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Condusivity Academic Climate to Improve the Quality of Entrepreneurship Education in Emerging Economies

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Abstract: Condusivity Academic Climate to Improve the Quality of Entrepreneurship Education in Emerging Economies. Objectives: This research aims to present a detailed empirical investigation to build the entrepreneurial orientation of business management students, which needs to rely on the strength of entrepreneurial intentions through a conducive academic environment. **Methods**: The methodology used in this research is associative research with the study of certain dependent, independent and mediating variables involving business management students from various state universities in West Nusa Tenggara. Sampling used a saturated sample of 97 business management students. According to the research model, the author chose a structural equation model (SEM) to analyze the data and support using the theory of planned behaviour (TPB) dimensions of entrepreneurial intentions with certain attitudes, perceived behavioural control, and subjective norms. **Findings**: The research results show that the three variables that form entrepreneurial intentions have been effective in building entrepreneurial orientation among students and becoming more meaningful through a conducive academic climate. **Conclusion**: This research provides detailed and solid results regarding entrepreneurial orientation that is more measurable and easier to realize by relying on the strength of entrepreneurial intentions in a conducive academic environment. Improving the quality of entrepreneurship education for business management students can utilize the results of this research as a guide. However, to maximize the entrepreneurial orientation of business management, students need to be mediated by an academic climate conducive to strengthening students' entrepreneurial intentions.

Keywords: entrepreneurship education, workplace spirituality, entrepreneurial orientation, students' entrepreneurial intention.

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INTRODUCTION

The government reports that the poverty level in Indonesia this year reached 8.83 per cent, or around 18.41 million people, out of a total working-age population of 208.54 million people. A surprise is that of this number, as many as 13.17 per cent, or around 1.2 million people, are educated poor (BPS, 2020). Appropriate and fast solutions are needed to address the challenge of poverty, which is getting bigger yearly. Experts are trying to design a more link- and match-oriented education model through changes to the learning curriculum. The challenges faced by entrepreneurship education need attention from all parties to create new policies to alleviate the level of educated poverty, which is increasing yearly. Utilizing Global Entrepreneurship Monitor data collected from 826 participants in 107

countries during the 2001–2018 period confirmed that entrepreneurship education has a significant positive impact on the performance of established businesses and helps entrepreneurs improve their ability to take advantage of business opportunities (He et., 2024). A corporate climate that results in workplace ostracism and loneliness mediates the relationship between perceived person-organization fit and refers to resignation significantly, which creates an entrepreneurial intention to be an entrepreneur (Ba^{o}ar et al., 2024). The government must encourage universities to produce an inclusive spirit in students as a prerequisite for establishing entrepreneurial collaboration based on entrepreneurial intention. As macro policymakers, institutions and governments must review current approaches and carefully consider psychological aspects (Sajjad & Talat, 2024).

In response to these challenges, entrepreneurship education needs to increase the willingness and ability of graduates to become independent entrepreneurs and not only focus on readiness to become workers. Study aims to develop college graduates into entrepreneurs. For this reason, it is time for the pattern of entrepreneurship education in Indonesian universities changed from just competency development to character education, which is based on the strength of intention so that you are better prepared to choose to become an entrepreneur (Udayana, 2019; Rosique-Blasco et al., 2018; Wahidmurni et al., 2020). Changing the polytechnic education model into an entrepreneurial university aligns with curriculum suitability with job market needs, community relations and partnerships, entrepreneurial culture and education, and university internationalization while presenting this model to decision-makers (Awad & Salaimeh, 2023).

