the Social Sciences) for Windows Version 16.0. The Paired t-test was used to investigate the effect of independent var-

iables on dependent variables. If there were differences before and after training, then it proves the intervention is effective. The details of the way of data analysis are presented below.
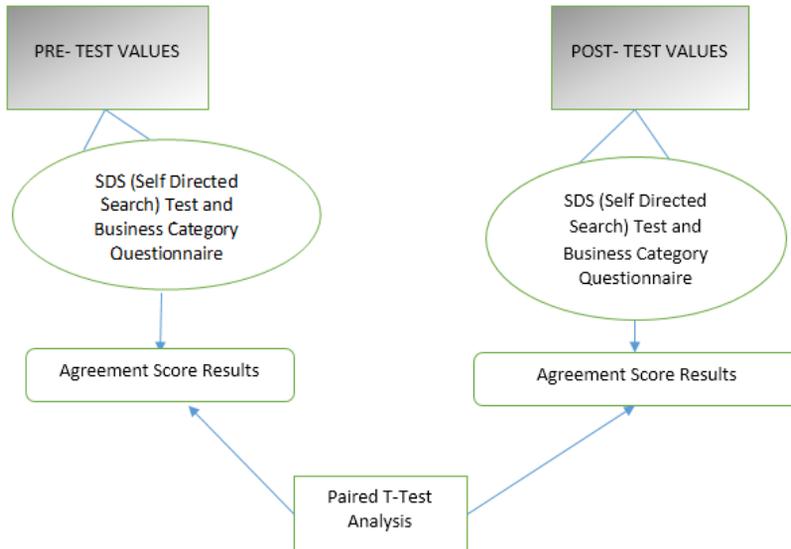

Figure 1. Data Analysis Flow

Findings

Firstly, the perceptions of experimental data normality have to be measured, and it is based on parametric basic assumptions that the data must be normally distributed. To test for the normal distribution of response data, a Kolmogorov-Smirnov (KS) test for all data was conducted. All of the items were confirmed to be normally distributed with the value of 1.166. The comprehensive data are presented in table three. According to Dahlan (2009), the consideration is if the value above 0.05 then the data distribution is stated to satisfy the assumption of normality, and if it is below 0.05 then it is interpreted as an abnormal (Oktaviani & Notobroto, 2014).

Table 3. Normality Test

Normality Test	Under standardized Residual
N	85
Normal Parameters	
Mean	0,00000
Std Deviation	29,84571652
Kolmogorov-Smirnov Z	1.166
Asymp. Sig (2-tailed)	0.132

a. Test distribution is Normal

Participant's Personality and Business Category Choice Profile

Table 4. Dominant Personality Profiles

	R	I	A	S	E	C	Holland's 3-code Typology
Experiment Group	(4%)	(7%)	(16%)	(16%)	(55%)	(2%)	E A/S I

Table four showed a frequency of the highest main personality types which are E (55%), A and S in the same score (16%), and followed by I (7%). Therefore, it can be concluded that the participant's profile is dominated by Enterprising Personality and Holland's 3-code typology, which is E-A/S-I.

Table 5. Business Category Profiles

	R	I	A	S	E	C	Business Category 3-code Typology
Experiment Group	21 (25%)	1 (1%)	23 (27%)	8 (9%)	28 (33%)	4 (5%)	E-A-R

Table five shows the *participants'profile* according to business category choice, the three-codes that have the highest score are Enterprising (33%), A (27%), and R (25%). Hence, the business category 3-code typology for entrepreneur students is E-A-R.

Descriptive Participant's Profile
Table 6. Descriptive Analysis of Participants Profiles

	N	M (Pre-Test)	M (Post-Test)	SD (Pre-Test)	SD (Pre-Test)
Female	50	29.10	50.08	28.448	31.964
Male	35	40.34	54.03	29.084	33.300

Based on table six, the mean of female pre-test was 29.10 and male was 40.34. However, the mean of post-test results was getting increased which were female (50.08) and male (54.03). In connection with standard deviation, the female pre-test showed 28.448 and male was 29.084. The standard deviation for female post-test was increased to 31.964 and male was 33.300.

