



Entrepreneurship Education and Entrepreneurial Attitudes as Predictors of Student Entrepreneurial Intention

Han Tantri Hardini¹, Mohammad Taufiq²

¹Universitas Negeri Surabaya, Surabaya, Indonesia

²Universitas Nahdlatul Ulama Sidoarjo, Sidoarjo, Indonesia

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ABSTRACT

Keywords:

Entrepreneurship Education, Entrepreneurial Attitudes, Entrepreneurial Intention

This study aims to examine the effect of: (1). Entrepreneurship education on entrepreneurial intentions of students at the Faculty of Economics, Universitas Negeri Surabaya, (2). Entrepreneurial attitudes towards entrepreneurial intentions of students at the Faculty of Economics, Universitas Negeri Surabaya, and (3.) the simultaneous influence between entrepreneurship education and entrepreneurial attitudes on entrepreneurial intentions of students at the Faculty of Economics, Universitas Negeri Surabaya. The sample is students who take Entrepreneurship Education and already have a business, amounting to 90 students. Data were collected by means of a research questionnaire. The results showed that there was an effect of entrepreneurship education as evidenced by the value of $t_{count} > t_{table}$ (4.300 > 1.66256), with sig 0.00 < 0.05, entrepreneurial attitudes towards entrepreneurial intentions as evidenced by the value of $t_{count} > t_{table}$ (3.808 > 1.66256), with sig 0.00 < 0.05. Simultaneously the results of this study indicate the influence between entrepreneurship education and entrepreneurial attitudes on the entrepreneurial intentions of students at the Faculty of Economics, Universitas Negeri Surabaya as evidenced by the value of $F_{count} > F_{table}$ (19.624 > 3.10) with sig 0.00 < 0.05.

E-mail:

hanhardini@unesa.ac.id

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1. INTRODUCTION

During the Covid 19 pandemic era, there was an increase in unemployment in Indonesia which was caused by many things, including a reduction in the workforce and social distancing and physical distancing to reduce the transmission of covid 19. Badan Pusat Statistik (BPS) recorded an increase in the number of unemployed in Indonesia in August 2020 which reached 9.77 million people. Based on the open unemployment rate, Diploma I to III graduates are 8.08 percent, for strata I 7.35 percent, Vocational High School 13.55 percent, Senior High School 9.86 percent, Junior High School 6.46 percent, and Elementary School graduates 3.61 percent.[1]. Based on these data, it can be concluded that undergraduate and diploma graduates are the young generation with high unemployment rates in 2020. This provides an ironic picture, where high education does not guarantee to work immediately. Various efforts have been made to improve the quality of graduates from the University in order to find jobs so that the unemployment rate can decrease. Entrepreneurship is very important for developing countries to encourage economic growth and innovative capacity in developing industries. Therefore high unemployment will not occur if all people, especially the younger generation, have an entrepreneurial spirit. [2]

The curriculum at the university should provide learning that can enhance the entrepreneurial spirit. Entrepreneurship courses have also been included in the curriculum at the university level in Indonesia, including the Universitas Negeri Surabaya. Every student in all study programs is required to take entrepreneurship courses. In addition, universities and the government often hold competitions and provide grants or assistance on entrepreneurship through various programs, including the Entrepreneurship Student Creativity Program and the Independent Entrepreneurial Student. This is an opportunity for students to compete for capital, which later can be used as their initial capital in running a business. In 2020, the Faculty of Economics, Universitas Negeri Surabaya has also collaborated with USAID to improve the entrepreneurial spirit of students. This is a solution so that when students graduate they will be able to work independently, create jobs, and not depend on others.

