

The Effect of Entrepreneurship Education to The Number of Entrepreneur: A Cross-Sectional Study from Indonesia

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Abstract: Entrepreneurship is a science that can be learned, and educational institutions have a role in increasing the number of entrepreneurs. This study aims to find out the relationship between entrepreneurial education and attitude, entrepreneurial self-efficacy, and entrepreneurial intention. The population of this research was university students at Widyatama University, and the sampling method used was purposive sampling. A total of 96 cases were analyzed. The data for the current study were obtained from students who had been and were taking entrepreneurship education. In order to test the validity, reliability, and hypothesis, the SPSS model was used. The results show that attitude has a significant influence on entrepreneurial intention. Another finding shows that entrepreneurial self-efficacy has a significant influence on entrepreneurial intention. Also, the results surprisingly found that entrepreneurship education does not have a significant effect on entrepreneurial intention. After all, this study provides theoretical and managerial contributions to the literature.

Keywords: entrepreneurial education, attitude, self efficacy, entrepreneurial intention.

Abstrak: Kewirausahaan merupakan ilmu yang dapat dipelajari, dan lembaga pendidikan memiliki peran dalam meningkatkan jumlah wirausahawan. Penelitian ini bertujuan untuk mengetahui hubungan antara pendidikan dan sikap kewirausahaan, efikasi diri kewirausahaan, dan niat berwirausaha. Populasi dalam penelitian ini adalah mahasiswa Universitas Widyatama, dan metode pengambilan sampel yang digunakan adalah purposive sampling. Sebanyak 96 kasus dianalisis. Data untuk penelitian ini diperoleh dari mahasiswa yang pernah dan sedang mengikuti pendidikan kewirausahaan. Untuk menguji validitas, reliabilitas, dan hipotesis digunakan model SPSS. Hasil penelitian menunjukkan bahwa sikap berpengaruh signifikan terhadap niat berwirausaha. Temuan lain menunjukkan bahwa efikasi diri kewirausahaan memiliki pengaruh yang signifikan terhadap niat berwirausaha. Juga, hasil yang mengejutkan menemukan bahwa pendidikan kewirausahaan tidak memiliki pengaruh yang signifikan terhadap niat berwirausaha. Bagaimanapun, penelitian ini memberikan kontribusi teoretis dan manajerial untuk literatur.

Kata kunci: pendidikan kewirausahaan, sikap, efikasi diri, niat berwirausaha.

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■ INTRODUCTION

Entrepreneurship is a science that can be learned and taught (Suryana, 2014). Previously, it believed that entrepreneurship only could be gained by experience or inherit from birth. The number of young entrepreneurs who generate employment opportunities to increase added value needs to be improved. Ironically, the increase in the number of unemployed people is dominated by educated people (BPS, 2017). It indicates that college graduates have more job seekers than job creators. According to the Indonesian Central Bureau of Statistics (BPS), in February 2017, the number of unemployed diploma and university graduates was still large, amounting to 856,644 people. According to data published by the National Development Planning Agency, it shows that the open unemployment rate at the age of 15-29 years old in Indonesia reaches 19.9%. The rate is the highest rate of youth unemployment in the Asia Pacific region, where 20% of the unemployment rate is college graduates. The entrepreneurial movement is continuously encouraged through various ways, including through campus. For instance, the Ministry of Cooperatives and Small-Medium Enterprises, together with 59 colleges from nine provinces in Indonesia, launched Gerakan Mahasiswa Pengusaha, which aims to grow entrepreneurship skills among students. This entrepreneurial movement is also aimed to increase the national entrepreneurship ratio. The national entrepreneurship ratio increased from 1.6% in 2014 to 3.1% in 2016. Even though the ratio has increased, the number is still small compared to the entrepreneurial ratio in some developed and developing countries, for example, in Malaysia (5%), Singapore (7%), China (10%), Japan (11%), and America (12%). A study shows that university education has a lower level of entrepreneurship success than entrepreneurs with a high school education level (Indarti and

Langerberg, 2006). There is a possibility that there are many economic and business education curriculums in Indonesia that are not directed to form entrepreneurs.

