



Entrepreneurial Education as Antecedent of Indonesian Private University Students' Entrepreneurial Intention

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	Abstract
<p>Article History</p> <p>Article Submission 28 September 2022</p> <p>Revised Submission 28 October 2022</p> <p>Article Accepted 10 November 2022</p>	<p>Entrepreneurship education has been regarded as an important element in Indonesian higher education, since entrepreneurship has emerged into one of the backbones of Indonesian economy. We conducted this research to observe entrepreneurship education and its aspects in triggering creativity in entrepreneurship, which are entrepreneurial orientation and entrepreneurial intention. We conducted this research at several private universities in Indonesia by surveying 600 university students, with the help of online questionnaires spread into selected private universities in Indonesia which have entrepreneurship program. The questionnaire that we developed is based on the theory of planned behaviour (TPB), which we combined with entrepreneurial orientation and entrepreneurial intention variables. We analysed the data using a path analysis technique with SmartPLS version 3 as a tool for analysis. Our results show that when variables of TPB affects entrepreneurial orientation. In this case it shows significant and positive effects which eventually cause a similar effect on entrepreneurial intention.</p> <p>Keywords: Entrepreneurial intention; Higher education; Entrepreneurial education</p>

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Introduction

Along with the advances in technology and methodologies of education, the growth of interest in entrepreneurship increases. One of the factors that became the driving force for the growing interest of entrepreneurship is the rise of entrepreneurship education (Pradana & Kartawinata, 2020). Similar to other medium and low-income countries, the high unemployment rate is an ongoing problem in Indonesia (Awang et al., 2016). The number of workforces that are expecting to enter the workforce is not proportional to the number of available jobs. This situation makes many people find it difficult to get a job (Adekiya & Ibrahim, 2016). The unemployment rate for educated workers with college graduates is increasing from year to year (Pradana & Kartawinata, 2020). According to Douglas et al. (2021), this situation is quite troubling for many parties because it has serious economic, social, and even political impacts. Entrepreneurship is believed to be the best way out to overcome this problem, because entrepreneurship is one of the driving wheels of a country's economic growth (Gomes et al., 2021). Realizing this, universities take this issue seriously by incorporating entrepreneurship into the curriculum and scheduling many co-curricular activities to produce new entrepreneurs from the educated circles (Su et al., 2021).

Therefore, it is necessary to emphasize entrepreneurship education, which is very important and can influence students' cognition and increase their desire to start a business (Miranda et al., 2017). This type of education facilitates creating a start-up with change students' mindset and developing their entrepreneurial orientation (Kolvereid, 2016). There are three factors that influence individual behavior, namely physiological factors, environmental factors, and psychological factors (Supardi et al., 2022). What is meant by physiological factors include physical and mental abilities. Environmental factors include the family environment, social environment, culture, and social class, including the school or organizational environment. While what is meant by the psychological environment, includes perceptions, attitudes, personality, and motivation (Bazan et al., 2020).

Meanwhile, Hueso (2020) states that entrepreneurial behavior is formed by a combination of three factors, namely: 1) Psychological factors; 2) environmental factors; and 3) Institutional factors. Social psychologists in discussing differences in individual behavior in everyday life place attitude as an important factor that is widely discussed (Pradana et al., 2020). In addition to the attitude factor, another psychological factor that is widely discussed is motivation which is seen as the driving force for behavior (Zaman et al., 2022). Therefore, the authors determine the attitude factor towards entrepreneurship and the motivational factor to become an entrepreneur as two variables that are thought to influence student entrepreneurial behavior (Hueso et al., 2020).

In addition to psychological factors, other factors that are thought to influence entrepreneurial behavior are educational background and experience. Entrepreneurial behavior is basically a reflection of its ability to run a business (Rauch & Hulsink, 2015). Meanwhile, the ability as the potential to carry out the task will basically be obtained by the individual through the education and training attended and the experience earned (Bazan et al., 2020). Therefore, education and training that have been followed by students as well as student experience in entrepreneurship are two variables that are thought to influence student entrepreneurial behavior.