The younger generation is expected to have entrepreneurial intentions to bridge them to be independent in owning a business in the future. Intention comes from Latin which means the first step towards a target. Entrepreneurial intention is defined as a person's determination to start entrepreneurship. Entrepreneurship is a process where a person or a group of individuals uses



organized efforts & means to look for opportunities and create value that grows by fulfilling needs and desires through innovation & uniqueness, regardless of the resources used at this time. [3]. Entrepreneurs are entrepreneurs who can manage various resources owned economically & increase low to high productivity. According to Bae, Qian, Miao, & Fiet, (2014) that entrepreneurial intentions are entrepreneurial intentions as an individual's desire to start or own their own business. [4]

There are several previous research results that are thought to affect entrepreneurial intentions, including being influenced by entrepreneurship education. Entrepreneurial intention is an important factor for fostering entrepreneurial behavior, so that in entrepreneurship learning, it is very important to increase students' entrepreneurial intentions. The results of research in Indonesia entrepreneurship education have an effect on student entrepreneurial intentions. The results of research abroad, namely according to Turker and Selcuks (2008) explain that the rules in education / learning are a determining factor that triggers the entrepreneurial spirit of students.[5]. The results also explain that if entrepreneurship education and learning increases, it is guaranteed that students' awareness of entrepreneurship will increase and provide benefits for increasing the number of young entrepreneurs [6]. Meanwhile, research in Canada, namely the results of research by Menzies and Tatroff (2006), explains that education helps increase the number of women entrepreneurs [5]. [7] Entrepreneurship Education (EE) increases Entrepreneurial Intention (EI). However, different results state that there is no significant effect of entrepreneurship education on interest in entrepreneurship. [8]

The results of other studies indicate that there is an influence between entrepreneurial attitudes on students' entrepreneurial intentions. Research [9] and [10] Most of the entrepreneurial intentions are determined by individual beliefs and education, and even education provides the highest supporting contribution, followed by behavioral factors and attitudes towards entrepreneurial intentions. Research result [11] explained that the orientation of entrepreneurial attitudes, social capital, and psychological capital collaboratively and interactively influenced the entrepreneurial intentions of polytechnic students. Based on the theory also explained by Ajzen in Theory of Planned Behavior (TPB) explains that attitudes towards behavior shape entrepreneurial intentions, perceived behavioral control, and subjective norms. Theory of Planned Behavior (TPB) and Theory of Reasoned Action (TRA), explain that intention is an antecedent of behavior, namely bridging one's attitudes with the behavior to be carried out. However, [12] pointed out that the independent attitude variable does not affect students' entrepreneurial interest. Independent attitude has no effect on interest in entrepreneurship because most students do not have the initiative to take a business opportunity and have few skills to solve problems in the business environment.

Based on this background, researchers are interested in conducting research on entrepreneurship education and entrepreneurial attitudes towards entrepreneurial intentions of students of the Faculty of Economics, Universitas Negeri Surabaya. So that the formulation of the research problem is (1). Is there an influence between entrepreneurship education on the entrepreneurial intention of students at the Universitas Negeri Surabaya, (2). Is there an influence of entrepreneurial attitudes on the entrepreneurial intentions of Surabaya state university students, and (3.) Is there a simultaneous influence between entrepreneurship education and entrepreneurial attitudes on the entrepreneurial intentions of Surabaya state university students.

2. RESEARCH METHODS

This research is included in the type of quantitative research. The independent variable in this study consists of two independent variables, namely entrepreneurship education (X1) and entrepreneurial attitudes (X2). While the dependent variable is entrepreneurial intention (Y). The relationship between research variables is as follows:

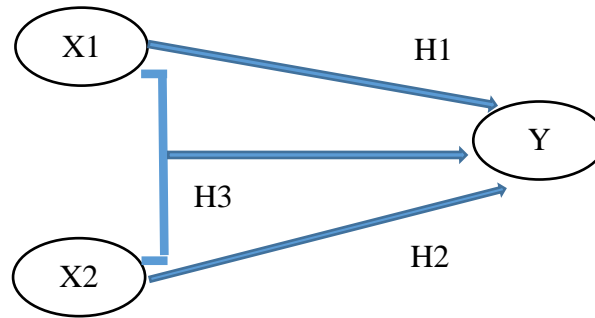


Fig 1. The Relationship Between Research Variables

Based on Fig 1, the research hypothesis is as follows:

- H1 ≠ 0 There is an influence between entrepreneurship education on the entrepreneurial intention of students at the Faculty of Economics, Universitas Negeri Surabaya.
- H2 ≠ 0 There is an influence between entrepreneurial attitudes on the entrepreneurial intention of students at the Faculty of Economics, Universitas Negeri Surabaya.
- H3 ≠ 0 There is a simultaneous influence between entrepreneurship education and entrepreneurial attitudes on the entrepreneurial intention of students of the Faculty of Economics, Universitas Negeri Surabaya.

