

Entrepreneurship

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Does Entrepreneurial Culture Influence Students' Entrepreneurial Intention?

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Abstract

Entrepreneurship culture and education have become a pivotal aspect of the formation of a student's entrepreneurial intentions. This study examines the influence of entrepreneurial culture, entrepreneurship education, and mindset on entrepreneurial intentions. This study used a quantitative research method using a survey model. The participants of this study were recruited from 253 respondents studying languages at public universities in Indonesia. The results show that four hypotheses were accepted. First, entrepreneurial culture influences students' entrepreneurial education. Second, entrepreneurial culture influences students' entrepreneurial mindset. Third, entrepreneurial education influences students' entrepreneurial intentions. Fourth, the entrepreneurial mindset mediates the effect of entrepreneurial education on students' entrepreneurial intentions.

Keywords: *Entrepreneurial Education, Entrepreneurial Intention, Entrepreneurial mindset, Students of language department*

Introduction

The world demand for higher education to produce graduates who create business has strengthened especially with many graduates from universities in Indonesia. Each year the number of graduates exceeds the number of job vacancies. The Center for Data and Information Science, Technology, and Higher Education Ministry of Research, Technology, and Higher Education Ministry of Research and Technology released a report in 2018 that there were 337,876 Indonesian state tertiary education graduates. A statistic of graduate unemployment is needed - overall unemployment is not so relevant. Many factors have caused an increase in educated unemployment. Most universities expect their graduates to look for, not create jobs. But even if graduates were ready to compete, they need entrepreneurial expertise outside the academic field they study. But few are interested in entrepreneurship, most aim only to find work, not create jobs.

To deal with this, several universities have organized entrepreneurship courses. The Directorate of Higher Education (DIKTI) launched the Student Creativity Program (PKM) for entrepreneurship to stimulate students' creativity towards the creation and development of independent (self-employed) businesses. The students themselves also formed a business development forum. UNNES, a public university in Semarang, Central Java has an entrepreneurial student activity unit (UKM) named UNSEC, which is a student business incubator.

However, the entrepreneurship taught in courses or student creativity programs is still general, not specific to students' skills and knowledge. The same thing happened to students of the Department of English at the Faculty of Languages and Arts UNNES. The entrepreneurial climate within the university has a positive effect on student perceptions, once social class and gender are taken into account [1]. However, entrepreneurship education does not shape entrepreneurial intentions [2]. The research findings show that

the prior intentions are more likely to influence entrepreneurship intentions than is entrepreneurship education.

Research on entrepreneurship was carried out among elementary schools [3], and research on entrepreneurship intentions was carried out in public and private tertiary institutions [4]. This study found that students in private tertiary institutions had higher entrepreneurial intentions than those in public universities. The entrepreneurial intentions of private university students were high even before they finished their studies

Entrepreneurship education will be effective if the teacher has creativity and innovation. Negash [5] found that the success of the learning process in the classroom was largely determined by the creativity of the teacher. Likewise, [6],[7] and [8] research found that teacher creativity can create a fun, meaningful learning atmosphere and encourage students to be skilled in solving problems. The results of the study also recommend that teachers continue to foster their creativity by frequently taking part in professional training activities, further study, diligently reading relevant research, and always discussing with other teachers related to increased learning [9].

However, no study has yet provided a picture of how entrepreneurship courses can influence student intentions for entrepreneurship. This study examines theories of the influence of entrepreneurship education, entrepreneurial culture and mindset on entrepreneurship intentions among language students.

Entrepreneurial Intention

Research that looks at aspects of an individual's entrepreneurial intentions has received considerable attention from scholars. Entrepreneurial intention is defined by Katz and Gartner as the process of finding information that can be used to set up a business [10]. Someone with entrepreneurial intentions who starts a business will be better prepared and make better progress in the business than someone without entrepreneurial intentions. As confirmed by Krueger and Carsrud [10], intention has been proven to be the best predictor of entrepreneurial behavior success. Therefore, intention provides a reasonable basic approach to understanding which individuals will become/succeed as entrepreneurs [11].