Several studies show that entrepreneurship education can increase the perception of feasibility for entrepreneurship and career self-efficacy in entrepreneurship (Miranda et al., 2017; Kolvereid, 2016). Entrepreneurship education focuses explicitly on attitudes, intentions, and the firm-creation process (Ladd et al., 2018). Higher education is expected to create capable graduates filling employment (Pradana et al., 2020). Entrepreneurship is the appropriate and logical choice because the opportunities are more excellent for success (Lecuna et al., 2017). The government accelerates strong small and medium entrepreneurs and rests on science and technology (Miranda et al., 2017).

Micro Small and Medium Enterprises (SME) has proven their endurance in facing the Indonesian economic crisis in 1997/1998 and 2008/2009 (Kartawinata et al., 2020). The most crucial matter is that SMEs are so potent as the foundation of the national economy (Pradana & Kartawinata, 2020). The potential of MSMEs is also significantly higher than other businesses in the absorption of a lot of labour (Awang et al., 2016). The contribution of MSME is also very

significant to the economy and the supply of employment.

Sulistijono et al. (2020) stated that various factors could trust the growing interest in entrepreneurship. This involves various internal factors, external factors, and contextual factors. The influence of entrepreneurship education has been considered an important factor in fostering creativity, entrepreneurial passion, spirit, and behaviour among the younger generation (Awang et al., 2016). Furthermore, it is necessary to understand how to develop and encourage the emergence of potential young entrepreneurs while they are in college (Miranda et al., 2017).

Therefore, we decide to research entrepreneurial orientation and entrepreneurial intention among Indonesian university students following the steps of previous studies of the related topic (Pradana & Kartawinata, 2020; Pradana et al., 2020). We aim to answer the research questions which are mainly about the factors in influencing entrepreneurial intention using the basic theory of planned behaviour by Ajzen (2020) which is then combined with entrepreneurial orientation and entrepreneurial intention.

Literature Review

Entrepreneurship education is required to exist at the university level (Awang et al., 2016). Uniquely, in the matter of entrepreneurship in college students, one factor that shows a significant difference is the parents' work backgrounds and entrepreneurial experience. University students who have entrepreneurial parents have higher entrepreneurial intentions than those with non-entrepreneurial parents. Likewise, students who have entrepreneurial experience have higher intentions for entrepreneurship.

Pradana et al. (2020) believe that entrepreneurship education is the whole educational and training activity, both with or without an education system, that tries to develop their students' desires. Participants intend to carry out entrepreneurial behaviour or some elements that influence intention, such as entrepreneurial knowledge or feasibility. A person's desire or intention to take action has a relationship to a person's behaviour. This behaviour is a result from a psychological process that will influence the individual to make decisions before starting a certain something.

Some modern studies in entrepreneurship incorporated the theory of planned behaviour (TPB) to understand better entrepreneurship behaviour (Awang et al., 2016; Pradana & Kartawinata, 2020). The TPB theory was first mainly used in the field of psychology (Ajzen, 2020). This theory assumes that perceived behavioral control generates motivation for interest. People who believe that they do not have the available resources or do not have the opportunity to perform a certain behavior may not form a strong behavioral interest in doing it even though they have a positive attitude towards the behavior and believe that others will approve of them performing the behavior (Ashari et al., 2021). Thus, it is hoped that there will be a relationship between perceived behavioral control and interests that are not mediated by subjective attitudes and norms (Wach et al., 2021). In our research model, it is indicated by an arrow connecting perceived behavioral control to interest (Pradana & Kartawinata, 2021).

The second feature is the possible direct relationship between perceived behavioral control and behavior. In many instances, the performance of a behavior depends not only on the motivation to perform it but also on sufficient control over the behavior being performed (Wach et al., 2021). Therefore, perceived behavioral control can influence behavior indirectly through interest, and can also predict behavior directly (Ashari et al., 2021). In the direct relationship model, this is indicated by an arrow that connects perceived behavioral control directly to intention and behavior (Pradana et al., 2020).