One way to overcome this problem is to generate entrepreneurial enthusiasm in Indonesian society, especially for college students. Universities should no longer prioritize how students can quickly graduate and get jobs, but universities should also focus more on how graduates can create jobs. For this reason, efforts are needed to increase entrepreneurial intention among students. The influence of entrepreneurial education has been considered one of the crucial factors to grow and develop passion, soul, as well as entrepreneurial behavior among the younger generation (Kourilsky and Walstad, 1998). Many factors influence the intention of entrepreneurship in students. According to Indarti et al. (2008), entrepreneurship education is crucial in fostering and developing passion, soul, and entrepreneurial behavior among students. Then, research conducted by Henderson and Robertson (2000); Collins et al. (2004); Ming Yu et al. (2009); Muhammad Mu'az et al. (2011); Syahrina et al. (2013); Trivedi, (2016); Yýldýrým et al. (2016); Roy et al. (2017); Arafat et al. (2018); Bazan et al. (2019); Anwar et al. (2020); revealed that entrepreneurial education influences entrepreneurial intentions. Also, the research results by Souitaris et al. (2007) show that entrepreneurial education increases the attitude toward entrepreneurship as a whole. However, Lee & Wong's (2003) shows that entrepreneurial education encourages new businesses' growth by surveying 15,000 students in Singapore, while Yustian and Mulyadi (2018) says that formal education antecedent by a curriculum, teaching methods, and the role of universities do not affect entrepreneurial intentions.

Research on entrepreneurial behavior

develops from various perspectives, starting from the perspective of economics, psychology, and sociology. Various models were also developed to study entrepreneurial behavior, including the Theory of Planned Behavior (TPB) (Ajzen 1991, 2005; Souitaris et al. 2007). The basic model of Planned Behavior is considered better and more complex in explaining entrepreneurial behavior. In general, the antecedent factors of intention can be expressed through the Theory of Planned Behavior (TPB), namely attitudes, subjective norms, and entrepreneurial self-efficacy. The formation of intentions can be explained by the Theory of Planned Behavior, which assumes that humans always have goals in behaving (Baron & Byrne, 1997). This theory states that intention is a function of three basic determinants: attitudes, subjective norms, and entrepreneurial self-efficacy (Lüthje and Franke, 2003; Kautonen et al., 2015; Trivedi, 2016; Roy et al., 2017; Anwar and Saleem, 2019; Bazan et al., 2019;).

According to Assael (2001) attitudes are defined as tendencies learned to respond to objects or classes of objects consistently both in like and dislike. Whereas according to Mowen and Minor (1998) attitude is an affection or feeling towards a stimulus. The research results by Autio et al. (1997); Krueger et al. (2000); Segal et al. (2005); Fayolle et al. (2006); Souitaris et al. (2007); van Gelderen et al. (2008); Pruett et al. (2009); Bazan et al. (2019); Anwar et al. (2020) explain that attitudes are internal factors, which become one of the most dominant compared to subjective norms and entrepreneurial self-efficacy that influence student entrepreneurial intentions. Also, Suharti et al. (2011) found a significant effect between attitudes and entrepreneurial intentions. However, another research shows that the attitude variable does not influence entrepreneurial intention. The research results by Noffik et al. (2017) show that attitude variables do not

influence and significantly affect students' entrepreneurial intentions. Bandura (1977: 2) defines entrepreneurial self-efficacy as a person's belief in his ability to complete a job. Alternatively, in other words, the condition of someone's motivation is more based on what they believe rather than what is objectively true. Entrepreneurial self-efficacy is measured by the entrepreneurial self-efficacy scale (Gadaam, 2008) with indicators of self-confidence in managing the business, human resources leadership, mental maturity in business, and feeling capable of starting a business. Research conducted by Urban et al. (2008) concludes that entrepreneurial self-efficacy affects entrepreneurial intentions in 210 different ethnic respondents in South Africa. Whereas Wang et al. (2011) concluded that entrepreneurial self-efficacy has a positive influence on forming entrepreneurial intentions for Chinese and US students, there were some significant differences between college students in China and the US. Another study has shown that entrepreneurial self-efficacy affects individuals' intention and competence to become an entrepreneur (Boyd and Vozikis 1994; Chen et al. 1998; Trevelyan 2011;). Another study shows that the variable of entrepreneurial self-efficacy does not affect the intention of entrepreneurship. The research results by Nurul et al. (2015) show that entrepreneurial self-efficacy has no significant effect on Japanese students' context. In this study, only attitude and entrepreneurial self-efficacy were used as variables because, based on previous studies, social norms have a weak effect on entrepreneurial intention.

This research hypothesis examined the relationship between variables that have been discussed earlier based on previous research. The research hypothesis is presented in the conceptual model in Figure 1.