Broadly speaking, research around entrepreneurial intentions involves looking at three things: personality characteristics; demographic characteristics; and environmental characteristics. Some previous research has proven that personality factors such as the need for achievement [12],[13],[14] and self-efficacy [15],[16] are significant predictors of entrepreneurial intentions. Demographic factors such as one's age, sex, educational background, and work experience have also been considered as determinants of entrepreneurial intentions. For example, research from India [17] found that educational background determines the level of intentions and the success of a business. For his part [18] has mentioned/argued that environmental factors such as social relations, physical and institutional infrastructure, and cultural factors can influence entrepreneurial intentions.

This study follows [19] in combining these three approaches to understanding entrepreneurial intentions namely: 1) personality factors: the need for achievement and self-efficacy; 2) environmental factors: access to capital, information, and social networks; and 3) demographic factors: gender, age, educational background, and work experience. Reconsider the placement of the 'entrepreneurial intention' discussion, given that the threefold discussion that follows is not this three (personality, environment, demography) but the three earlier instanced (education, culture and mindset)

Entrepreneurial Education

Some Indonesian universities have included entrepreneurship programs in their courses. The entrepreneurial materials are both general and specific. Saptono et al [20] shows that the entrepreneurship education model in each university is distinctive and draws on local wisdom. He examined the application of entrepreneurship education in five institutions.

Firstly, Universitas Indonesia (UI) applies the entrepreneurship education model in five ways: (1) the education curriculum; (2) business incubator unit; (3) Center for Entrepreneurship Development and Studies as a student activity unit; (4) Student Scientific Olympic competition held by the Student Organization to increase students' interest in entrepreneurial ideas; and (5) building entrepreneurial skills and characteristics by integrating them with extracurricular subjects or activities. Clarify point (4)

Secondly, Bina Nusantara University. The university applies the entrepreneurship education model in four ways: (1) by taking compulsory subjects of two semester credits from all faculties at Binus; (2) by applying the concept of Entrepreneurship and Employability Skills, namely by mapping skills which are needed by each student to support his/her entrepreneurial intention after graduating from college; (3) by conducting an entrepreneurial workshop or seminar by inviting guest lecturers that all students must attend; (4) by founding Binus Entrepreneurship Center to encourage students entrepreneurial passion; (5) by collaborating with Binus Megastore to facilitate the marketing of products of the students.

Third, Prasetya Mulya University has developed an entrepreneurship education curriculum with three learning goals, namely knowledge, character, and social care (including environmental awareness). It includes the stages of business development, ranging from scanning the environment, translating creativity to planning, business simulations, social entrepreneurship, and community development. The learning process of Prasetya Mulya students is divided into three stages: (1) exercising/applying the concept through the project, (2) theorizing the experience, and (3) running their own business. As a form of appreciation for entrepreneurship, Prasetya Mulya University organizes Entrepreneurship Day every year.

Fourth, Ciputra University scheduled curriculum entrepreneurship courses from the first to the last semester by integrating knowledge and skills. The goal is to produce graduates who are job creators rather than jobseekers. Therefore, the University "requires" all students to start a business. To this end, Ciputra University has developed a one-day curriculum/course devoted to learning entrepreneurship with an emphasis on experiential learning, such as how to sell - because this is one of the keys to entrepreneurship success.

Finally, different from the four previous universities, Trisakti University holds a master degree in Corporate Social Responsibility and Community Entrepreneurship in Indonesia. Six strategies are used: case-based Teaching Method using the AtKisson method in teaching and training students to design CSR programs; a CSR Clinic; regular discussions with guest lecturers from business and CSR practitioners, NGO leaders and the government; Team Teachers; Teaching Block System; Field Visit to companies and third sector organizations conducting CSR programs.

Also, the Indonesian University of Education, the Department of Music Education, incorporates three-credits entrepreneurship in the curriculum for third-

year students. It is included in the Professional Training Eye Group (MKLP). Entrepreneurship teaching is given so that students can understand and explain the concept of entrepreneurship, gain entrepreneurial insight, an entrepreneurial attitude, and an entrepreneurial spirit. Entrepreneurship course in this department discuss (1) Definition, Function, and Nature of Entrepreneurship; (2) Basic Concepts of Entrepreneurship; (3) Introduction of Potential Entrepreneurship; (4) Factors Driving Entrepreneurship; (5) Business Planning and Entrepreneurship Practices; (6) Forms of Entrepreneurship; (7) Management and Marketing; (8) Tips for Entrepreneurial Success; (9) Partnership in Entrepreneurship; and (10) Business Capital and Financial Management. Meanwhile, the entrepreneurship curriculum at the Faculty of Social and Economic Sciences (FISE) of State University of Yogyakarta in 2009/2010 emphasized the application of technopreneurship to the curriculum design.