The theory of planned behavior assumes that previous theories of behavior cannot be controlled previously by individuals but are also influenced by non-motivational factors which are considered as opportunities or resources needed for behavior to be carried out (Baharuddin & Rahman, 2021). Therefore, according to TPB, intensity is influenced by three things, namely: attitudes, subjective norms, and perceived behavioral Perceived Behavioral Control.

Perception is essentially a cognitive process that is experienced by each individual in understanding their environment, either through sight, hearing, appreciation, feeling and smell

(Fakhri et al., 2020). Psychological ability to hear and to see will affect perception (Winarno & Hermana, 2019). This perception also includes the interpretation of objects, symbols, and all things that are considered necessary by these individuals. In other words, perception includes the activity of receiving stimuli, organizing stimuli, and translating or interpreting stimuli that are organized in such a way as to affect attitudes. This, in the end, can shape behaviour (Dewi et al., 2019). Perception is interactive and highly complex. The subprocesses of this perception are related to one another. There are many important subprocesses, among them is the stimulus or the situation.

Perception begins when someone is exposed to a stimulus (Luthans, 2011). To grow, one of the stimuli received in this perceptual process is entrepreneurial education that is undertaken by individuals. The education entrepreneurship of individuals becomes a stimulus that will then be interpreted by the individual. This interpretation would then generate feedback within the people concerned about this. In the perceptual process, the individual's stimuli will shape the individual's attitudes and behaviour. In the formation of entrepreneurial intentions, the stimulus received is in the form of external factors (which is entrepreneurship education).

Hypothesis 1: Perceived behavioural control has a positive effect on entrepreneurial orientation.

Subjective Norm

According to Pradana et al. (2020), subjective norms are the extent to which a person has the motivation to follow people's views of the behaviour they will do (normative belief). The family environment is one of the main factors, along with all the conditions within it. These conditions include the background of family members, family traditions, and the way parents educate. This condition will then support, guide, and encourage someone, especially students, for how they live their life. Winarno & Hermana (2019) believe that what parents do can affect their children's interest in the type of work their children would like to do in the future. This includes entrepreneurship.

Parents' way of achieving success in their work is an excellent asset to train the interests, skills, and abilities of specific values related to work desired by children (Silvianita & Tan, 2017). This situation means that the parents' condition can be a role model for the field of work selection that their children would want to work in. Moreover, it can also be used as a guide to develop their children's interests with a certain job (Pradana & Kartawinata, 2020). Thus, the encouragement of parents and family members can influence the interest in entrepreneurship. An entrepreneur also needs an individual personality to support his entrepreneurial interests, such as leadership.

The family is the first social group in human life where they learn and identify themselves as social beings in the interaction with the group. In the family, a child first learns to pay attention to other people's wishes, cooperate, help, or as a social being, the child has certain norms and skills in his interactions with other people (Dewi et al., 2019). Hence, we build hypothesis 2:

Hypothesis 2: Subjective norm has a positive effect on entrepreneurial orientation

Attitude towards Entrepreneurship

The willingness and ability to take risks is one of the central values in entrepreneurship. In a situation of risk and uncertainty, entrepreneurs make decisions that contain potential failure or success. Education can increase entrepreneurial inspiration, care, knowledge, and abilities needed (Beier, 2016).

In addition to psychological factors, other factors that are thought to influence entrepreneurial behavior are educational background and experience (Supardi et al., 2022). Entrepreneurial behavior is basically a reflection of its ability to run a business. Meanwhile, the ability as the potential to carry out the task will basically be obtained by the individual through the education and training he has attended and the experience he has (Pradana, et al., 2020). Therefore, education and training that have been followed by students as well as student experience in entrepreneurship are two variables that are thought to influence student entrepreneurial behavior (Dewi, 2021).

Another factor that can also influence entrepreneurial behavior is environmental factors (Douglas et al., 2021). The family is the environment that plays the most role in shaping children's

behavior, therefore the authors take this variable as a predictor of student entrepreneurial behavior (Sansone et al., 2021). Apart from family, other environmental variables that are thought to have contributed to the entrepreneurial behavior of students are their peers (Hassan et al., 2021). With interactions in the environment of entrepreneurs, a person's thoughts and behavior will be influenced by his peers (Pradana et al., 2020).