The effectiveness of educational entrepreneurship will likely be more progressive in supporting the success of Indonesia's economic development in the future through the number and quality of entrepreneurship produced by universities (Feola et al., 2021). Increasing the added value of a country's economy, such as Indonesia, will be achieved through regional government policy and financial support for the progress of educated entrepreneurs from universities (Skica & Rodzinka, 2021). Students' entrepreneurial orientation encourages the birth of creative ideas, innovative work, and the courage to take measured risks and become students' choices (Wardana et al., 2021). Starting your own business without depending on the availability of job opportunities, which is increasingly difficult, is the hope of all parties (Terbuka, 2022). Challenges in the world of education also arise from within the school, starting from the intentions, climate, and interactions of students and students. Entrepreneurship research concretizes entrepreneurship as an economic phenomenon that generates wealth and ignores the various values that entrepreneurship can generate (Dodd, et al., 2023). There is a need to support entrepreneurship education that benefits developing countries. Therefore, government policy pays attention to a boarder group of entrepreneurs, including groups that are not favoured, such as student entrepreneurs (Zhu et al., 2022).

Lessons learned from school research show the need to foster solid teacher-student engagement and a school climate that has broad implications for teacher training, the formation of student's academic interests and attitudes, curriculum design, and government educational policy. The problem of this research is what an effective model of entrepreneurship education and teaching is so that Indonesian students choose to become entrepreneurs as their career choice, apart from being professional workers needed by the industrial world. How important is the academic climate and institutional support of

higher education through technology business incubation in accelerating the effectiveness of the Indonesian entrepreneurship education model? For this reason, it is necessary to design and strengthen a more progressive model of entrepreneurship education and to teach based on readiness and ability to become entrepreneurs according to student's interests and areas of expertise (Bergmann et al., 2018). It is mapping the academic climate that can foster an entrepreneurial spirit and institutional support from higher education institutions through technology business incubation, accelerating the effectiveness of Indonesian students' entrepreneurial orientation (A A Bagis & Nasir, 2020). From the start, the role of attitudes or intentions for students determines the formation of productive behaviour. It has been proven that entrepreneurial orientation is fully developed by the strength of students' entrepreneurial intentions at several universities in Indonesia (Abdul Azis Bagis, 2022).

However, there has been no research regarding entrepreneurial intentions and orientation that can reveal positively the contribution of business students' academic climate, which originates from the warm relationship between lecturers and students. Therefore, this research is new research that examines the influence of attitudes and the contextual environment of educational institutions on entrepreneurial orientation as an aspect of productive behaviour. Additionally, there needs to be more research regarding the types of student attitudes that business students can learn and practice more efficiently. Many studies (Oliveira & Rua, 2018; Vamvaka at al ., 2020; Abdullah & Saeed, 2019) have concluded that entrepreneurial intentions significantly impact on aspects of student behaviour. Meanwhile, another view is that entrepreneurial intentions do not directly affect entrepreneurial orientation (Agolla at al ., 2019; Soetjipto at al., 2022). Now is the time for entrepreneurial intentions to be accelerated with a conducive academic climate and support from technology business incubators to prove a progressive model of entrepreneurship education in the tertiary environment.

The facts show that entrepreneurial activities can increase the multiplier effect for the prosperity of a country, and entrepreneurship education can be a stimulant for students' attitudes toward becoming entrepreneurs. Entrepreneurship education worldwide has occupied an important position on the agenda of public policymakers and business researchers in recent years (Feola et al., 2021). The research results suggest that entrepreneurship education must support students' entrepreneurial attitudes and behaviour. Embedding entrepreneurial competencies into the curriculum, study programs for various subjects, and the overall learning process supports the systematic development of entrepreneurial competencies at all levels of education (Venesaar at al., 2022). For this reason, entrepreneurship education needs to be provided at the early education level because it can shape students' character to become entrepreneurs. Entrepreneurship needs to be introduced in primary education because it can play an essential role in the growth and development of self-efficacy and entrepreneurial intentions of school students (Soetjipto et al., 2022). To built a collaborative culture for educational staff, it is necessary to sharing knowledge and innovation among educational staff (Noor, 2024). Thus, exploring entrepreneurship competencies is becoming increasingly popular for higher-education students.

METHOD

Participants

This research focuses on developing students' entrepreneurial orientation, with the unit of analysis being business students at universities.

Meanwhile, the unit of observation is individual students who have received entrepreneurship courses in their study programs.