The entrepreneurship course consists of 2 credits teaches entrepreneurship, which consists of understanding, scope, entrepreneurial character, decision-making methods, business opportunities, business plan, business proposals, credit/investment schemes, and excellence of service. At the end of the course students must have mastered 12 learning objectives: (1) understand the meaning of entrepreneurship; (2) understanding the scope of entrepreneurship; (3) understand the entrepreneurial character; (4) describe the method of decision making; (5) describe methods of looking for business opportunities; (6) develop business plans; (7) prepare business proposals; (8) understand credit/investment schemes; (9) describe the employee recruitment method; (10) describe the method of running a new business; (11) describe excellent service to consumers (12) develop a new business evaluation scheme.

Reviewing the various entrepreneurship education programs in Indonesian tertiary institutions, the common thread is to teach students design, run, and evaluate business plans for the short, medium and long-term. This is in line with [21] regarding the function of entrepreneurship education in transferring knowledge and information, and developing student abilities.

Why do universities teach entrepreneurship? The main reason is that entrepreneurship encourages the students to be entrepreneurs. Students are inspired by getting a picture of a business, both from books and directly from business actors/people. Canever [22] reinforce this opinion with a theory of three ways of influencing entrepreneurial intentions. First, through learning, students get new information about the business, the challenges they face, and solutions to problems. Second, students get inspiration on how businessman fight for positive values in building a business. Students also get an overview of the various entrepreneurial abilities needed to support the business. They also obtain data about the networks that entrepreneurs must build and finally core experience that makes entrepreneurs sensitive to changes in their surroundings. Third, students utilize resources obtained from these educational encounters. They can establish relationships with these entrepreneurs and be introduced to new networks for business promotion.

Entrepreneurial Culture and Entrepreneurial Mindset

Research on entrepreneurial culture related to entrepreneurial intentions has been carried out [23],[24] and on the measurement of entrepreneurial culture by [11]. This research is of general scope, it has not yet been applied to the inculcation of entrepreneurial intentions in higher education.

Zhao, Seibert, and Hills [16] examine the mindset of entrepreneurial intentions. According to the results [17] this study, the effects of perceived learning from entrepreneurial learning, entrepreneurial experience, and risk tendencies on entrepreneurial intentions are fully mediated by self-efficacy. Contrary to previous assumptions, gender was not mediated by self-efficacy but had a direct effect; entrepreneurial intentions were lower in women. Other studies, for example [20] on students of the Faculty of Economics, Unsyiah, state that attitudes, subjective norms and self-efficacy simultaneously have a significant effect on entrepreneurial intentions.

Figure 1 shows the model to be tested in this study. The model is built according to the theory previously discussed. Therefore, hypotheses 1, 2, 3, and 4 were developed as follows:

- H1: Entrepreneurial culture influences students' entrepreneurial education
- H2: Entrepreneurial culture influences students' entrepreneurial mindset
- H3: Entrepreneurial education influences students' entrepreneurial intention
- H4: Entrepreneurial mindset mediates the effect of entrepreneurial education on students entrepreneurial intention.