In the perceptual process for the formation of attitudes and behaviour, entrepreneurship education as an external stimulus provides stimulation to students, thus forming stereotypes, self-concept, needs, and emotions that can produce motivation. It then shapes feasibility and entrepreneurial self-efficacy that will shape student behaviour which is related to entrepreneurial activities (Pradana et al., 2020).

Hypothesis 3: attitude towards entrepreneurship has a positive relationship on entrepreneurial orientation.

Entrepreneurial Orientation and Entrepreneurial Intention

A company with a good business performance is a company that can survive in a fast-moving market condition., The key to initiating the entrepreneurial process lies within the individual members of society, and the extent to which corporate spirit exists, or can be stimulated (Beier, 2016). Several factors can improve business performance, namely entrepreneurial intention, entrepreneurial orientation, and driven by a strong motivation in each individual to increase their performance improvement.

Entrepreneurial desire is assumed to be a motivational factor that affects behaviour. The stronger the intention involved in the behaviour, the more likely the individual will succeed. Individuals who have the intention of entrepreneurship from the beginning would be more prepared than individuals who did not have any intentions since the very start. The intention plays a vital role in directing one's actions by connecting the related considerations and requested by someone (Rauch & Hulsink, 2015). According to Silvanita & Tan (2017), intention is defined as "a person's state of mind that directs attention (experience and action) to a particular object or a path through which to achieve something,". Intention, according to Ajzen (2020), is a "component in an individual which refers to the desire to perform a certain behaviour. Another definition to it is that intention is a dimension of individual probability in the environment between themselves and certain behaviour. Entrepreneurial orientation is also increasingly important in improving business performance. Entrepreneurial orientation is the behaviour of entrepreneurs in managing their business (Pradana et al., 2020). Mastery of management capabilities will be maximized if an entrepreneur desires to achieve big goals, has the confidence that can be achieved from hard effort, has high self-confidence in every action and decision, and is open to the environment (Fakhri et al., 2020). The research model is visually shown in Figure 1.

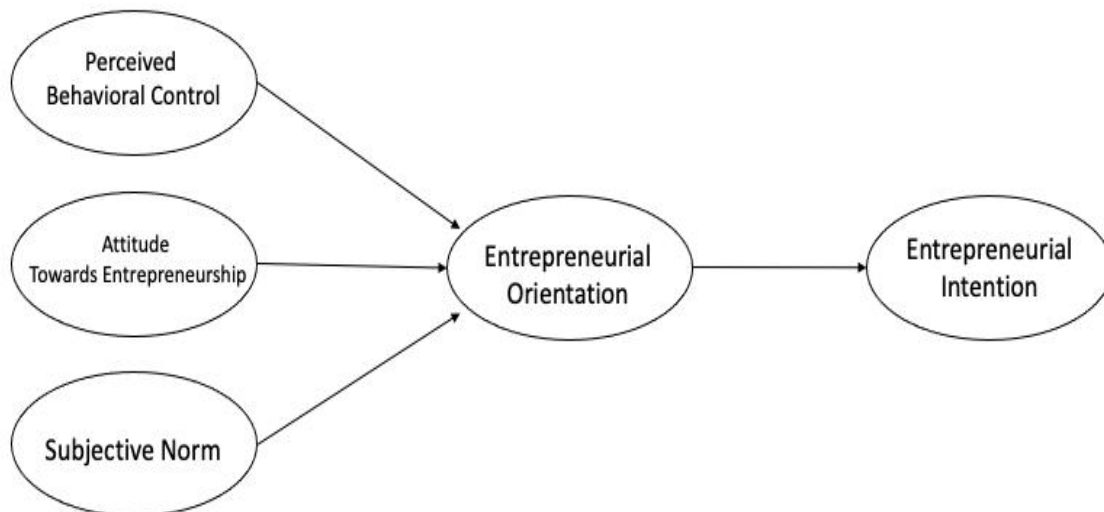


Figure 1. Research Model

Methodology

In this research, we surveyed 600 university students in West Java, Indonesia through a questionnaire that we distributed online. The analysis was then performed using the Partial Least Square (PLS) method (Gilang et al., 2019). This study uses primary data obtained by the questionnaire that was filled out by our participants. The sample used in this research is obtained through a purposive sampling technique. Dewi et al. (2019) state that purposive sampling is a sampling technique with certain considerations.

