

Analysis of Student Perceptions of The Benefits of Entrepreneurship Education To Grow Student Entrepreneurial Intentions

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ABSTRACT

Purpose – This to analyze students' perceptions of entrepreneurial intentions

Methodology/approach – The research was conducted on Indonesian students who had already received entrepreneurship courses. The selection of respondent groups was carried out purposively and data were collected through questionnaires distributed through online surveys. The number of respondents involved in this study were 300 respondents. Data analysis used descriptive quantitative for the analysis of respondents' perceptions.

Findings – Based on the results of the analysis, it was found that students' perceptions of entrepreneurial intentions were in the middle category in all aspects. Starting a new business by identifying opportunities, Creating something different by identifying opportunities, Develop business by evaluating existing opportunities, Develop skills by evaluating opportunities, and Operating a new business are in the medium category. This shows that the entrepreneurial intention of students from entrepreneurship education is not yet high. There are still students' doubts about running a business.

Novelty/value – Entrepreneurial intentions for students at various universities in Indonesia

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INTRODUCTION

Higher education is one of the facilitators of the development of final level education in Indonesia. Higher education is a gateway before students enter the world of work with the skills, knowledge and integrity that have been honed in higher education. However, the undergraduate perspective must work to become an old perspective which is now starting to shift towards job creation. Graduates as agents of change must be able to create jobs to increase the value of work participation in Indonesia which has an impact on economic growth. The current entrepreneurship trend is a new trend in Indonesia that is in demand by university graduates. Youth as undergraduate graduates are a future full of enthusiasm and can generate creative ideas to create jobs and the creative economy (K et al., 2017; Putri et al., 2014).



Entrepreneurship education has entered tertiary institutions as a compulsory subject for higher education in Indonesia. Entrepreneurship education not only provides a theory about the concept of entrepreneurship but also shapes the attitudes, behavior, and mindset of entrepreneurs. The driving factor for the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education. The university is responsible for educating and providing entrepreneurial skills to its graduates and providing motivation to dare to choose entrepreneurship as their career. Entrepreneurship education can help students prepare to start a business. Provision of skills, important knowledge, and integration of experience can help develop and expand their business later (Suharti & Sirine, 2012), universities need to apply a concrete entrepreneurship learning pattern based on meaningful knowledge to encourage students' enthusiasm for entrepreneurship. So universities are required to play a role in producing quality graduates in the field of entrepreneurship (Wu & Wu, 2008). Entrepreneurship education is the latest international study and continues to be researched and developed dynamically in all parts of the world (Hakim, 2012; Iskanto et al., 2019; Iskanto & Jenita, 2020).

Entrepreneurship education is something that students require. Because it is advantageous to the national development program's operational efforts, it should be prioritized for inclusion in the content of higher education curricula. Higher education as a platform for people to get instruction, education, and training, as well as motivating students to become a smart generation that is self-sufficient, creative, imaginative, and capable of creating a variety of career prospects (business). Universities in Indonesia, both public and private, have begun to recognize the importance of entrepreneurship on campus and have made entrepreneurship courses one of the major courses that must be taught to students, based on the curriculum reference and national education standards. The efforts made by Indonesian institutions demonstrate their sincerity in developing materials and presenting their teaching techniques. There have been many programs carried out by the Ministry of Education and Culture in Indonesia to stimulate entrepreneurial intentions for students. The Indonesian Ministry of Education and Culture has run a number of programs to encourage students to pursue entrepreneurial goals.

Entrepreneurship learning at higher education institutions not only fosters passion, but it also develops the notion of thinking and practically supports entrepreneurial qualities in its graduates. Entrepreneurial learning is supposed to develop students' soft skills and generate graduates who can create jobs (job creators) rather than only seek work (Cahya et al., 2013; Shiri et al., 2012). This demonstrates the relevance of entrepreneurship education in cultivating excellent entrepreneurial ambitions. According to many research, educational background has a significant impact on entrepreneurial inclinations. Personality qualities (risk-taking proclivity, inventiveness, and ambiguity tolerance) and social learning (knowledge and experience, family education) are positively connected with youth entrepreneurial intents (Tateh et al., 2014). Students' behavior management and prediction of positive and negative consequences have been altered by entrepreneurship education programs (Zampetakis & Anagnosti, 2014). The most important element impacting students' entrepreneurial intentions is their educational background. According to (Zampetakis & Anagnosti, 2014), prospective students aim to pursue a profession in the field of their choice. There have been many previous studies that state the importance of forming entrepreneurial intentions with educational media (Masikome et al., 2020; Paulina & Wardoyo, 2013).

