

The Influence of Entrepreneurship Education and Entrepreneurial Attitude Orientation Toward Entrepreneurial Intention, Students of Economic and Business Faculty, Widyatama University

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ABSTRACT

Faculty of Economics and Business, Widyatama University provides entrepreneurship education for two semesters which consists of theory and practical and supported by lecturers, facility, curriculum, and teaching methodology. Research objectives are to describe and analyze how is entrepreneurship education, entrepreneurial Attitude Orientation and entrepreneurial intention, the influence of entrepreneurship education toward entrepreneurial intention and the influence of entrepreneurial Attitude Orientation toward entrepreneurial intention. Research methodology used is quantitative research and descriptive verificative approach to answer research question. Regression analysis is used to analyze data from 4993 population and by using Slovin, sample become 100 students. Research's findings are entrepreneurship education is responded good with lecturers as the highest dimension and curriculum as the lowest dimension. Entrepreneurial Attitude Orientation is responded good with Personal Control as the highest dimension and achievement as the lowest is dimension. Entrepreneurial intention is responded good with dimension conative as the highest dimension and cognition as the lowest dimension. Entrepreneurship education influences entrepreneurial intention with value 30%. Entrepreneurial attitude orientation influences entrepreneurial intention with value 33.5%. It indicates entrepreneurial attitude orientation has a greater influence than entrepreneurship education on entrepreneurial intention.

Keywords

Entrepreneurship education, entrepreneurial attitude orientation, entrepreneurial intention

Introduction

Entrepreneurship becomes a strategic program that is developed by Indonesian Government to increase national economic. Government encourages micro, small and medium enterprises to increase productivity and competitiveness in the digital era to make Indonesia become developed country (Minister of Industry, 2018). One of big population province in Indonesia which is expected to develop entrepreneurship is West Java Province. There are more than 48 million population and most of them are young generation. West Java Province worries about bonus demography where there will be a huge young generation in 2030. This province encourages young generation to be an entrepreneur by setting up a local government rule about entrepreneurship in 2019.

West Java Province Government also encourages universities in West Java to give entrepreneurship education to students and Faculty of economic and Business Widyatama University provides entrepreneurship education. There are 4993

students in Faculty of Economic and Business (<https://pddikti.kemdikbud.go.id/>).

Entrepreneurship education had been designed by campus for students. There are two semesters for student which consists of theory and practical by designing business plan. Lecturers are also encouraged to have business and to write books for teaching based on design from campus. Students are grouped in to groups of business and chose a business to be developed based on business idea at the beginning of teaching process. At the end of class, students should present about business plan and promoting it in the student's business expo to stakeholders in campus to market their business that had been started at class.

Unfortunately, there is a phenomenon where among 30 students of Faculty Economic and Business Widyatama University in the pre research, only six students intend to be an entrepreneur. They have been starting business. It indicates intention to be an entrepreneur among students is still low. Intention to start business is starting point for students to be an entrepreneur. By high intention to be an entrepreneur, some

people will try many ways to start business. Krueger et al. (2000) Entrepreneurial intention is defined as an attentive state of mind that guides the planned entrepreneurial behavior to personal attention and experience.

This condition is supposed related to entrepreneurial education in Faculty economic and business, Widyatama University. Entrepreneurship education had been being delivered to students and targeted to create entrepreneurs after students graduated. The purpose of entrepreneurship education is to help students increase their chances of business success and encourage the professions they can choose (Garavan & Cinneide, 1994; Liñán, 2004; Nabi et al., 2017).

Another factor supposed related to this phenomenon is entrepreneurial Attitude Orientation. Attitude relates to response of students on what they receive at campus. Agolla et al. (2019), Douglas and Shepherd (2002) emphasized that there is a positive relationship between attitudes towards entrepreneurship and the intention to become an entrepreneur. Student has been driven to develop innovation in out of class. Campus gives an opportunity to students to develop their innovation, achievement through student's activities in the student's organization as well as competition in the campus beside other programs in out of campus.

Research question are how is entrepreneurship education, entrepreneurial Attitude Orientation and entrepreneurial intention, the influence of entrepreneurship education toward entrepreneurial intention and the influence of entrepreneurial Attitude Orientation toward entrepreneurial intention.

Literature Review

Entrepreneurship

Entrepreneurship has become one of the programs carried out by many parties today. The concept of entrepreneurship was first stated by Richard Cantillon et al. (1996) stated Cantillon (1734) is the person who first uses the concept of entrepreneurship, in this case, there are

differences that distinguish employees and entrepreneurs in seeing uncertainty and risk.

Ireland et al. (2013) said entrepreneurship as a process where individuals, teams or organizations identify and take advantage of every opportunity and are not limited to the resources owned by the company.

