

The Influence of Entrepreneurial Education on Entrepreneurial Intention within Indonesian Student

Teten Mohamas Sapril Mubarak ^{1*}, Dewina Martiara ², Nizar Alam Hamdani ³,
Intan Permana ⁴

¹Fakultas Kewirausahaan, Universitas Garut, Indonesia

²Fakultas Kewirausahaan, Universitas Garut, Indonesia

³Fakultas Ekonomi, Universitas Garut, Indonesia

⁴Fakultas Kewirausahaan, Universitas Garut, Indonesia

*Corresponding email: teten@uniga.ac.id

Abstract. The objective of this paper is to examine the effect of entrepreneurial education on entrepreneurial intention. Moreover, the paper examines how dimensions correlate with entrepreneurial intention. It is concluded that entrepreneurial education has a significant effect on entrepreneurial intention. This research has benefited that entrepreneurial education to carry out entrepreneurial intention. In addition, the study also finds a significant effect entrepreneurial education on entrepreneurial intention. The analysis of the paper is based on survey responses from 31 Indonesian student at high education.

1. Introduction

Indonesia is a country with a large population, so it is called a country rich in human resources. In addition, a measure that can be used as a success for the country is the condition of the economy. From development perspective, the success country based on successful completion of economic sector development, alleviating poverty, and providing jobs for society. However, Indonesia's economic growth is hampered by the high unemployment rate. Intense competition among job seekers creates an imbalance between job supply and job demand. The most worrying thing is the high unemployment rate of higher education graduates. The orientation of being a civil servant in higher education graduates has been deeply ingrained in the mindset.

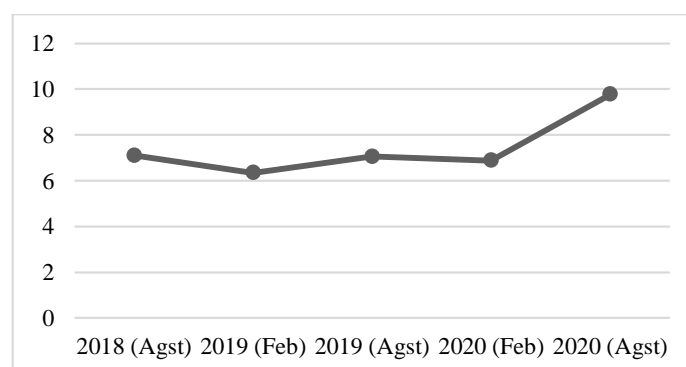


Figure 1. Unemployed Higher Education Graduates in Indonesia

Source: [1]

A report by Badan Pusat Statistik Indonesia stated that unemployed higher education graduates in Indonesia on August 2020 increased by 1.84 percent compared to August 2019. One way to reduce the problem of unemployment of college graduates is by entrepreneurship. Entrepreneurship has an important role in economic growth and is even referred to as the engine of entrepreneurship that contributes to job creation [2]. Entrepreneurship education aims to form a complete human being and form a human being who is characterful, broad-minded, and has entrepreneurial skills. Education is something that cannot be separated from people's lives. Entrepreneurial education influence entrepreneurial intention directly about 37.1 percent [3]. This research is aimed at analyzing the relationship between entrepreneurship education and entrepreneurial intention. The results of entrepreneurial intention are focused on experience of obtaining entrepreneurship education academically in higher education based on the perspectives of student personality in Indonesia.

2. Literature Review

2.1 Entrepreneurship Education

Entrepreneurship education is a teaching and learning activity about entrepreneurship which includes developing knowledge, skills, attitudes, and personal character according to the age and development of student [4]. Entrepreneurship education is a structured and formal transmission of competencies that refers to the provision of skills, concepts, and awareness of individuals towards entrepreneurship [5]. Management and Business Faculties and Business Schools could have the strongest orientation to entrepreneurship in their educational programs. Entrepreneurial education influence entrepreneurial intention directly [3]. Therefore, we propose the following hypothesis:

H₀: There is indirectly influence of entrepreneurship education toward entrepreneurial intention.

H_a: There is directly influence of entrepreneurship education toward entrepreneurial intention.

Application of entrepreneurship education in any of the following: 1) creativity self-efficacy, 2) attitudes, and 3) creativity process engagement [6]. From a social cognitive theory, implies that continuous reciprocal interactions occur between the context and the cognitive perceptions and behaviour of students.