There have been many previous studies that state the importance of forming entrepreneurial intentions with educational media. Intention is assumed to reveal the motivational factors that influence behavior by providing an indication of how hard the effort is in trying, and how much effort is being made from the planned effort in displaying the behavior. With the Entrepreneurship course, students' entrepreneurial interests or intentions are expected to be formed (Chrismardani, 2016; Ilham et al., 2019; Masikome et al., 2020) stated that students' entrepreneurial intentions were still weak. This shows that the magnitude of the student's desire to carry out entrepreneurial activities is also weak. Therefore, it is important to analyze students' perceptions of entrepreneurial intentions.

METHOD

The research was conducted on Indonesian students who had already received entrepreneurship courses. The selection of respondent groups was carried out purposively and data were collected through questionnaires distributed through online surveys. The number of respondents involved in this study were 300 respondents. Data analysis used descriptive quantitative for the analysis of respondents' perceptions.

RESULT AND DISCUSSION

Respondent Characteristics

Table 1. Gender, Age, and Region	
Criteria	%
<i>Gender</i>	
Male	35,33%
Female	64,67%
<i>Age</i>	
18-20 years old	70,33%
21-23 years old	29,33%
≥24 years old	0,33%
<i>University Region</i>	
Java	47,14%
Sumatera	49,83%
Bali	1,01%
Kalimantan	1,01%
Sulawesi	1,01%

Responses regarding entrepreneurial intentions were dominated by women as much as 64.67% while men as much as 35.33%. The participation of women to be independent by entrepreneurship shows a significant development. Data from the Ministry of Cooperatives and SMEs in 2015 recorded that of the approximately 52 million SMEs throughout Indonesia, 60 percent of businesses were run by women. Based on the characteristics, according to Alma (2013), women entrepreneurs are tolerant and flexible, realistic and creative, enthusiastic and energetic and able to relate to the community, and have a medium level of self-confidence. Meanwhile, men have higher self-confidence than most women. Thus, several facts show that women have more willingness to be entrepreneurs, and also in some statistics, women's dominance of entrepreneurial intentions is indeed higher than men.



The desire for entrepreneurship is dominated by students in the age range of 18-20 years. Many factors influence young people to start an entrepreneurial career, for example, the high unemployment rate. Based on BPS (2019), Indonesia's unemployment rate is 5.28% or there are 5 unemployed people out of 100 people in the workforce in Indonesia. Other facts such as a bachelor's degree that does not guarantee to get a job easily and properly and competition in the world of work is getting tougher. Age 17-25 years is the stage of late adolescence. Where at this age there is a stage towards maturity, especially at the age of 20-25 years, starting with strengthening attitudes of independence such as reducing dependence on parents. These data strengthen why respondent students aged 18-20 have the will to start an entrepreneurial career.

The majority of respondents came from universities located on the island of Sumatra. Universities located on the island of Sumatra amounted to 49.83%. Which consists of public and private universities from the province of Aceh to Lampung. There is not much difference with respondents who come from the university area of the island of Java, which is equal to 47.14%. Meanwhile, there are only 1.01% of respondents from the islands of Bali, Kalimantan and Sulawesi.

Student Perceptions of The Benefits of Entrepreneurship Education To Grow Student Entrepreneurial Intentions

The most important element impacting students' entrepreneurial intentions is their educational background. According to (Zampetakis & Anagnosti, 2014), prospective students aim to pursue a profession in the field of their choice. Entrepreneurship education at higher education institutions encourages not just enthusiasm, but also develops the concept of thinking and realistically supports entrepreneurial traits in graduates. Entrepreneurial education is intended to strengthen students' soft skills and produce graduates who can create jobs rather than just look for work (Cahya et al., 2013; Shiri et al., 2012). This highlights the importance of entrepreneurship education in the development of great entrepreneurial goals. Educational background has a major influence on entrepreneurial tendencies, according to several studies.