For Barringer and Ireland (2010), there are four characters of successful entrepreneurship, first, having a high desire for business. passion is one of the keys to success because you are always happy with business. Second, focus on products and consumers. Entrepreneurs really master the product according to the target market. Third, not afraid of business failure and running a business with knowledge as the fourth character.

Entrepreneurship Education

Entrepreneurship education is one of the activities to create entrepreneurs. In a university, entrepreneurship education is designed according to the basic teaching methods, learning materials, teaching and support facilities in the teaching and learning process.

Entrepreneurship education can be the key to entrepreneurial success. One of the goals of entrepreneurship education is to increase business success and expand knowledge about entrepreneurship. Entrepreneurship education is closely related to various aspects such as curriculum, learning methods, teaching lecturers, and facilities. Fayolle et al. (2006) describes entrepreneurship education it refers to any pedagogical (program) or which relates to entrepreneurial attitudes possessed by students as well as skills related to the entrepreneurial education process.

Things that are of concern in entrepreneurship education are theories related to entrepreneurship, and shaping entrepreneurial attitudes, needs and mindset.

In Nowinski et al. (2019), entrepreneurship education focuses on theories in building and running a company that is planned by entrepreneurs, and this is very concerned with

teaching methods so that theories related to entrepreneurship can help students understand the effects of experiences and behaviors in running a business in their context as an entrepreneur.

Souitaris et al. (2007) give further explanation on how entrepreneurship education can encourage students to become entrepreneurs because the purpose of this education is to create entrepreneurs.

Entrepreneurial Attitude Orientation

Many students are given entrepreneurship education, but many do not become entrepreneurs. Student responses to entrepreneurship education vary and this is a concern in entrepreneurship. An entrepreneurial attitude is essential in entrepreneurship because an entrepreneurial attitude shows the characteristics that exist in every entrepreneur. Entrepreneurial attitude refers to the characteristics of an individual who can enter new businesses, such as being innovative, risk-taking, successful, confident, and controlled (Do & Dadvari, 2017).

For Robinson et al. (1991), there are several key dimensions within Entrepreneurial Attitude Orientation such as need for business achievement, business innovation, Personal control over behavior, and perceived business self-esteem. Those are dimensions in the Entrepreneurial Attitude Orientation variable in this study.

Entrepreneurial Intention

Entrepreneurial intention is a person's determination to do entrepreneurship with certain goals that are owned by each individual (Galanakis & Giourka, 2017). Intentions can predict an individual's behavior, so understanding the formation of entrepreneurial intentions provides insight into the process of creating ventures.

In Fishbein and Ajzen (1975), several indicators in entrepreneurial intention that are very important for an entrepreneur in running a business, namely

belief, focus, and expectation, focusing on how they impact an individual's actual behavior. Liñán and Chen (2009); Fayolle et al. (2006); Kolvereid (1996); Koe and Abdul Majid (2014) concluded that entrepreneurial intention is an initial condition that entrepreneurs can use in building a company. Shiri et al. (2012) describe entrepreneurial intentions as a state of mind that guides individual actions to create and develop a new business.

Based on the literature review above, the dimensions of entrepreneurship education are Curriculum, teaching method, lecturer and facility. Dimension of Entrepreneurial Attitude Orientation are Achievement, Innovation, Self-Esteem and Personal Control. Dimension of Entrepreneurial Intention are Cognition, Affective, Conative. Hypothesis proposed are H_0 : Entrepreneurship education influences entrepreneurial intention H_1 : Entrepreneurial attitude orientation influences entrepreneurial intention.

Methodology

Unit analysis of this research is students of Economic and Business Faculty, Widayatama University. Research methodology used is quantitative research and descriptive verificative approach to answer research question. Entrepreneurship education and Entrepreneurial attitude orientation as independent variable and entrepreneurial intention as dependent variable. Primary data is collected by questioner and secondary data is collected by library research. Regression analysis is used to analyze data from 4993 population and by using Slovin, sample become 100 students.

Results and Discussion

The respondents are 100 students and consist of 63 male and 47 female. Respondents' responses to entrepreneurship education variables with dimensions of curriculum, teaching method, lecturer and facilities provided by the Faculty of Economics and Business, Widayatama University which can be seen in the table below.