2.2 Entrepreneurial Intention

The notion of entrepreneurial intention is important in the field of entrepreneurship literature and can be often seen in studies on entrepreneurial behavior [7]. Researchers directed their attention to the effect of personal entrepreneurial intention on entrepreneurial attitude. personal entrepreneurial intention has a bigger role in predicting entrepreneurial attitude. Students represent the next generation of entrepreneurs and an understanding of the factors that influence entrepreneurial intention is particularly relevant as they are on the precipice of career choice.

Application of entrepreneurial intention in any of the following: 1) personal attraction, 2) perceived social norms, and 3) perceived behavioural control [8]. Personal Attraction refers to the degree of a person's "liking" the idea of becoming an entrepreneur. Social norms refer to the extent to which the social surroundings of the person are supportive to the person's potential entrepreneurial initiatives. Perceived behavioural control reflects the degree to which the person perceives himself/herself as capable of carrying the task out, in this case starting a business.

3. Methods

This article is causal research at 95% of confidence interval. This design allows the researcher to collect the data and construct the data structure to perceive the cause-and-effect on the research variables [9]. The causal research aims: 1) to understand exogenous and endogenous variables towards marketing phenomena, 2) to decide the nature of the relationship among the variables, and 3) to test the hypothesis of causal relationship variable.

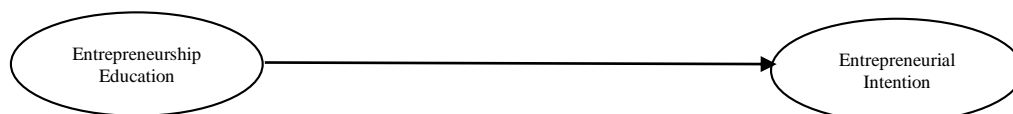


Figure 1. Relationship between entrepreneurship education and entrepreneurial intention
Source: [3]

To collect the data, this causal research design utilized survey as a method to collect the data from a sample through questionnaires comprising structured questions [9]. Questionnaires as the data collection was carried out by giving a series of questions or written statements to the respondents to be answered. Questionnaires as instruments used are distributed to respondents via email. The target population was the students of higher education in Indonesia as unemployed higher education graduates [1]. Furthermore, the ideal limit of the population according to at least three years listed on Business or Entrepreneurship programs. Sampling was conducted randomly, thereby everyone had the same probability of being selected from the population and representing it. Basic formula of the sample refers to the number of the independent variables, namely $N \geq 50 + 8i$ (i is the number of independent variables) [10]. Therefore, the sample of this study was 58 respondents: $50 + 8(1)$. However, this number is still in the appropriate sample size range from 30 to 500 [11]. Therefore, the sample of this study was 30 students.

The data analysis technique in this quantitative study utilized statistical analysis. Verifiable data analysis will be used to test hypotheses and focus on the disclosure of the behaviour of research variables. The data analysis technique used to determine the correlative relationship in this study is Partial Least Square to provide a combination of three main goals, namely: 1) to estimating path analysis using latent contracting with multiple indicators, 2) does not assume a specific distribution so that it can be used for Likert scales with a small sample count of less than 100, and 3) to confirm or predict an applied, middle or grand theory. The program used to perform data analysis with path analysis method was SPSS. The measurement scale used was interval as a scale that allows researchers to perform arithmetic calculations on data collected from respondents [9]. The measurement has no real zero value. The measure of attitude that is commonly used in business research is the Likert scale. The Likert scale is a scale that requires respondents to respond to the extent to which they agree or disagree about a perceived object, namely strongly agree, agree, neutral, disagree and strongly disagree.

4. Result and Discussion

The first analysis was carried out to determine the value of the regression coefficient in each dimension of entrepreneurship education to entrepreneurial intention. Based on the results of data processing, it shows that dimensions of entrepreneurial intention influenced by creativity self-efficacy.

Table 2. Regression Coefficient of Entrepreneurship Education on Entrepreneurial Intention

Dimension		Regression Coefficient	Sig	Result
Entrepreneurship Education	Entrepreneurial Intention			
Creativity self-efficacy	Personal attraction	0.423	0.004	Accepted
Attitudes		0.173	0.060	Rejected
Creativity process engagement		0.853	0.000	Accepted
Creativity self-efficacy	Perceived social norms	0.332	0.001	Accepted
Attitudes		0.114	0.028	Rejected
Creativity process engagement		0.442	0.000	Accepted
Creativity self-efficacy	Perceived behavioural control	0.563	0.027	Accepted
Attitudes		0.544	0.005	Accepted
Creativity process engagement		0.125	0.111	Rejected

Source: Data processing

The second analysis was carried out to determine the level of relationship between entrepreneurship education and entrepreneurial intention expressed with an R value of 0.716 is high. While the R^2 of 0.512 is stated as the coefficient of determination which means that entrepreneurial intention of Indonesia higher education student is influenced by entrepreneurship education of 51.2%.