Structural Equation Modeling with Partial Least Square (SEM-PLS) is an alternative technique in SEM analysis where the data used do not have to be a multivariate normal distribution. On SEM with PLS method, the latent variable values can be estimated according to the linear combination of the manifest variables associated with a latent variable as well treated to replace the manifest variable (Hair et al., 2014).

The data were gathered using an online questionnaire containing 25 questions explaining five research constructs. To measure subjective norm and perceived behavioural control, we adapted scales from the theory of planned behaviour (TPB) by Ajzen (2020). The questionnaire uses a Likert scale with 5 indicators. The number 5 indicates ‘strongly agree’, 4 indicates ‘agree’, 3 for ‘slightly agree’, 2 for ‘disagree’, and 1 indicates ‘strongly disagree’.

All items already have factor loadings with values above 0.5. The results are presented in Table 1. The table also shows the factor loadings of the construct, composite reliability, and AVE.

Table 1. Validity and reliability of the model

Indicators	Factor Loadings	Composite Reliability	AVE²
Subjective Norm 1	0.623	0.654	0.722
Subjective Norm 2	0.834		
Subjective Norm 3	0.774		
Subjective Norm 4	0.707		
Subjective Norm 5	0.640		
Attitude 1	0.629	0.866	0.795
Attitude 2	0.689		
Attitude 3	0.535		
Attitude 4	0.471		
Attitude 5	0.648		
PBC 1	0.741	0.800	0.708
PBC 2	0.654		
PBC 3	0.880		
PBC 4	0.965		
PBC 5	0.871		
Orientation 1	0.566	0.755	0.732
Orientation 2	0.735		
Orientation 3	0.717		
Orientation 4	0.733		
Orientation 5	0.723		
Orientation 6	0.881		
Intention 1	0.615	0.705	0.633
Intention 2	0.717		
Intention 4	0.640		
Intention 5	0.573		

Result and Discussion

Next, we analysed the relationships between constructs using structural equation modelling. For this purpose, we used SmartPLS Version 3 for the analysis and the bootstrapping technique to

measure the significance of the coefficient. As for hypothesis testing, this research uses a full model analysis of Structural Equation Modeling (SEM) with smartPLS. In the full Equation Structural Modelling, not only does it confirm the theory, it also explains whether or not the relationship between latent variables exist (Hair et al., 2014). Multiple sets of relationships from all path analysis are as follows: The inner model specifies the relationship between latent variables, while the outer model specifies the relationship between latent variables with an indicator or manifest variable, and weight relation where the case value of the latent variable can be estimated. The next step is to analyze the influence and significant effects on the dependent variables, which are entrepreneurial orientation and entrepreneurial intention. In determining this, we see the coefficient and p-values. The significant ones are the ones with p-values lower than 0.005 (p-value>0.005) (Henseler et al., 2016). Further analysis is shown in Table 2. When analyzing the perceived behavioural control, we see from the result that there is a positive effect seen by a positive coefficient (0.222) and p-value lower than 0.005 (Henseler et al., 2016). Therefore, hypothesis 1 (H1) was accepted. Through our analysis, hypothesis 2 was also approved. Our result showed a positive coefficient (0.361) and the p-value being lower than 0.005 which tells that there is a positive relationship between subjective norm and entrepreneurial orientation. As for hypothesis 3, we also found there is a positive relationship between attitude towards entrepreneurship and entrepreneurial orientation. The coefficient was positive (0.352) and the p-value is also lower than 0.005. As for hypothesis 4 (H4), entrepreneurial orientation also has a positive and significant relationship with the entrepreneurial intention which was seen from the positive coefficient (0.607) and the p-value being lower than 0.005.