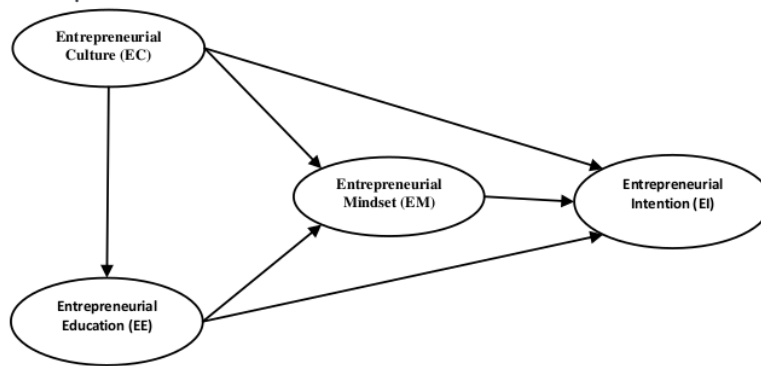


Figure 1. Research Framework

Method

This research uses survey method. Data was collected using a questionnaire. Respondents or participants in this study were students of the Faculty of Languages and Arts, State University of Semarang, who were randomly selected from various language study programs. A total of 253 students who learned languages were respondents, of whom 44 were men (17%) and 209 women (83%). The age distribution of respondents was as follows: aged 18 years (71 students/ 28%), 19 years (42 students/17%), 20 years (81 students/32%), 21 years (50 students/19%), and 22 years (8 students/3%). The areas of expertise were Javanese (22/8.6%), Indonesian 31 students (12.1%), English 48 students (19.6%), Japanese 14 students (5.4%), Mandarin language 16 students (6.1%). Arabic 16 students (22%) and French 67 students (26.2%).

Data was collected using a survey, in which instruments were shared with students through the Google form application and sent to their WhatsApp accounts. Data collection was facilitated by the study program lecturers concerned. The first couples questions were designed to understand students' entrepreneurship education

by adapting six indicators from Denanyoh et al [25]. Meanwhile, to measure entrepreneurial culture, we adapted 15 indicators from [23][24]. In addition, entrepreneurial intention was explained by seven indicators by [26][10]. Lastly, to understand the entrepreneurial mindset, researchers applied seven items from [27][28]. Participants were asked to respond using a 5-point Likert scale ranging from 1 indicating “strongly disagree” to 5 indicating “strongly agree”. Data were analyzed using exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM). Furthermore, the framework of this study was provided in figure.

The analysis data of this study was conducted in two folds: exploratory factor analysis and confirmatory factor analysis. The first analysis is aimed at validating, exploration data, maintaining indicators and continuing a reliability test using SPSS version 25 [29]. The construct must be reliable if it has a Cronbach alpha score of 0.6 and higher[33]. The further test was confirmatory factor analysis using AMOS version 25. To achieve a fit model, it must have several criteria and cut-off values, namely p (probability) > 0.5[30], CMIN / DF of <2 [31] and RMSEA of \leq 0.06 [32].

Results and Discussion

Based on the results of exploratory factor analysis as seen in table 1 above, in total 35 indicators are significant, which breaks down into significance for entrepreneurial culture (17), entrepreneurship education (6), entrepreneurial mindset (6), and entrepreneurial intentions (6). All indicator factors have Cronbach's alpha (α) ranging from 0.685 to 0.964, and are considered reliable for further analysis. Furthermore, based on SEM calculation results to check the theoretical framework and fitted models, a probability score of a probability score of 0.138 is obtained, a CMIN / DF score of 1.258, a CFI score of 0.994, an FMIN score of 0.184 and an RMSEA score of 0.032.

Table 1. Result of Exploratory Factor Analysis

	Dimension and indicators	Factor Loadings
1	Entrepreneurial Culture	$\alpha=0.964$
EC17	The Faculty of Languages and Arts fosters mutual trust and respect for one another	0.955
EC16	The academic community at the Faculty of Languages and Arts prioritizes the interests of the organization over personal interests	0.904
EC9	The Languages and Arts Faculty expects students to creatively construct knowledge	0.899
EC12	Students care about the organization's vision for the future	0.850
EC13	Students care about the application of academic ethics	0.841
EC15	All academics at the Languages and Arts Faculty support each other	0.839
EC8	In the Languages and Arts Faculty, students are open to changes in teaching and learning models that can improve the quality of teaching and learning	0.824
EC14	At the Languages and Arts Faculty, we are enthusiastic about achieving the goals of the Language and Arts Faculty	0.811
EC10	Students are excited about the mission of the UNNES Languages and Arts Faculty	0.805
EC11	Students are enthusiastic about the activities carried out by the Languages and Arts Faculty	0.785