Table 2. Model Summary Entrepreneurial Intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 ^a	.512	.495	2.319

Predictors: (Constant), EE
Source: Data Processing

The third analysis was carried out to determine whether the three dimensions of entrepreneurship education affect entrepreneurial intention. In this study, there is a main hypothesis that will be tested, namely H_a : There is directly influence of entrepreneurship education toward entrepreneurial intention. The signification value of $0.001 < 0.05$ then H_a is accepted and can be widely applied outside the research focus. The results of this study have similarities with previous research, that entrepreneurial intention directly influenced by entrepreneurship education [3].

Table 2. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	163.573	1	163.573	30.425	.000 ^b
	Residual	155.911	29	5.376		
	Total	319.484	30			

a. Dependent Variable: EI

b. Predictors: (Constant), EE

Source: Data Processing

This research is a development of applied theory. This research provides information that there is a concurrent influence of entrepreneurship education on entrepreneurial intention. Further research is expected to conduct similar research on different industries.

5. Conclusion

The purpose of this study is to highlight the role of various antecedents influencing the level of entrepreneurial intention by developing an entrepreneurial education on social cognitive theory. The hypotheses are validated by applying a quantitative method to 30 higher studies. The findings provide empirical evidence and confirm that entrepreneurship education is the high indicator to predict entrepreneurial intention. Role models and entrepreneurship education play a critical role as predictors of entrepreneurial intention. These findings are critical to understanding the antecedents of entrepreneurship-related phenomena by reference to a directly set of predictors when a quantitative technique is adopted.

Reference

- [1] BPS, “Variabel Tenaga Kerja,” *Badan Pusat Statistik Indonesia*, 2020. www.bps.go.id (accessed Feb. 15, 2023).
- [2] K.-C. Kim, A. ElTarabishy, Z.-T. Bae, and D. During, “Humane Entrepreneurship: How Focusing on People Can Drive a New Era of Wealth and Quality Job Creation in a Sustainable World,” *J. Small Bus. Manag.*, vol. 56, no. S1, pp. 10–29, 2018, doi: 10.1111/jsbm.12431.
- [3] I. Anwar, P. Thoudam, and I. Saleem, “Role of entrepreneurial education in shaping entrepreneurial intention among university students: Testing the hypotheses using mediation and moderation approach,” *J. Educ. Bus.*, vol. 97, no. 1, pp. 8–20, 2022, doi: 10.1080/08832323.2021.1883502.
- [4] G. Aparicio, T. Iturralde, and A. Maseda, “Conceptual structure and perspectives on entrepreneurship education research: A bibliometric review,” *Eur. Res. Manag. Bus. Econ.*, vol. 25, no. 3, pp. 105–113, 2019, doi: 10.1016/j.iiedeen.2019.04.003.
- [5] S. U. M. Widjaja, A. Wibowo, agus S. Narmaditya, C. Wardoyo, and A. Saptono, “Identifying factors affecting entrepreneurship education and entrepreneurial intention among Indonesian university students,” *Entrep. Bus. Econ. Rev.*, vol. 10, no. 3, pp. 89–104, 2022, doi: 10.15678/EBER.2022.100306.
- [6] M. Tantawy, K. Herbert, J. J. McNally, T. Mengel, P. Piperopoulos, and D. Foord, “Bringing creativity back to entrepreneurship education: Creative self-efficacy, creative process engagement, and entrepreneurial intentions,” *J. Bus. Ventur. Insights*, vol. 15, 2021, doi: 10.1016/j.jbvi.2021.e00239.
- [7] E. B. Bilgiseven and P. D. M. Kasimoğlu, “Analysis of Factors Leading to Entrepreneurial Intention,” 2019, doi: 10.4102/sajesbm.v14i1.526.
- [8] A. G. Sahinidis, G. Polychronopoulos, and D. Kallivokas, “Entrepreneurship Education Impact on Entrepreneurial Intention Among Tourism Students: A Longitudinal Study,” in *Springer Proceedings in Business and Economics*, 2019, pp. 1245–1250, doi: 10.1007/978-3-030-12453-3_142.
- [9] D. Suhartanto, *Metode Riset Pemasaran*. Bandung: Alfabeta, 2014.
- [10] J. W. Creswell and J. D. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, Fifth Edit. Los Angeles: SAGE, 2018.
- [11] J. T. Roscoe, *Fundamental Research Statistics for The Behavioral Sciences*, 2nd ed. Holt Rinehart & Winston, 1975.