Table 1. Entrepreneurship education

Dimension	Indicator	Mean
Curriculum	Entrepreneurial mindset	3,60
	Ability in entrepreneurship	3,51
	Make someone think creatively and innovatively	3,50
	Ideas or thoughts for doing business	3,74
		3,59
Teaching Method	Study competitors' businesses	3,70
	Sharing Knowledge of business	3,71
	Creating creative thinking in business	3,62
		3,68
Lecturer	Knowledge related to entrepreneurship and management	3,99
	Experience in doing business	3,90
		3,94
Facility	Business Canvass model	3,47
	Strategies for running a business	3,61
	Facilities for sharing knowledge about the business	3,74
	Facility for business consultations	3,65
	Book facilities on business and management sources	3,67
		3,63

Entrepreneurship education is responded good which are indicated by lecturer, teaching method, facility and curriculum. This response shows that how entrepreneurship education provided by campus is in accordance with the objectives of entrepreneurship education, namely increasing business success and developing knowledge about entrepreneurship through curriculum, learning methods, teaching lecturers, and facilities.

The biggest dimension responded was lecturer who taught the students which was supported by the indicator that lecturer had knowledge of entrepreneurship and management and had experience in business. Lecturers are chosen who also have businesses so that knowledge and experience in doing business can be shared with students.

Second dimension is entrepreneurship teaching method given in the classroom. The teaching method by sharing knowledge of entrepreneurship and management and business with students is based on theory. To strengthen understanding of

entrepreneurship, business and management, students study business competitors according to business case studies that each student learns. This method encourages students to develop creativity and innovation.

The third dimension is the entrepreneurship education facility prepared by Widayatama University, namely the existence of business sharing opportunities and the use of the canvass business model as a tool in entrepreneurship education. Other facilities are books, consultation facility and strategies for running business.

Finally, curriculum which is part of the entrepreneurial education and consists of ideas or thought for doing business, entrepreneurial mindset, ability in entrepreneurship and Make someone think creatively and innovatively.

Entrepreneurial Attitude Orientation is responded by students in the dimension of Achievement, Innovation, Self-Esteem and Personal Control.

Table 2. Entrepreneurial attitude orientation

Dimension	Indicator	Mean
Achievement	Satisfaction when you are an entrepreneur	3,84
	Satisfaction with the results achieved by their efforts	4,04
	Satisfaction when the business is running successfully	4,26

	Satisfaction when having created a business	4,24 4,09
	Adapt and take control of the situation	3,71
	Satisfaction when facing a problem and can solve it in an unusual way	4,01
Innovation	New ideas for doing business	4,12
	Believe that it is essential to search for new ways of doing business continually	4,65 4,12
	Making a good first impression is very important	4,27
Self-Esteem	Successful people can control themselves well during business meetings	4,16
	Work well in every job	4,21 4,21
	Responsible for my business success	4,48
Personal	Get excited creating business opportunities	4,37
Control	Always worked hard in order to be among the best in the field	4,44 4,43

Entrepreneurial Attitude Orientation is responded good by respondents with dimensions Personal Control, Self-Esteem, innovation and achievement. Dimension of personal control is the highest that is responded and consists of responsible for business success owned by every student. There is responsibility for the future of the business planned by students. After that is the hard work done by students to be the best and take advantage of every business opportunity they see or create.

Dimension of consists of giving an overview of how students make a good first impression is very important. In addition, it is how students carry out their duties well and succeed in controlling themselves in each class.

Dimension of innovation are they believed it is necessary to find new ways of doing business in a

sustainable manner. Likewise, with new ideas of running a business because the perspective on business is now different for students. Students feel a sense of satisfaction when facing problems and trying to solve business problems in a way that they feel is different from what many people do. The last one is how students adapt and control the situation.

Achievement Satisfaction when the business is running successfully, Satisfaction when having created a business, Satisfaction with the results achieved by their efforts and satisfaction when you are an entrepreneur.

Entrepreneurial Intention is responded and can be seen in three dimensions, namely cognition, affective and conative.

Table 3. Entrepreneurial intention

Dimension	Indicator	Mean
Cognition	Knowing and understanding how to be entrepreneurial	3,64 3,64
	Interest in learning entrepreneurship	4,26
Affective	Become part of entrepreneurship	4,09 4,17
	The desire to be entrepreneurial	4,25
Conative	The desire to have your own business	4,52 4,38

Entrepreneurial intention is responded good with dimension conative, affective and cognition. The dimension with the highest response is Conative,

namely students are interested in owning a business after attending entrepreneurship education. The choice of business is based on the

business choice assignment given to students according to their potential. The second dimension is affective are interest learning entrepreneurship and become part of entrepreneurship. Cognition is

knowing and understanding how to be an entrepreneur. Below is multiple Linear Regression Analysis for entrepreneur.