Research Design and Procedures

Data was taken from a sample of students taking entrepreneurship courses at state universities to build a model of progressive entrepreneurship education, using a quantitative approach to understand entrepreneurial intentions as a foundation and support for universities in building students' entrepreneurial orientation. Researchers mapped business education in eastern Indonesia by considering cultural similarities and local wisdom values. Five large state universities have been selected with economics and business programs with an entrepreneurship education curriculum. The sampling method used a stratified random sample because the population consisted of various student and university subgroups, and we wanted to ensure that each subgroup was adequately represented (Rachad, 2003). Three hundred thirty-five students responded; the questionnaire asked general questions about their characteristics, study period, government policy to build academic climate and entrepreneurial orientation.

Instruments

Students at this level were chosen because they better understand the academic climate and are better prepared to evaluate the level of entrepreneurial intention developed during their coursework. The entrepreneurial intention has been measured through a 5-point Likert-type scale with five items to assess the degree to which the research participants intend to start a business. All instrument items use a Likert scale with five measurement levels, making it possible to predict whether students will consider starting their entrepreneurship. The author uses a questionnaire, EO, IE, and Academic climate with slight adjustments for the context of students. The entrepreneurial intention was measured through a 5-point Likert-type scale with five items to evaluate the extent to which study participants had the intention to start a business in the future. A scale for capturing EI constructs with eleven indicators adapted to using the theory of planned behaviour. A newly developed entrepreneurial intention questionnaire (EIQ) has being used which tries to overcome some of the limitations of previous instruments (Brown et al., 2006) and measuring academic climate meaningfully (Petchsawang & Duchon, 2009), workplace spirituality in an academic workplace context, includes connection, compassion, mindfulness, meaningful work and transcendence as ten manifest items. As for the entrepreneurial orientation of students to capture the EO construct and this survey instrument provides users with sufficient data on EO within the student cohort (Taatila & Down, 2016). All instrument items use a Likert scale with five levels of measurement that allow it to predict students' consideration of starting their entrepreneurship.

Data Analysis

Data analysis was carried out using the SEM-PLS (structural equation model partial least square) method, which is a variance-based SEM type. The PLS model can accommodate two types of measurements in one run, namely the measurement of the structural model, or the so-called inner model, and the measurement model, or the outer model. The outer model describes the relationship between latent variables and each indicator. The inner model describes the relationship between latent variables in a model. The outer model test includes convergent validity, discriminant validity, and reliability tests. The algorithm method on Smart PLS results in the outer loading value and the cross-loading of each indicator, as well as the AVE value, composite reliability, cronbach's alpha, and t-statistic.

Evaluation of the results of this research carried out construct validity tests, convergent validity tests and discriminant validity tests to validate the scale.

Model Fit Index (CFI: Comparative fit index, recommended value >0.90, and the measurement and structural models reached 0.956. GFI: The fit index recommended >0.90, and the measurement and structural models reached 0.907. AGFI: Adjusted fit, recommended >0.80 and the measurement and structural models reached 0.877 and 0.879. RMSEA: Root mean square error of estimation, recommended <0.08, and the measurement and structural models reached 0.059 and 0.058. NFI: Normed fit index, recommended >0.90, and the results are 0.924 and 0.923, respectively. Rule of thumbs partial least square test: Convergent validity, with the rule of thumbs AVE parameter> 0.50 and outer loading> 0.70, while discriminant validity with the AVE square root parameter must be greater than all correlations between latent variables. Reliability cronbachs alpha >0.60 and composite reliability>0.70