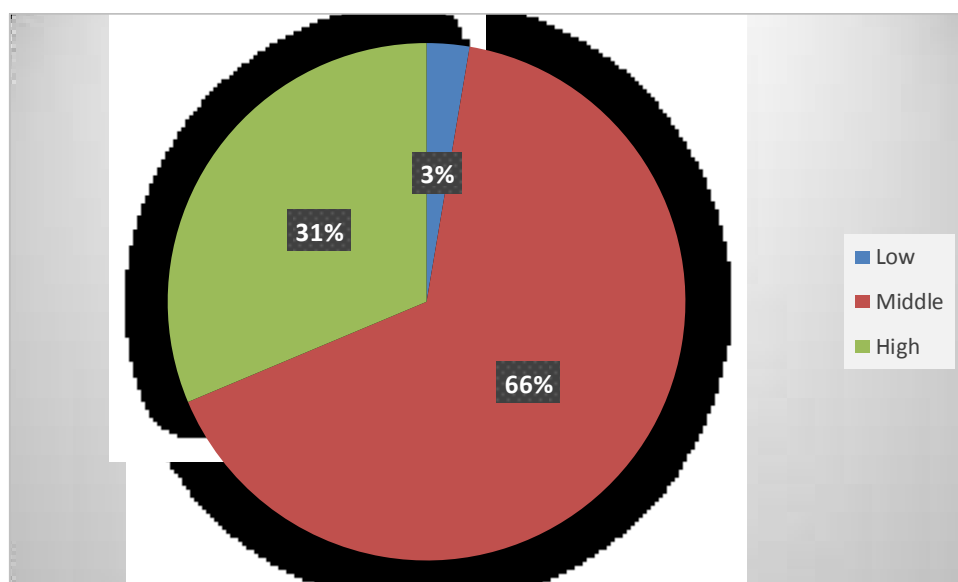


Fig 1. Starting a new business by identifying opportunities

Based on the measurement results (fig 1), it was found that 66% of respondents stated that Starting a new business by identifying opportunities in the middle criteria. Based on these results, it can be concluded that most of the respondents have learned many things related to starting a new business by identifying opportunities but the desire to start is still in the moderate category. Students still have doubts about starting a business because it requires large capital. In addition to large capital, worries cannot cover business losses. According to (Short et al., 2010) Opportunities can also be considered as ideas or dreams found or created by an entrepreneurial entity that are expressed through analysis over time to obtain potentially profitable results. The importance of business identification skills for entrepreneurs is an important focus, especially how to focus on developing these abilities for the longer term (Chang et al., 2014). Based on these statements, it can be understood that starting a business requires a lot of knowledge to identify opportunities for products that are made into businesses to get a place in the community and identify how to keep these products circulating in the market, therefore prospective entrepreneurs must continue to train their entrepreneurial skills, especially their ability to identify opportunities for example by attending seminars, training and so on.