The population of this study were all students of the Faculty of Economics Unesa who were involved in entrepreneurial activities and were still active in entrepreneurship, totaling 90 students. Because the population is less than expected, the entire population of 90 students is used by researchers to be the research sample. Therefore, this study uses saturated sampling. Saturated sampling is a technique to determine the sample if all members of the population are used as the sample. This is often done when the population is relatively small. [13] The data collection technique was in the form of a questionnaire that had previously been tested for validity and reliability. Meanwhile, the data analysis technique in the form of multiple linear regression was used to test the influence between the research variables. To test hypotheses 1, 2, and 3 using the t test. Meanwhile, to test the fourth hypothesis, namely using the F test.

3. RESULTS AND DISCUSSION

3.1 Description of Research Data

- a. Characteristics of Respondents who are entrepreneurs in the Faculty of Economics, Universitas Negeri Surabaya

The characteristics of entrepreneurial student data in terms of the origin of the majors are in table 1 below:

Table 1.
Number of Student Samples

No	Majors	Number of Respondents
1.	Economic Education	22
2.	Manajement	32
3.	Accounting	12
4.	Economic	24
	Total of Respondent	90

Based on the table above, it can be shown that students majoring in management have the greatest interest in entrepreneurship. For specialization in the field of entrepreneurship, it can be seen in Graph 1 below.



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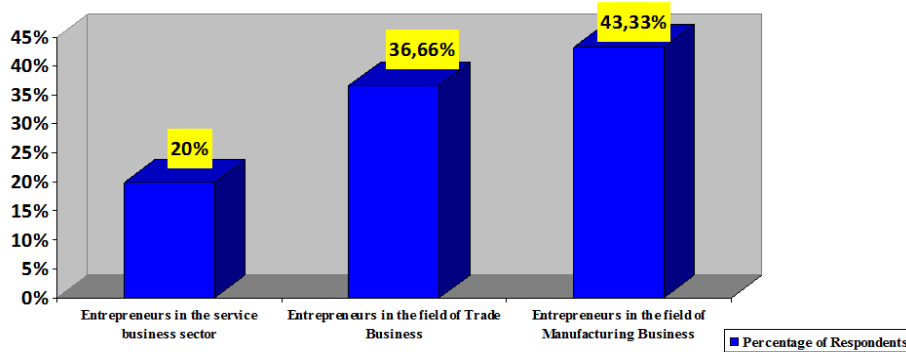


Fig 2. Student specialization in entrepreneurship

Based on Fig 1, it can be concluded that the type of business that is most in demand is in the manufacturing business sector as many as 39 students (43.33%) including the manufacture of products in the form of female / male accessories, bags, various foods and beverages, as well as cakes, and the like. which is made based on student creativity. The next business is in the trade business sector as many as 33 students (36.66%), in the form of finished products that are resold by students, for example food / snacks from factories, clothing, and others. The third business interest is in the field of service entrepreneurship, as many as 18 students (20%) chose businesses in the fields of education, weddings, design, travel tickets and others. Based on the data, it can be concluded that entrepreneurship education that is given during learning in lectures is applied by students by building creative and innovative businesses which are proven by the most interest in the field of business, namely the manufacturing business. However, other business fields are no less good because students already have entrepreneurial intentions in various fields.

b. Result of t test and F test

To test hypotheses 1 and 2 in this study, the t-count results can be shown in table 2 below.

Table 2.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15,231	4,233		3,598	,001
Entrepreneurship Education	,670	,156	,388	4,300	,000
Entrepreneurial Attitudes	,449	,118	,343	3,808	,000

a. Dependent Variable: Entrepreneurial Intention

Table 2 is used to test the influence hypothesis between variables. Based on this data, it can be explained as follows:

Ha1 ≠ 0 There is an influence between entrepreneurship education on the entrepreneurial intention of students at the Faculty of Economics, Universitas Negeri Surabaya.