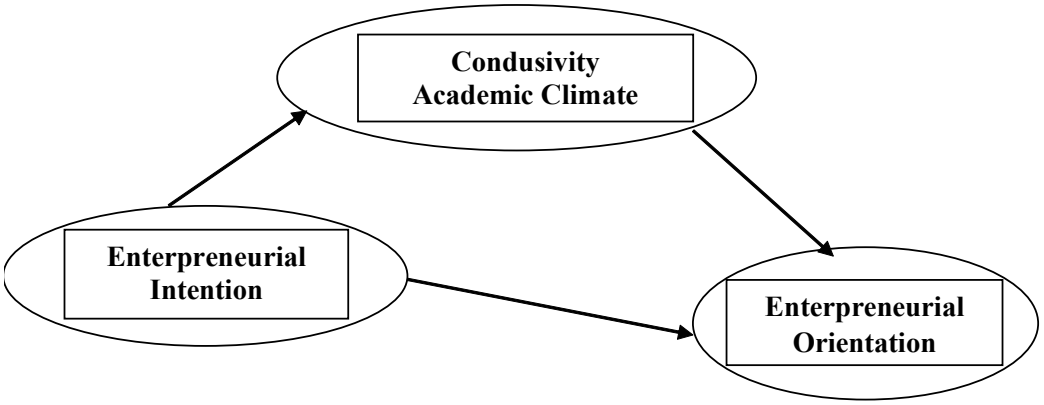

Figure 1. The research framework

This structural model will discuss the hypothesis that the actualization of entrepreneurial intention and academic climate significantly affect student entrepreneurial orientation. Firm entrepreneurial intention is built from the variable's attitude towards a behaviour, subjective norms, and perceived behavioural control (AJZEN, 1991; Utami, 2017). This is in line with the psychological view that behaviour is a function of attitude, and an individual's attitude must be a desire, which will only become behaviour if the individual prefers a situation that may occur in the future (Kruglanski at al., 2018). Entrepreneurial intention as an attitude factor can build entrepreneurial orientation as a factor in student behaviour.

H1: Strong entrepreneurial intentions are positively associated with students' entrepreneurial orientation.

The academic climate is built from the psycho-social conditions of the academic community in the university environment. One of the factors that form this is attitude, which includes elements of beliefs, feelings, and intentions of academics when interacting in the university environment (Davey & Galan-Muros, 2020). Students' perceptions of the entrepreneurial academic climate only depend on deliberate entrepreneurial steps, so university characteristics strongly influence perceptions of the educational environment (Bergmann et al., 2018). On this basis, entrepreneurial intention can

make a real contribution to the formation of a conducive academic climate.

H2: Students strong entrepreneurial intentions are positively associated with the University's academic climate

Likewise, a conducive academic climate can be a good habitat for the formation of entrepreneurial orientation, which shows student behaviour (Arun et al., 2020). One of the considerations in formulating research hypotheses is that the higher and more advanced government policies support organizational climates such as academies, the higher the level of creative attitudes and abilities among students (Wahidmurni et al., 2020). Government policy can be in the form of strengthening technology business incubator institutions in the entrepreneurship education environment.

H3: University academic climate is positively related to students' entrepreneurial orientation.

The role of entrepreneurial intention as a strong entrepreneurial attitude among students will be more effective in building entrepreneurial orientation through a conducive academic climate. The research results show that the school or academic climate has a significant effect on school behaviour and performance (Study & Globals, 2024). An academic climate conducive to the growth of innovative power fully mediates the relationship between knowledge-sharing attitudes and intentions to share knowledge on explicit career capital knowledge-sharing behaviour. A conducive academic climate is proven to mediate entrepreneurial intention and entrepreneurial orientation. Furthermore, the relationship between students' EI and building EO in an academic climate is stated as follows:

H4: Entrepreneurial intentions are positively related to students' entrepreneurial orientation the support of a conducive academic climate.

■ RESULT AND DISCUSSION

Hypothesis testing with t-test through bootstrap resampling method to produce t-count or t-statistics value. The t-test was conducted to test the significant path coefficient of the exogenous latent variable on the endogenous latent variable individually or to test the significance of the effect of the latent variable on the endogenous latent variable (Gutterres et al., 2009). If the t-count < 1.96, then it is rejected, and if the t-count > 1.96, then the hypothesis is accepted. The hypothesis is rejected, meaning that the exogenous latent variable has no significant effect on the endogenous latent variable. The accepted hypothesis means that the exogenous latent variable has a significant effect on the endogenous latent. A value with a reationship (correation) between an indicator and its latent variable is known as outer loading. The closer the link between an indicator and its latent variable, the greater the outer loading. The outer loading value must be greater than 0.7 The outer loading value must be greater than 0.7 to reflect valid indicators of academic climate, entrepreneurial intentions and entrepreneurial orientation to be analysed.