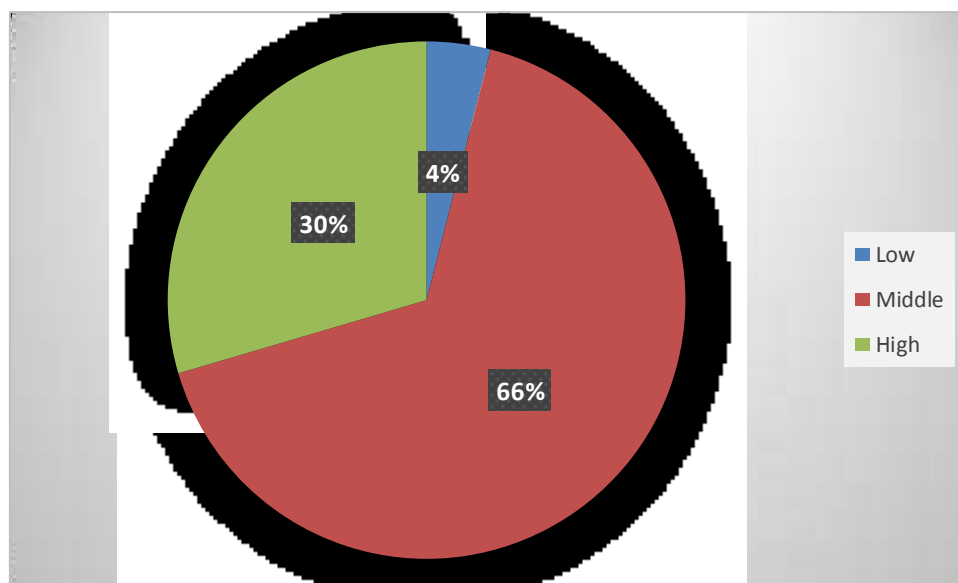


Fig 2. Creating something different by identifying opportunities

Based on the measurement results in fig 2, it can be indicated that the respondents have learned a lot about how to create something different by identifying opportunities in entrepreneurship education even though the identification ability is still in a middle condition. This relates to the innovative level of an entrepreneur. The characteristics of innovative entrepreneurs are: (1) Never satisfied with the way they are currently doing, even though the method is quite good. (2) Always express imagination in his work (3) Always want to be different or take advantage of differences. Based on this theory, respondents have learned how to be different from competitors and provide characteristics that make the product known to the public while attending entrepreneurship courses.

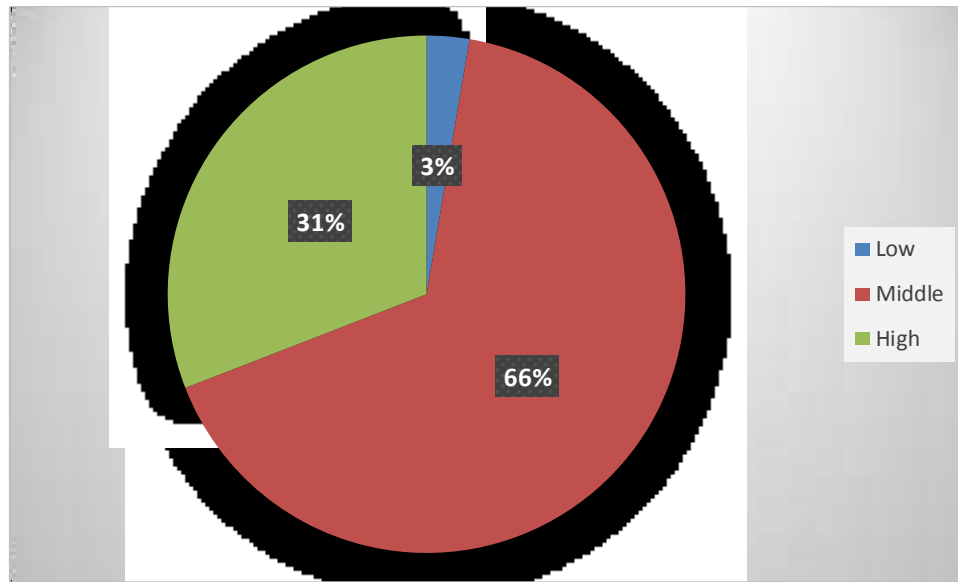


Fig 3. Develop business by evaluating existing opportunities

The majority of responses stated that Develop business by evaluating existing opportunities was in the moderate category with a percentage of 66% (fig.3). Based on these results, it can be concluded that most respondents understand that developing a business by evaluating opportunities is something that is learned in entrepreneurship courses. Based on Kahayani's research (2017) some of the young people run their entrepreneurship due to opportunities in certain fields that can be utilized by them to become profitable businesses. So based on the data that has been obtained, it can be seen that business development by evaluating opportunities will provide benefits for entrepreneurs and minimize the risk of business development failure.