Based on the coefficient table above, the t-value for the entrepreneurial education variable on entrepreneurial intention is 4.300 > 1.66256, with sig 0.00 < 0.05 so that Ha1 is accepted. So it can be concluded that there is an influence between the variables of entrepreneurship education on the entrepreneurial intention of students of the Faculty of Economics, Universitas Negeri Surabaya.

Ha2 ≠ 0 There is an influence between entrepreneurial attitudes on entrepreneurial intentions of students at the Faculty of Economics, Universitas Negeri Surabaya.

Based on the coefficient table above, the t-value for the entrepreneurial education variable on entrepreneurial intention is 3.808 > 1.66256, with sig 0.000 < 0.05 so that Ha2 is accepted. So it can be concluded that there is an influence between the variables of entrepreneurial attitudes on the entrepreneurial intention of students of the Faculty of Economics, Universitas Negeri Surabaya.



The F test serves to test hypothesis 3 ($H_a 3$), namely the simultaneous influence of entrepreneurship education and entrepreneurial attitudes on the entrepreneurial intentions of Universitas Negeri Surabaya, Faculty of Economics students. The criteria for acceptance of H_a is $F_{count} > F_{table}$, and this can also be seen from the table $sig < 0.05$. The results of the F test can be shown in the following ANOVA table:

$H_a3 \neq 0$ There is a simultaneous influence between entrepreneurship education and entrepreneurial attitudes on the entrepreneurial intention of students at the Faculty of Economics, Universitas Negeri Surabaya.

Tabel 3.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	493,739	2	246,870	19,624	,000 ^b
	Residual	1094,483	87	12,580		
	Total	1588,222	89			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Entrepreneurial Attitudes, Entrepreneurship Education

In table 3 above the value of $F_{count} > F_{table}$, namely $19.624 > 3.10$ and a significance level of $0.00 < 0.05$, then H_a3 is accepted. Based on this, it can be concluded that there is a simultaneous influence between entrepreneurship education and entrepreneurial attitudes on the entrepreneurial intention of students of the Faculty of Economics, Universitas Negeri Surabaya.

3.2 Discussion

There is an influence between entrepreneurship education on the entrepreneurial intention of students at the Faculty of Economics, Universitas Negeri Surabaya.

The results of statistical analysis show that entrepreneurship education has a positive and significant effect on the entrepreneurial intention of students of the Faculty of Economics, Universitas Negeri Surabaya. Influential here means that the better student entrepreneurship learning, the entrepreneurial intention will also be better. Conversely, the less good entrepreneurship learning among students, the less good the students' entrepreneurial intentions are. Various theories show the relationship between entrepreneurship education and entrepreneurial intentions, including the theory of planned behavior which can be used to provide a useful framework to analyze how entrepreneurship education affects students' entrepreneurial intentions. Entrepreneurship education is a learning process to change students' attitudes and mindsets towards entrepreneurial career choices. Thus students who have taken entrepreneurship courses will have intrinsic values and entrepreneurial characteristics so that they will increase their interest and love for the world of entrepreneurship. The high interest in entrepreneurship will give birth to young entrepreneurs who have a clear vision of the future, high creativity and innovation in all fields.

The results of the empirical study also show that there is an influence between entrepreneurial learning variables on entrepreneurial intentions. Research result [14] hat entrepreneurship education has a positive and significant influence on students' entrepreneurial intentions, by developing entrepreneurial ideas and skills so that entrepreneurship education will generate confidence in students to start a business. Research result [10] that entrepreneurship education has a significant impact on entrepreneurial intentions, which means that the better the implementation of entrepreneurship education implemented at FEB-Unud, the higher the intention of graduates to take up the entrepreneurial profession as a career choice.