The outer loading value shows valid results for each indicator in the academic climate variable, ranging from the lowest 0.703 to the highest 0.84. The outer loading value of entrepreneurial intention ranges from around 0.736 to the highest is 0.89, and the outer loading of entrepreneurial value is between 0.714 and 0.820.

Verification convergent validity third conditions: 1) the CR value must be more than 0.8, 2) the average variance extracted (AVE) must exceed 0.5, and 3) the AVE must be smaller than CR (Garson, 2016). Table 1 and 2 shows that all the items measured had a CR value above 0.8, all AVE values were found to be greater than 0.5, and finally, all AVE values were found to be less than the corresponding CR value that established convergent validity.

Tabel 1. AVE and Correlation of latent variabels matriks

Latents Variabel	AVE	AC	EI	EO
AC	0.578	**0.760**		
EI	0.650	0.427	**0.806**	
EO	0.566	0.557	0.539	**0.752**

Tabel 2. Composite reliability and cronbachs alpha

Latents Variabel	Composite Reliability	Cronbachs Alpha
AC	0.930	0.916
EI	0.950	0.942
EO	0.941	0.932

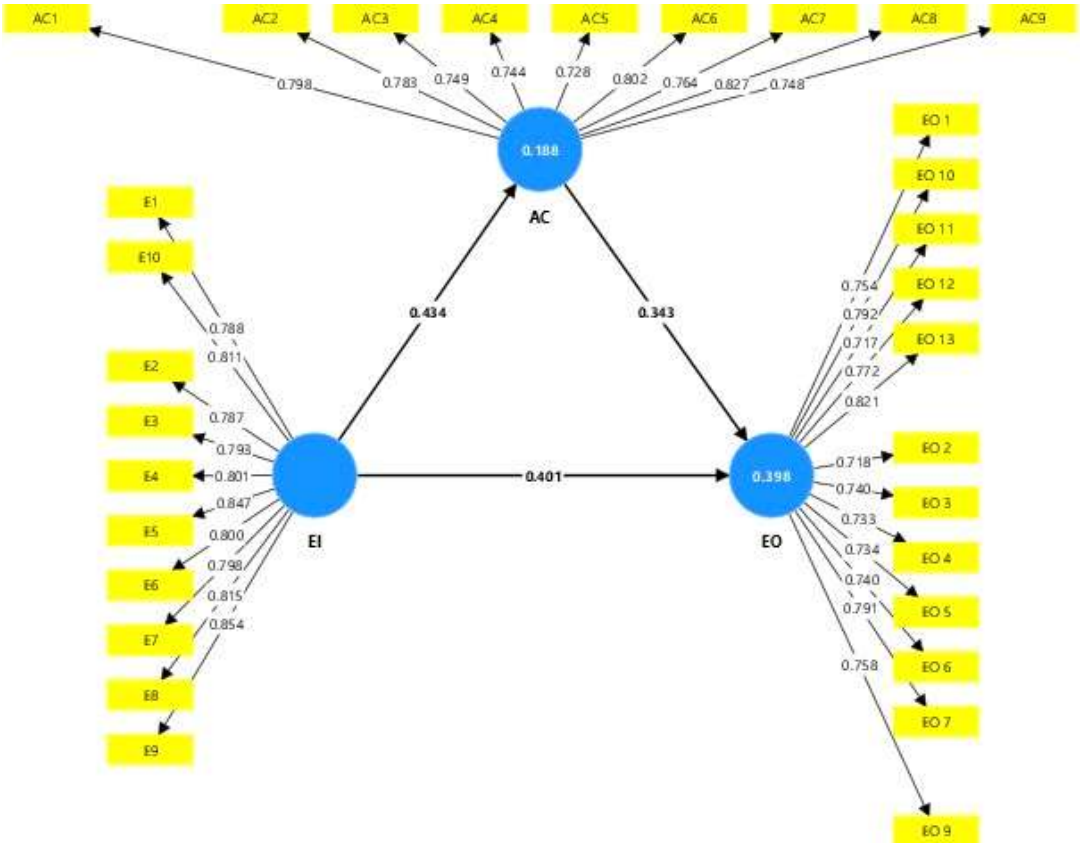

Figure.1 Output algorithm SmartPLS

The results of the outer loading of latent variables in the following picture are shown.

Explaining the first hypothesis that EI affects significantly built EO proves alignment with the theory of planned behaviour, where attitudes towards a behaviour, subjective norms, and perceived behavioural control influence entrepreneurial intentions. These results confirm that entrepreneurial intention substantially affects entrepreneurial orientation. Explaining the first hypothesis that EI has a significant effect on EO proves the alignment with