Table 4. Multiple linear regression test results

		Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	1.461	.405		3.608	.000			
	EE	.332	.107	.300	3.118	.002	.472	.295	.257
	EAO	.350	.101	.335	3.479	.001	.489	.326	.287

a. Dependent Variable: EI

Based on the multiple linear regression,

$$Y = 1.461 + 0.332.X1 + 0.350.X2$$

Hypothesis Analysis (t-test)

Table 5. t-test results

		Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
	(Constant)	1.461	.405		3.608	.000			
1	EE	.332	.107	.300	3.118	.002	.472	.295	.257
	EAO	.350	.101	.335	3.479	.001	.489	.326	.287

a. Dependent Variable: EI

Hypothesis Test

Ho: $\gamma_{li} = 0$

- Entrepreneurship education does not influence entrepreneurial intention
- Entrepreneurship education influences entrepreneurial intention

H₁: $\gamma_{li} \neq 0$

- Entrepreneurial attitude orientation does not influence entrepreneurial intention
- Entrepreneurial attitude orientation influences entrepreneurial intention

Hypothesis test shows, t count 3,118 and t table is $a = 0.05$, $df = n - K - 1 = 105 - 2 - 1 = 102$, obtained t table value is 1,983, so t count is bigger than t table which means Ho is rejected. It can be concluded Entrepreneurship education influences entrepreneurial intention with value 30%. Students join class of entrepreneurship for two semesters. Contents of entrepreneurial education

are about entrepreneurial mindset, entrepreneurial proses, creativity and innovation, business idea, business plan, business ethics, risk management and business plan. Sample from competitors of assignment for every student can inspire students to develop business as well as creativity and innovation.

Business model canvass and business plan that are used in the project can drive students design business and considers dimensions of business that will be developed. Finally, presentation about business plan and promoting it in the student's business expo to stakeholders in campus to market their business that had been started at class, can give a conative dimension to students. Experiences that they get drive them to be an entrepreneur.

Hypothesis test shows, t count 3,479 and t table is $a = 0.05$, $df = n - K - 1 = 105 - 2 - 1 = 102$, obtained t table value is 1,983, so t count is bigger

than t table which means H_0 is rejected. It can be concluded Entrepreneurial attitude orientation influences entrepreneurial intention with value 33.5%.

Result of the research above can be designed into a model improving entrepreneurial intention is presented in Figure 1.

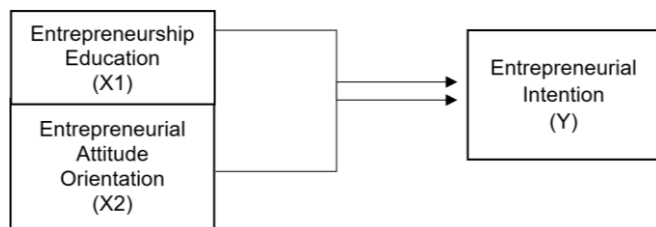


Figure 1. Model improving entrepreneurial intention

Compare between these two variables, Entrepreneurial Attitude Orientation is greater influence to entrepreneurial intention than Entrepreneurship Education.

It can be understood that an entrepreneurial attitude orientation exists in every student that can be built by students since they are born, live with their family or their environmental conditions. In Do and Dadvari (2017), entrepreneurial attitude refers to the characteristics possessed by prospective entrepreneurs, namely innovation, courage to take risks, confidence to succeed and being able to control yourself.

This study has limitations, namely the students involved are only 100 students of the economics and business faculties. In addition, there needs to be other factors that can be investigated by further researchers.

Conclusion

Research's findings are entrepreneurship education is responded good with lecturers as the highest dimension and curriculum as the lowest dimension. Entrepreneurial Attitude Orientation is responded good with Personal Control as the highest dimension and achievement as the lowest is dimension. Entrepreneurial intention is responded good with dimension conative as the highest dimension and cognition as the lowest dimension. Entrepreneurship education influences

entrepreneurial intention with value 30%. Entrepreneurial attitude orientation influences entrepreneurial intention with value 33.5%. It indicates entrepreneurial attitude orientation has a greater influence than entrepreneurship education on entrepreneurial intention

To increase entrepreneurial intention, it is necessary to increase the entrepreneurship education curriculum, especially increasing creativity and innovation in business for students by providing tools that can be used in developing creativity and innovation in a business context. Creativity and innovation in products and services, marketing, operations, finance, human resources using information technology such as applications that are suitable for young students. They are very familiar with application provided by internet.

In addition, it continues to provide lessons from entrepreneurs who have been successful in running a business so that students can increase entrepreneurial mindset. Direct learning of successful entrepreneurs can also encourage understanding of the business and the business environment so that it will improve entrepreneurial intention.

The satisfaction of being a student when successfully building a business needs to be defined in detail so that students can imagine the results they can get after being successful and building a business. This definition is important for students so that it becomes the target they want to achieve by building a business.

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