Table 2. Path Coefficients

Indicators	Path	Path Coefficient	p-values	Decision
H1	Perceived Behavioural Control – Entrepreneurial Orientation	0.222	0.000	Accepted
H2	Subjective Norm – Entrepreneurial Orientation	0.361	0.000	Accepted
H3	Attitude – Entrepreneurial Orientation	0.352	0.000	Accepted
H4	Entrepreneurial Orientation – Entrepreneurial Intention	0.607	0.000	Accepted

Our results suggest that in the environment of private universities, entrepreneurial orientation is an important antecedent to the students’ entrepreneurial intention. However, previously, it is perceived that behavioural control is also an important factor to these two constructs. Other results of the study found that the attitude variable also had a significant effect on the intention of entrepreneurship. These results are consistent with the initial hypothesis which states "attitudes affect interest in entrepreneurship". The results of this study are consistent with the results of research conducted by Miranda et al., (2017) and Pradana et al., (2020). According to Pradana & Kartawinata (2020) attitude has an important role in the level of interest in entrepreneurship. Attitude itself is defined as a person's view of something, it also comes from a person’s feeling when seeing something and whether it is considered positive or negative affects someone’s attitude towards it. Attitude is one of the foundations of the formation of entrepreneurial interest that comes from oneself. The effect of subjective norms on entrepreneurial intention shows that the variable subjective norm had a significant effect on interest in entrepreneurship. This result is in accordance with our initial hypothesis which states "perceived behavioural control, subjective norms and attitude toward entrepreneurship affect interest in entrepreneurship".

Conclusion

Our study intends to gather a clearer view and analysis on the effect of entrepreneurial orientation and other constructs in the theory of planned behaviour (TPB) on entrepreneurial intentions of business school students. The results of the analysis show that the stronger the effect of environment as external factors, the better the individual characteristics. This will have impact on entrepreneurial orientation, which will eventually form a strong entrepreneurial intention. Besides, individual characteristics are also required in improving entrepreneurial orientation, specifically in being creative and having the courage to take risks.

The results also show that TPB variables have a positive effect and are significant to the interest in entrepreneurship. These results are in accordance with the initial hypotheses. External motivation of students can change the thinking patterns of students to think smarter and critical, especially in making decisions and developing businesses. The ones who benefit of economic literacy as understanding and application of basic economic concepts in real situations and not just class-based activities and knowledge.

Entrepreneurial endurance is one life skill that every student must have. By having economic literacy, one can obtain benefits that are comparable if students are able to apply it, especially in entrepreneurial activities. This research is expected to add knowledge, and insights on the related topic. Moreover, it is expected to be material for consideration in policy-making strategies related to universities or higher education institutions which offer entrepreneurial studies.

Research Limitations

Based on the research, the following suggestions can be made: 1) It is hoped that parents and teachers will help increase students' self-confidence so that their entrepreneurial behaviour can increase; 2) It is hoped that schools will also support the availability of facilities, infrastructure, and learning which is related to the digital world so that students' entrepreneurial behaviour can be improved; 3) It is hoped that schools can make improvements in learning methods, teaching materials, and other matters related to the provision of entrepreneurship subjects and other subjects related to finance. In the end, there is a great need for entrepreneurial learning in practice-oriented and case studies to expose the students to the real industry. Future research should apply the study model to a different or larger sample size, so that the results will be more comprehensive from the early age of the students. Focusing on improvements in learning methods, teaching materials and other matters related to the provision of entrepreneurship subjects and other subjects related to finance are also useful. We also recommend adding other variables such as adversity quotient, community work, field work practices, industrial visits, etc. so that other factors that can affect the level of entrepreneurial behaviour in a person can be found. Another suggestion would be to research respondents who have received entrepreneurship education for at least 3 semesters or 75% of all creative products and entrepreneurship subjects taught in schools.

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