the theory of planned behaviour, where attitudes towards a behaviour, subjective norms, and perceived behavioural control have influenced entrepreneurial intentions significantly. These results confirm that entrepreneurial intention substantially affects entrepreneurial orientation, as the results of the study intentions amongst business students in a tertiary institution (Agolla et al., 2019; Oliveira & Rua, 2018). To prove the second hypothesis that powerful entrepreneurial intention can build a conducive academic climate for the community in higher education. The results of the entrepreneurship study are in order with the role of student entrepreneurial intentions to create a conducive academic climate for the parties in the college environment (Olson & Jiang, 2020). The third hypothesis is that a conducive academic climate is proven to influence the development of the entrepreneurial orientation of students. This evidence strengthens the study of the role of the environment of a university as the cause of the of entrepreneurial orientation (Sokol et al., 2015).

Academic climate effectively midiation the influence of entrepreneurial intentions on entrepreneurial orientation. The results of the feasibility test of the model above, along with several criteria indices, obtained a pretty good model. The academic climate variable significantly influences the relationship between entrepreneurial intentions and students' entrepreneurial orientation. Based on the research results, the effectiveness of the entrepreneurship education model has succeeded in maximally building students' entrepreneurial orientation, which is based on solid student entrepreneurial intentions (Oliveira & Rua, 2018).