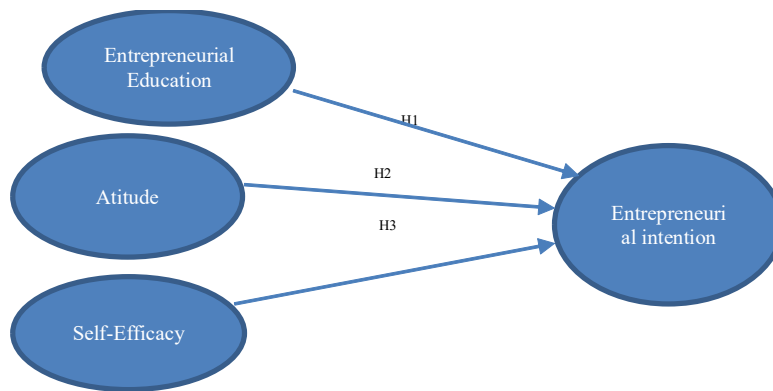


Figure 1. Conceptual framework

■ METHODS

This research was conducted on 5th semester students at Widyatama University, Bandung. Descriptive hypothesis testing using the technique of determining the average score. In verification research with an approach to modeling and a solution technique that will be used as an analytical tool is the multiple regression analysis method. Multiple regression analysis is used to determine the influence magnitude of more than one variable supported (Achen, 1982; Berry, 1993; Ghozali, 2006). The population of this research was university students at Widyatama University, and the sampling method used was purposive sampling. A total of 96 cases were analyzed using the SPSS of 25.0 model.

■ RESULT AND DISCUSSIONS

Validity and Reliability Test

Validity test is used to test the extent to which a measuring device can reveal the accuracy of measurable symptoms (Sekaran and Bougie, 2016). The validity or the accuracy level of the research instrument is the research instrument ability to reveal the data according to the problem that wants to express. The results of the study are said to be valid when there is a similarity between the data collected and the actual data occurred in the field (Sugiyono,

2010). The current study results are valid if there is a similarity between the data collected and the actual data that occurred in the field (Sugiyono, 2010). The Pearson Validity Test was done by comparing the calculated value between the r statistic and r critical value.

In this study, Entrepreneurial Education variable has 6 question items and 5 items were declared valid from 6 question items. Attitude variable has 9 question items and 5 items were declared valid from 9 question items. Self Efficacy variable has 3 question items and all items were declared valid. Entrepreneurial Intention variable has 5 question items and 4 items were declared valid from 5 question items. A total of 18 items were declared valid from 23 question items. These 18 questions were then analyzed further. Reliability testing was also done to measure the reliability or consistency of the instrument. Question items are reliable if someone's answer is consistent (Sunyoto, 2012).

Reliability testing in this study used the Cronbach Alpha formula with the help of SPSS 25.0. The researcher tested the reliability of each variable instrument by distributing questionnaires to the respondents. Alpha Cronbach shows the reliability coefficient; the greater the alpha value, the higher the reliability and vice versa. Furthermore, the reliability index was interpreted

Table 1. Reliability test results

Variable	Alpha	Result
Entrepreneurial Education (X1)	0,610	Accepted
Attitude (X2)	0,720	Accepted
Self-Efficacy (X3)	0,659	Accepted
Entrepreneurial Intentions (Y)	0,818	Accepted

using the *r* interpretation to conclude that the measuring instrument used was sufficient or reliable. From the results of the analysis with the help of the SPSS 25.0 model, the following results were obtained and presented in table 2.

From the calculation results, it can be seen that the variables of entrepreneurial education, attitudes, and entrepreneurial self-efficacy are accepted as the score of Cronbach Alpha was between 0.60-0.79. Furthermore, the entrepreneurial intention variable has good reliability because the Cronbach Alpha was between 0.80-1.0. Thus, it can be concluded that this research instrument was reliable to be used in this study.

Classical Assumption Test

This study's classic assumption tests include normality test, multicollinearity test, heteroscedasticity test, and linearity test. The normality test aimed to test whether, in a regression model, the independent variable, the dependent variable, or both had a normal distribution or not. Skewness ratio and kurtosis ratio were used as a clue whether data are normally distributed or not. As a guideline, if the kurtosis and skewness ratio is between -2 to $+2$, then the data distribution is normal (Santoso, 2000: 53; George & Mallery, 2010). It found that the kurtosis ratio was $0.006 / 0.493 = 0.012$. Because the kurtosis ratio is between -2 to $+2$, it can be concluded that data distribution was normal. The multicollinearity test was used to

verify whether the regression model found a correlation between independent variables or not. If there was a correlation, then there is a multicollinearity problem. A good regression model should not correlate with the independent variables. Multicollinearity can be tested by calculating the value of VIF (Variance Inflating Factor). If the VIF value was smaller than 5, multicollinearity does not occur. All VIF values in the coefficients table show a number less than 5. Thus, it can be concluded that the model in this study fulfilled the requirements to be a good regression model because there was no correlation between the independent variables (non-multicollinearity).