Some of the results of previous research abroad also show results that support this research. Research Turker and Selcuks (2008) in [5] that the rules in education are a determining factor that triggers the entrepreneurial spirit of students. Research result [6] that if entrepreneurship learning is enhanced, it is guaranteed that students' awareness of entrepreneurship will also increase. Research result Menzies and Tatroff (2006) in [5] explained that education helps increase the number of women entrepreneurs. Research [15] also explained the influence of student entrepreneurship education on entrepreneurial intentions of 98 management students at the Laayoune School of Technology in Morocco. The model developed shows that entrepreneurial



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intentions should depend on four variables, namely: entrepreneurship education, attitudes towards entrepreneurship, perceived social norms and perceived entrepreneurial capacity. The results showed that there was a statistically significant relationship between management student entrepreneurship education, attitudes towards entrepreneurship and entrepreneurial intentions. Therefore, universities are expected to provide entrepreneurship education in various ways, for example by offering entrepreneurship training modules to increase student entrepreneurial interest.

a. There is an influence between attitudes on entrepreneurial intentions of students of the Faculty of Economics, Universitas Negeri Surabaya.

The results of statistical analysis show that the entrepreneurial attitude factor has a positive and significant effect on the entrepreneurial intention of students of the Faculty of Economics, Universitas Negeri Surabaya. This means that the better the entrepreneurial attitude of students, the better their entrepreneurial intentions will be. This supports Theory of Planned Behavior (TPB) and Theory of Reasoned Action (TRA), which explain the relationship between attitudes towards entrepreneurial intentions. Entrepreneurial attitude is the tendency to react affectively in response to the risks that will be faced in a business which can be measured by a scale of entrepreneurial attitudes, with indicators: 1) interested in business opportunities, 2) creative and innovative thinking, 3) a positive view of business failure, 4) have leadership and responsibility, and 5) like to face risks and challenges. Based on the results of data tabulation, it is found that students who are entrepreneurial are interested in business opportunities, have creative thinking and are always innovative. Entrepreneurial students are accustomed to the risks and failures of business so they continue to survive and try to do business with many benefits. Especially during the pandemic period, of course students who have a leadership spirit for entrepreneurship will continue to innovate for the sake of business continuity. Meanwhile, indicators of entrepreneurial intention are measured from the following indicators: 1) choosing a business path rather than working for other people, 2) choosing a career as an entrepreneur, 3) making plans to start a business, 4) increasing social status as an entrepreneur, 5) getting good income. be better off with entrepreneurship. Based on the results of data analysis, it can be concluded that students who are entrepreneurial have a leadership attitude, continue to survive and try to do business so that they continue to innovate and eventually the intention / interest arises to continue planning when starting a business. Most students also want to get better income through entrepreneurship. These findings indicate that entrepreneurial attitudes are proven to be able to make a positive contribution to the potential emergence of entrepreneurial intentions in students. The results of this study support the research [9], [16], [11], and [17] which explains the influence of entrepreneurial attitudes on entrepreneurial intentions among students.

b. There is a simultaneous influence between Entrepreneurship Education and Entrepreneurial Attitudes on the entrepreneurial intentions of students of the Faculty of Economics, Universitas Negeri Surabaya

The results of this study indicate that simultaneously the entrepreneurial learning variables and entrepreneurial attitudes have an effect on students' entrepreneurial intentions. So it can be concluded that the relationship between variables in the study sample can apply to the population in this study

4. CONCLUSIONS

Based on the results of research and discussion, it can be concluded that partially there is an influence between entrepreneurship education on students' entrepreneurial intentions, and entrepreneurial attitudes towards students' entrepreneurial intentions. Simultaneously it can be concluded that entrepreneurship education and entrepreneurial attitudes affect the entrepreneurial intention of students of the Faculty of Economics, Universitas Negeri Surabaya. Based on the results of this study, the suggestion from the researchers is that the Faculty of Economics, Universitas Negeri Surabaya is expected to consistently teach entrepreneurship material in each of its curricula, add more in-depth material from various up-to-date sources accompanied by entrepreneurial practices and continue to promote the importance of student



entrepreneurship for their future. Students are expected to continue to develop entrepreneurial intentions so that they can improve entrepreneurial behavior that becomes habit in the future. For further research, it can increase the number of samples and other variables related to entrepreneurial intentions so that research is more varied and broad.

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