Paired T-Test Analysis

Table 7. Comparison of pre and post values of "PLANS" Training among male and female students

Women	t	df	Sig (2-tailed)
Pair Pre Post Test	-4.943	49	0.000
Male	t	df	Sig (2-tailed)
Pair Pre Post Test	-2.067	34	0.046

The results of paired t-test analysis for female participants displayed a value of -4.943 with a significance of p (.000)<(.05). Meanwhile, for men's participants showed different significance results since the number of participants between male and female were not same. As consequently, it influences the values which are -2.067 with p (.046) <(.05).

Table 8. *Comparison of pre and post values of "PLANS" Training among entrepreneurship students candidate 2018.*

	M	N	SD	SE
Pre Test	34.71	85	29.857	3.238
Post Test	51.71	85	32.383	3.512

According to descriptive analysis of the whole data, it indicated the mean score for both of male and female in pretest was 34.71 and the standard deviation is 29.857. In the post-test for both male and female, the mean value is 51.71 and the standard deviation is 32.383.

Table 9. Statistical Test Results of Paired T-Test Analysis

	t	df	Sig (2-tailed)
Pair Pre Post Test	-4.544	84	0.000

The results of the differences based on the training intervention us-ing the t-test between pretest and post-test in the experimental group pre-sented a value of -4.544 with a significance of p (.000) < (.05).

Discussion

The descriptive evidence from the study has express the highest personality of entrepreneur students as experiment group in School of Business and Management ITB (Institut of Technology Bandung) and according to Holland's three-codes personality profile that is most dominant with Enterprising Personality as the first code and followed by Artistic and Social Personality as second code. Holland's theory implies the possibility of someone to resemble the whole other six available personalities. Each person has a unique combination described to three main personalities. Everyone has a different orientation sequence, and this is why everyone experiences a different lifestyle (O'Neil & Magoon, 1977). From the aspect of the business category, the highest score is shown through Enterprising Personality and followed by Artistic Personality. This code offers suggestion regarding of business category by Aulia and Ginting (2015) based on Standard Classification of Business Field in Indonesia 2015 which represent a retail business, real estate, service business, social entrepreneur and creative business industry. Based on Theory Holland, a person's environment can be categorized into six environmental models that are the same form as the RIASEC personality. As follows, each environment is dominated by one type of personality and each environment exhibits certain physical characteristics (Ariani, 2014). For example, someone with a dominant personality E (enterprising) will prefer an environment that

possesses characteristics Enterprising. More importantly, personality is the determinant of success in entrepreneurship that is in line with work characteristics (Vinchur & Schippmann, 1998). One literature stated that the most entrepreneurs exhibit Enterprising-typical interests, abilities, and behaviors of Holland's RIASEC Model (Schmitt-Rodermund, 2004). Therefore, based on the study that was investigated in Jena demonstrated a direct correlation of entrepreneur personality with the choice of Holland's enterprising and artistic occupations, which cause impact into increased self-employment rates (Sorgner, 2012).

Based on paired t-test analysis result, there was a significant difference of result between personality and chosen business category before and after the training intervention. In the other words, there is significant congruence between student's personality types, and their chosen business category has been consequently to increase the better level of fit between the workplace/environment and personality and create the highest the person's satisfaction with his work, this is the reason someone can love what he or she does (Munthe & Setiawan, 2011). The congruence of both aspects has been discussed in the past by Martin and Bartol (1986) that was conducted to MBA Students using Iachan Index with the significant ($p <$ .05) and presented the constructive result (Donohue, 2006). Therefore, it means the findings of this study indicated that the intervention program of "PLANS" Training had a positive effect in order to guide the congruency for entrepreneur students between business categories and personalities, as the mean scores of participants increased in the post-test stage. Clearly, the importance of displaying personality fit business training which more emphasized the business knowledge was considered by Martin (2013) that

this intervention is effective in promoting cognitive and motivational outcomes resulting in more start-ups or small-business. These results are also consistent with studies that prove significant occupational-based training programs, and careers can be effective in supporting students. In particular, it brings significant job stability that can support a positive long-term career path for young people (Boudarbat & Daniel, 2014).