EC7	The Faculty of Languages and Arts actively cares by exploring new opportunities	0.697
EC6	The Faculty of Languages and Arts gives awards to students and lecturers who make improvements and innovations	0.687
EC5	UNNES students and staff at the Languages and Arts Faculty are very concerned about learning new things	0.619
EC1	The UNNES Faculty of Languages and Arts actively encourages students to learn and improve	0.971
EC2	At the UNNES Faculty of Languages and Arts, every student is expected to continue learning and developing	0.924
EC3	At the UNNES Faculty of Languages and Arts, students actively care to improve their skills and abilities	0.842
EC4	The UNNES Faculty of Languages and Arts rewards students who learn and develop themselves	0.530
2	Entrepreneurship Education	$\alpha = 0.918$
EE4	The UNNES School of Languages and Arts made me develop expertise	0.915
EE3	The UNNES Faculty of Languages and Arts develops entrepreneurial skills	0.908
EE1	Education at the UNNES Language and Arts Faculty encouraged me to develop creative ideas to become an entrepreneur	0.866
EE2	The UNNES Faculty of Languages and Arts provides the necessary knowledge about entrepreneurship	0.859
EE6	The Language and Arts Faculty gave me knowledge about entrepreneurship and starting a business.	0.816
EE5	Entrepreneurship education encouraged me to become an entrepreneur	0.663
3	Entrepreneurial Mindset	$\alpha = 0.932$
EM3	I can control the process of making a new business	0.912
EM4	I know the practical details needed to start a company	0.900
EM5	I know how to develop a business plan	0.897
EM2	I am ready to open a dream business	0.832
EM6	If I try to start a business, I will have a high probability of success	0.823
EM1	Starting and running a business is an easy job for me	0.819
4	Entrepreneurial Intention	$\alpha = 0.685$
EI4	I have serious doubts about starting my own business	0.826
EI1	I consider the positive and negative aspects of engaging in entrepreneurial activities	0.800
EI2	I am ready to do anything to become an entrepreneur	0.747
EI5	I am determined to create a business venture in the future	0.721
EI3	I will try as much as possible to start and run my own business	0.856
EI6	My professional goal is to become an entrepreneur	0.684

Table 2 provides information about the result of structural equation modelling test. Based on the table, it is known that H1, H2, H3 and H4 are significant with C.R score is and 9.141, 2.077, 2.703 and 1.992 respectively. Based on the opinion of [33], the C.R value of each of these hypotheses is significant because ± 1.96 .

Table 2. Result Summary of Hypotheses testing

				C.R.	P	Result
H ₁	EC	→	EE	9.141	***	Significant
H ₂	EC	→	EM	2.077	0.038	Significant

H ₃	EE	→	EI	2.703	0.615	Significant
H ₄	Indirect effect EE→EM→EI = b score 1.992					Significant

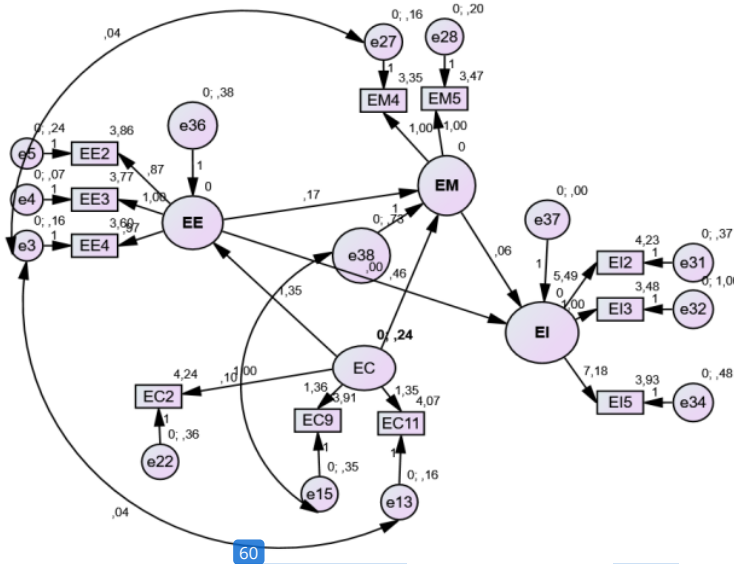


Figure 2. Results of the Structural Equation Research Model

Based on the results of hypothesis testing, this study answers four proposed hypotheses. The first hypothesis of this study is that entrepreneurial culture influences students' entrepreneurial education. The results of this study found that H1 was significant with C.R. 9.141. This means that entrepreneurial culture influences students' entrepreneurial education. Based on the results of an analysis, it is known that the high value of C.R. (9.141) is due to the language students participating in this study looking at/being exposed to the entrepreneurial culture that exists at the university and which supports entrepreneurship education. They observed several activities designed to stimulate academicians to initiate entrepreneurship. Other aspects supporting student entrepreneurship intentions include the education curriculum, teaching models, and the learning process. The results of this study support and strengthen previous research conducted by [34][23][24] on various elements that support an entrepreneurial culture.