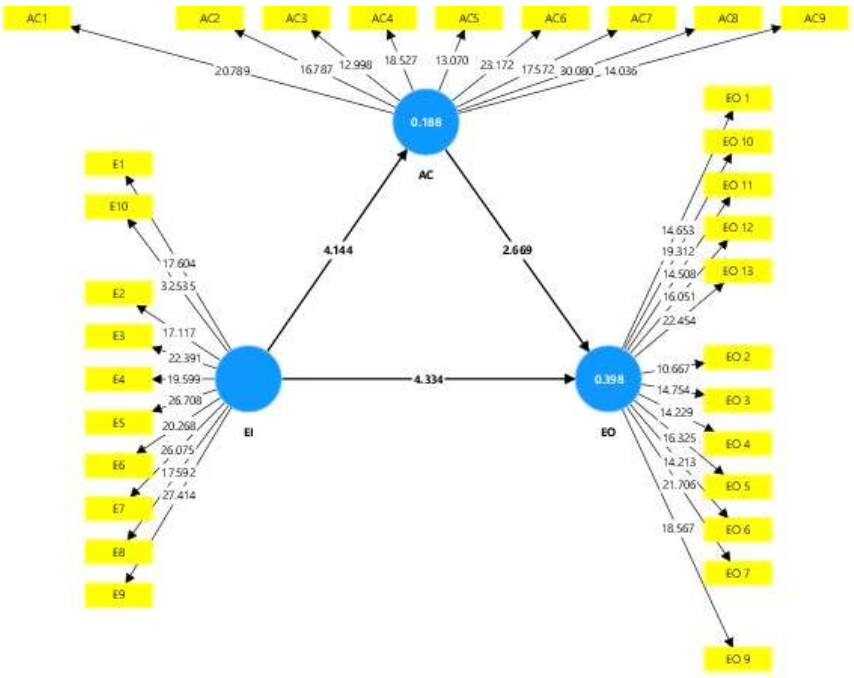

Figure.2 The Bootstrapping resampling method of smartPLS

Tabel 3. Summary of hypothesis test results

Hypothesis	Consequence	T-stat	P value	Decisions
H1	EI > AC	3.786	0.000	Accepted
H2	AC > EO	2.999	0.003	Accepted
H3	EI > EO	6.983	0.000	Accepted
H4	EI > AC > EO	2.295	0.022	Accepted

The path coefficient shows that the fourth relationships tested are significant. All quality antecedents with entrepreneurial intentions significantly influence students' entrepreneurial orientation. The relationship between EI and EO becomes positive and significant after being mediated through a conducive academic climate that is a habitat for students. Thus, in a conducive academic environment, it is proven to be able to improve the quality of entrepreneurship education expected for the progress of emerging economies. The results of this research align with how environmental perceptions contribute to the development of entrepreneurial behaviour in individual academics (Davey & Galan-Muros, 2020). Climate orientation influenced entrepreneurial orientation, particularly in innovativeness and proactive opportunity-seeking (Study & Globals, 2024). Thus, the overall model of this study proves that for related parties, making effective and quality entrepreneurship education is determined by the success of building students' entrepreneurial orientation, resting on the strength of entrepreneurial intentions and with the support of a conducive academic climate.

■ CONCLUSION

Building quality entrepreneurship education needs to be based on entrepreneurial intentions to build entrepreneurial orientation students who are proactive, innovative and brave enough to take risks. Meanwhile, entrepreneurial intentions formed from a positive attitude towards being an entrepreneur, people close to the student, and control behaviour accompanied by the student's self-efficacy. To bridge the influence of entrepreneurial intentions, an academic climate that is conducive and meaningful for students is needed. This research proves entrepreneurship education quality can build students' entrepreneurial orientation. Today's business students need entrepreneurship education that encourages the maximum development of the entrepreneurial spirit by making entrepreneurship a proud professional career choice (Feola et al., 2021). For this reason, it was recommended that the academic environment be more conducive to developing students' entrepreneurial attitudes and orientation. The results of this study are also consistent with the success of SME owner-managers in building business sustainability being determined more by a strong entrepreneurial orientation than by government support (Abdul Azis Bagis et al., 2023).

This research is limited to the eastern part of Indonesia, so it only represents part of the conditions of higher education throughout Indonesia. The research results show that entrepreneurship education quality to promote the birth of young entrepreneurs from universities needs to rely on the strength of student attitudes and behaviour supported by an academic climate conducive to the University. Research results align with entrepreneurship theory and experts' conclusions that strong entrepreneurial intentions need the readiness to become an entrepreneur,

family support, and student self-efficacy to make entrepreneurship a career choice. This research simultaneously represents two groups of student entrepreneurship research, one focusing on psychological constructs and the other relating to aspects of entrepreneurial behaviour and college environmental factors in an integrated manner.

This study concluded that dimensions of entrepreneurial intention and academic climate are generally appropriate and function well in building the entrepreneurial orientation of business management students from state universities in West Nusa Tenggara. Even though EI can influence academic climate and EO directly, the influence of EI through academic climate shows a more meaningful relationship because building business student EO based on student EI cannot be separated from the support of the environment in which the students are active. These findings also prove that EI is the main focus for management students who want to build a career as entrepreneurs by having action EO. At the same time, a conducive academic environment for the growth and development of student EI has proven to be a golden bridge for the EO development process of management students. It realized that research was limited to management students in West Nusa Tenggara province, Indonesia. Findings apply to students on the islands of Lombok and Sumbawa, Indonesia. For research development, it hopes to cover several provinces with more respondents while considering more complete attitude study variables, including self-efficacy and enthusiasm to be an entrepreneur.

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