Conclusion

To sum up, this study was intended to encourage researchers better understanding about the implication of Holland Theory and Business Category. It was collaborated as a training intervention for entrepreneurship students by utilizing experiential learning method (discussion, interactive lecturing, case study, role-play and presentation, and simulation). This interventions study was done to assess the effectiveness of "PLANS (Personality and Business)" Training among entrepreneur students candidate batch 2015. The result from the study has shown the intervention was effective and had statistically meaningful differences in congruency between personality and chosen business category before and after the training. It is based on data analysis by using paired t-test that indicated a value of -4.544 with a significance of p (.000) < (.05). In another words, the main hypthosesis of Ho is accepted and H1 is rejected. It means the study is providing valuable evidence that personality fit business training programs among entrepreneur students candidates can be effective. Obviously for equipping youths with entrepreneur congruence toward their personality and business category.

Limitations and Future Research

The current study has some of the noteworthy limitations. Firstly, the researcher did not situate another variable to be investigated in the research objective besides those two aspects, like looking for a relationship with business performance or self-efficacy. Secondly, not using a control group to run a comparison was another issue. This study did not use random sampling and only use available sample groups. In more specific, the participants were undistinguished in terms of age, gender, ethnicity, and business experience as a form of comparison. The experiment was purely done in one time (since the researcher possessed a limited time) and there is no following-up in the further time to assess the effectiveness of training.

The results of this study may provide some new insights the development of 'PLANS (Personality and Business)' Training based on limitation. To begin with, it is advisable to attempt to implement it by generating a control group as a comparison to improve the quality of research results. On the other side, it is suggested distinguishing the subject variables based on gender, age, and ethnicity with the aim to compare the results in more specific (Hamzah, Achmad, & Shohib, 2014). For example, the control group with the same characteristics such as business student from different school. In lines with one of recommendation study by (Park & Park, 2017) that study in assessing the effectiveness of training needs to be done to generalize the findings of the current study with a broader sample and randomized controlled trial. The second one, the treatment should be given in greater number of meetings and more methods in each session to improve the effectiveness of results for increasing students' congruence. Significantly, this is equally a suggestion from the Global Entrepreneurship Monitor's spe-

cific report on entrepreneurship training that more studies are needed based on the implementation of entrepreneurship training with the more specific theme and various methods (Martínez, Levie, & Kelley, 2010). A study by Santosa and Iman (2014) suggests developing more the curriculum context on training intervention to maintain consistency and conducive of the training process in each session. Third, future studies may be investigated more on another dimension, like connection through self-efficacy. Since some studies put interest in the problem of business activity based on factors which can be seen in sociological, economic, psychological contexts, in the particular case of the entrepreneur a self-efficacy can influence business activity and be the reason of its being successful or failure (Exakusto, Kibalchenko, & Vitaly , 2015). Therefore, it may consider looking at the other activities in a training program that can assess and improve this specific dimension. The last one, it is suggested for the following researchers to be following-up the effect of this training on the similar participants (Shokoohi-Yekta, Malayeri, Mahmoudid, & Akbari, 2015). The aim is to obtain the noticeable results of the implication of training for entrepreneurial students. Put differently, it is to see how far the results of the training were implemented by the training participants. It was in line with research on entrepreneurship training that suggested giving after research follow-up to reassess the effectiveness of the training (Sugiarto, Wismanto, & Utami, 2015).

Implications of The Study

The implication can be used as a guideline before developing their business. In more specific, it can be implemented for all business schools'

curriculum to represent an orientation before introducing their studies, like in the Entrepreneur Program of the School and Business Management ITB (Institut of Technology Bandung). This has been supported by a study in the case of a Nakawa Vocational Training Institute, Uganda where entrepreneur training can be the ideal of official programs in an academic context (Gielnik, Bischoffa, Frese, & Muhang, 2016). On the other words, one of the studies emphasized the business training for entrepreneurs that combines with the psychological factor (personality) created positive effects for business successful (Glaub & Frese, 2011).

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