Although in SEM testing, entrepreneurial culture variables have a direct positive effect on entrepreneurship education, two indicators fell out of contention/consideration, namely: (1) The academic community of the Faculty of Language and Arts united during the crisis (EC18). This has the meaning that the two indicators of entrepreneurial culture are not optimal when it occurs in times of crisis; for example, the existence of a budget constraint factor to conduct entrepreneurship training. It could also be interpreted that students do not understand the meaning of the intended crisis. The togetherness factor is still low, whereas what is needed to build an entrepreneurial culture is togetherness.

The second hypothesis is that entrepreneurial culture influences students' entrepreneurial mindset. This study shows/confirms that entrepreneurial culture has a direct positive effect on the mindset of student entrepreneurship, with a value of C.R = 2.077). The results of this study mean that the entrepreneurial culture can explain the mindset of students for entrepreneurship on campus. Thus, the second hypothesis in this

study was accepted. The results of this study are logical/plausible because a healthy entrepreneurial climate can stimulate the mindset of students to start entrepreneurship. Our finding relevant with several studies by [1] and [2].

The third hypothesis is entrepreneurial education influences students' entrepreneurial intentions. The results of this study indicate that there is no positive direct effect of entrepreneurship education on entrepreneurial intentions; C.R. has a value of 2.703 [33]. Thus, the third hypothesis is accepted. This result in line with recent previous studies and the several theory that stats impact learning, exposure to business projects, and the utilization of entrepreneurial facilitation programs. Through learning, students get theory and testimony from business people directly. From these experience-sharing activities, students can get (1) the values and motivations that entrepreneurs have (2) actions in starting a business (3) skills or abilities that must be possessed by entrepreneurs (4) business promotion media, and (5) entrepreneurs' unique experiences in starting or developing a business. Our finding is relevant with several studies by [34][26][27][1][2] which states that entrepreneurship education has a positive effect on students' entrepreneurial intention.

The fourth hypothesis is that entrepreneurial mindset mediates the effect of entrepreneurial education on students' entrepreneurial intention in the language field. The result shows that the value of b is equivalent to 1.992, which means that the mindset does mediate the effect of entrepreneurship education on entrepreneurial culture. Thus the fourth hypothesis is accepted. This result is logical because education improves the mindset of students who were not previously confident in entrepreneurship because of limited knowledge, funding, and marketing networks [35]. This mindset will strengthen the culture of entrepreneurship among students. Quoting the results of [21][22] research, entrepreneurship education can transfer knowledge and information from experts and business actors to the initiators of prospective businesses.

Furthermore, education can develop the ability of students to design businesses more effectively. Education can change individuals' perceptions of their ability to perform intentional behavior[6][7][35]. Differing from general education, entrepreneurship education focuses on increasing the ability of individual entrepreneurial abilities. Entrepreneurship education can be delivered in two formats, namely teaching theory and practical training.

Conclusion

This study was intended to examine the main factors that influence students' entrepreneurial intentions. From the analysis, four hypotheses were accepted. First, entrepreneurial culture influences students' entrepreneurial education. Second, entrepreneurial culture influences students' entrepreneurial mindset. Third, entrepreneurial education influences students' entrepreneurial intentions. Fourth, the entrepreneurial mindset mediates the effect of entrepreneurial education on students' entrepreneurial intentions.

Based on the results of the discussion and conclusion, the authors propose four recommendations. Higher education needs to maintain an entrepreneurial culture through entrepreneurship education on campus. The creation of an entrepreneurial climate is proven to affect the mindset of students for entrepreneurship. Also, tertiary institutions facilitate student entrepreneurial practices by providing freedom in running entrepreneurship on campus. Besides, the university needs to enhance business facilities at the faculty level, even majors, to support increasing student entrepreneurial enthusiasm. The entrepreneurship curriculum on campus must also continue to be developed to shape student entrepreneurial intentions. In addition to

the improved curriculum, strategies, methods, lecturers and learning environments must support entrepreneurship education activities.

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