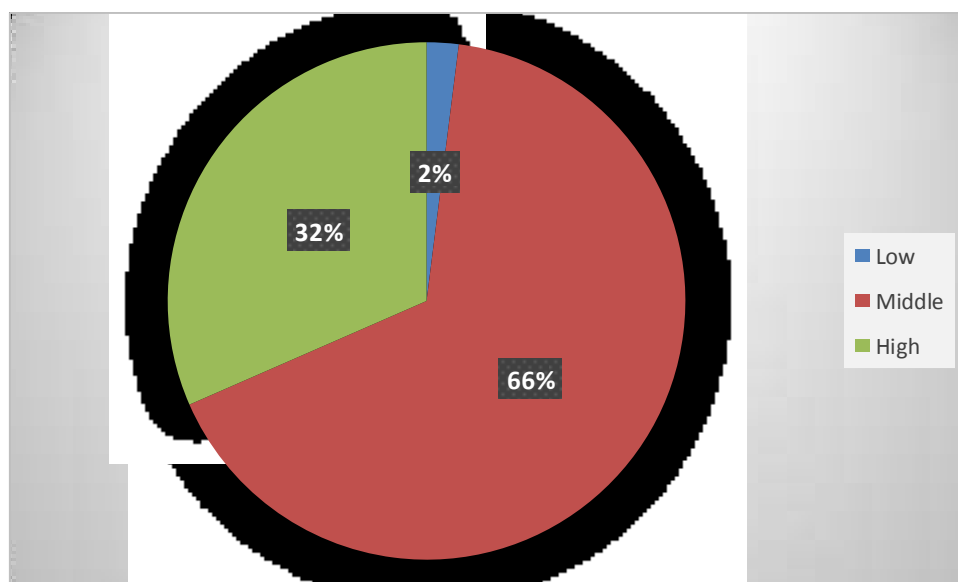


Fig 4. Develop skills by evaluating opportunities

According to Walipah and Naim in their research (2016), to face the foresight, an entrepreneur will develop a mature plan and strategy, so that the steps to be taken are clear. Skills in planning are needed by entrepreneurs so that if respondents respond that they have learned a lot about developing these skills, it indicates that respondents have known their strengths, weaknesses and talents. The measurement results show that 66% of the responses stated that Develop skills by evaluating opportunities were in the middle category. Most of the respondents have learned how to develop skills by evaluating the opportunities that exist in entrepreneurship education.

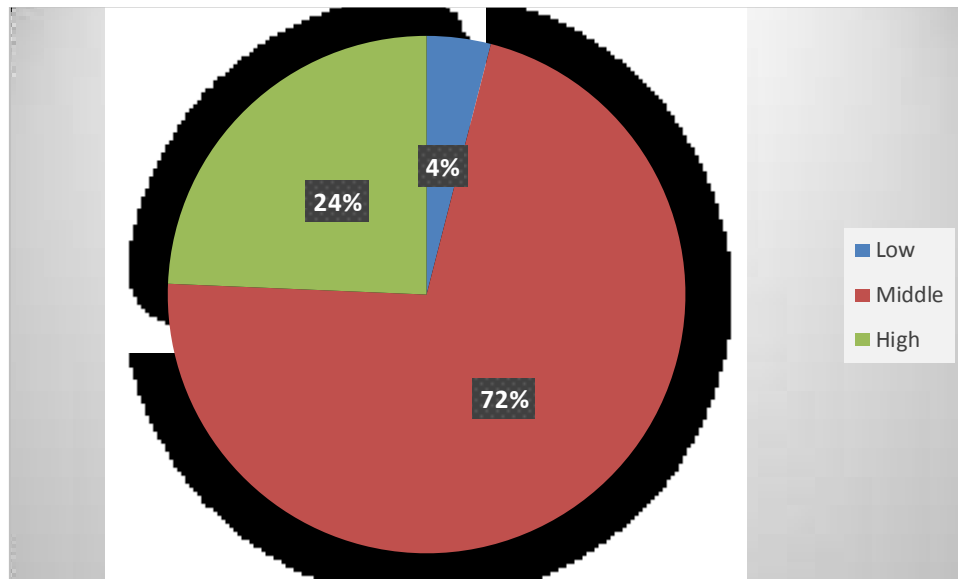


Fig 5. Operating a new business

Operating a new business is included in the stage of doing business. According to (Hendarwan, 2019), the stage of running a business where an entrepreneur manages various aspects related to his business, including aspects: financing, human resources, ownership, organization, leadership which includes how to take risks and make decisions, marketing, and evaluating. So it can be concluded that the respondents already know how to operate a new business as long as they get entrepreneurship education. Respondents stated that Operating a new business is in the middle category. This shows that students tend to start a new business with new innovations compared to maintaining the old business.

CONCLUSION

Based on the results of the analysis, it was found that students' perceptions of entrepreneurial intentions were in the middle category in all aspects. Starting a new business by identifying opportunities, Creating something different by identifying opportunities, Develop business by evaluating existing opportunities, Develop skills by evaluating opportunities, and Operating a new business are in the medium category. This shows that the entrepreneurial intention of students from entrepreneurship education is not yet high. There are still students' doubts about running a business.



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