The method used for the heteroscedasticity test was the Glejser Test. The heteroscedasticity test's decision-making basis was when the significance value was greater than 0.05, then heteroscedasticity does not occur. Conversely, if the significance value was smaller than 0.05, then heteroscedasticity does occur. Based on the output produced from SPSS, there was no heteroscedasticity in the entrepreneurial education, attitude, and self-efficacy variables. The linearity test aimed to determine whether two variables have a significant linear relationship or not. The linearity test was carried out by testing on SPSS using a linearity test at a significant level of 0.05. Two variables are said to have a linear relationship if the significance (linearity) is less than 0.05. The entrepreneurial education, attitude, and self-efficacy variables obtained significance values of

Table 2. Hyphotesis test result

Model	R	R2 (Adjusted R2)	B	SE	β	t
Model 1	.621	.386 (.366)				
Constan			1.814	1.757		1.032
Entrepreneurial Education			.049	.078	.060	.063
Attitudes			.252**	.073	.331**	3.467
Self-Efficacy			.483***	.132	.359***	3.647

*** Significance at the 0.01 level; ** Significance at the 0.05 level; * Significance at the 0.1 level

less than 0.05. Thus, it can be concluded that the three variables had a significant linear relationship with entrepreneurial intention.

Hyphotesis Testing

Hypothesis testing was done by using multiple linear regression analysis. Based on the table above, the regression equation was obtained as follows:

$$Y = 1,814 + 0,049 X_1 + 0,252 X_2 + 0,483 X_3$$

Based on the table 3, when associated with a hypothesis, Entrepreneurial education variable did not show any influence on the entrepreneurial intention variable. It was indicated by the significance value of $0.530 > 0.05$, so the H1 was rejected. In conclusion, entrepreneurial education does not affect the entrepreneurial intention. Attitude variable did show an influence on entrepreneurial intention. It was indicated by the significance value of $0.001 < 0.05$, so the H2 was accepted. In conclusion, attitude affects entrepreneurial intention. Entrepreneurial self-efficacy variable showed an influence on entrepreneurial intention. It was indicated by the significance value of $0,000 < 0.05$, so the H3 was accepted. In conclusion, entrepreneurial self-efficacy affects entrepreneurial intention.

According to Table 3, the R (R Square) number was 0.386 (38.6%). This result showed that the percentage of entrepreneurial education,

attitude, and entrepreneurial self-efficacy influences on students' entrepreneurial intentions was 38.6%. In comparison, the remaining 61.4% was explained or influenced by other variables that were not examined in the current study.

CONCLUSIONS

Based on the existing empirical results, entrepreneurial education does not show any influence on entrepreneurial intention. This result is in line with the research conducted by Yustian (2018) which revealed that entrepreneurial education can improve students' entrepreneurial attitudes but cannot influence entrepreneurial intention. Next, according to the result, entrepreneurial education does not influence entrepreneurial intention. Therefore, universities or educational institutions as organizers of entrepreneurial learning activities must design entrepreneurial learning to increase students' entrepreneurial intentions. Another finding in this study reveals that attitude influences entrepreneurial intention. This finding is in line with the research conducted by Fayolle et al. (2006); Souitaris et al. (2007); van Gelderen et al. (2008); Suharti et al. (2011) who also revealed that attitude has an influence on entrepreneurial intention. Entrepreneurial attitude can be proven to be a predictor that affects students' entrepreneurial intention. The last finding in this

study reveals that entrepreneurial self-efficacy influences entrepreneurial intention. These results are supported by Boyd and Vozikis (1994); Chen et al. (1998); Gelderen et al (2007); Urban et al. (2008); Trevelyan (2011) Wang et al. (2011) who state that entrepreneurial self-efficacy has an influence on entrepreneurial intention. Therefore, it can also be concluded that the Theory of Planned Behavior by Ajzen (1991); (2005); Souitaris et al. (2007) reveals that entrepreneurial self-efficacy is proven to be a predictor that influences students' entrepreneurial intention.

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