

## **THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON STUDENTS' ENTREPRENEURSHIP INTENTION**

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### **ABSTRACT**

*The purpose of this study is to determine the effect of entrepreneurship education on student entrepreneurial intentions. The approach used in this study is a quantitative approach. The measurement scale used in the questionnaire uses a Likert scale with 5 (five) answer choices. The population as well as the sample in this study were 35 students from the Bosowa polytechnic taxation study program. The data analysis method used in this study was simple linear regression analysis with the help of IBM SPSS Statistics 20 software. The results showed that the entrepreneurship education variable had a positive and significant effect on the entrepreneurial intention variable. The R Square value is 0.604 or 60.4% which indicates that the entrepreneurship education variable influences the entrepreneurial intention variable by 60.4%.*

**Keywords:** *Entrepreneurship Education, Entrepreneurial Intention*

### **INTRODUCTION**

Entrepreneurship is the ability and action of a person in creating and developing, and managing a business with the aim of making a profit. Entrepreneurship involves various activities including identifying business or business opportunities, gathering resources, planning, organizing, managing, and considering risks to achieve the goals that have been set. An entrepreneur must have creativity and innovation to create unique and interesting business ideas. Ability to take risks and pursue new business opportunities. An entrepreneur must have the ability to manage human, financial and material resources to ensure that his business runs effectively and efficiently. Entrepreneurship does not only focus on obtaining financial benefits, but can also have positive social and

environmental impacts through sustainable and responsible business activities.

Entrepreneurship education is an educational program designed to equip students with the skills and knowledge needed to become an entrepreneur. The main goal of entrepreneurship education, especially in tertiary institutions, is to develop entrepreneurial skills, such as creativity, innovation, leadership, decision-making and business management. Entrepreneurship education can be taught at all levels of education, from elementary school to university. At the tertiary level, especially the Bosowa Makassar Polytechnic, entrepreneurship education is through training, seminars and learning through Entrepreneurship Courses. Students also take part in various entrepreneurship education programs offered by off-campus organizations to assist aspiring entrepreneurs in developing their businesses.

According to Hidayati & Rosmita, (2022) that entrepreneurship education in tertiary institutions is very important in forming entrepreneurial interests and abilities for students. Through entrepreneurship education, students acquire the knowledge and skills needed to start and grow their own business. In addition, by increasing the number of entrepreneurs in Indonesia, it can help reduce unemployment and accelerate economic growth. Therefore, it is important for universities to develop curricula that encourage and equip students with entrepreneurial skills. In addition, universities can also provide support and facilities for students who want to start their own business, such as mentoring, access to resources and business networks. In today's digital era, it is important for students to prepare themselves with entrepreneurship skills that include digital and technological aspects. Students must be able to take advantage of technology and innovation in developing their business. This is also a challenge for universities in developing entrepreneurship education curricula that are relevant to technological and market developments.

According to Putri (2017) that entrepreneurship education is an effort carried out by educational institutions in instilling values, knowledge, and entrepreneurial spirit and attitudes to students and students in order to equip themselves to become creative, innovative and independent human beings. The purpose of this entrepreneurship education is to create new entrepreneurs with character and reliability.

According to Merdekawaty & Ismawati (2016) that all tertiary institutions in Indonesia have included entrepreneurship courses in their curriculum as one of the main courses that all students must take. Entrepreneurship education does not only provide a theoretical basis regarding the concept of entrepreneurship but shapes the attitude, behavior and mindset of an entrepreneur (entrepreneur). It is an investment in human capital to prepare students to start a new business through the integration of experience, skills and knowledge essential to developing and expanding a business. Entrepreneurship education can increase interest in choosing entrepreneurship as a choice for a career other than the career choice of being a civil servant, private, or BUMN employee.

According to Rohmah & Widya (2020) that entrepreneurship education in the classroom is expected to be able to open students' knowledge and insights so

that students are equipped with entrepreneurship knowledge. This is done in order to be able to instill intentions in entrepreneurship and to be able to mature one is self so that one is able to be creative, independent, innovative and has more knowledge. Through entrepreneurship education, students are expected to be able to have the knowledge to be able to manage their own business and mental maturity in starting a business.

According to Suryana (2006) in Alfiyan et al., (2019) that entrepreneurship education is a science that studies values, abilities and behavior in facing various life challenges. Meanwhile, according to Lestari (2012) in (Alfiyan et al., 2019) that directly, entrepreneurship education can change the mindset, attitude and behavior of a person to become an entrepreneur which directs them to choose entrepreneurship as a career choice. Meanwhile, according to Susanti, A, (2021) that entrepreneurship education is one of the factors that influence interest in entrepreneurship. The more experience and mastery provision regarding entrepreneurship training by involving them in learning activities, developing business plans, and running small businesses given to individuals/students, the higher the intention to become an entrepreneur.

Entrepreneurship education is very important because it can help improve students' entrepreneurial abilities and provide the ability to manage a business that will be opened or is being run. By possessing the necessary knowledge and skills, an entrepreneur can reduce the risk of failure and increase the success of their business. In addition, entrepreneurship education can also help create new jobs and advance the economy of a country, especially Indonesia. Entrepreneurship education can increase students' entrepreneurial interest or intention. Entrepreneurship education can have an influence on student entrepreneurial intentions, because it can help students acquire the knowledge and skills needed to start and manage a business.

Universities have an important role in producing alumni who have entrepreneurial skills. Some of the important roles of universities in producing alumni who have entrepreneurial skills include raising awareness about entrepreneurship through training and seminars, providing entrepreneurship education programs including entrepreneurship courses, seminars and practical training, universities providing facilities and resources such as business incubation centers, access to capital business and mentorship, providing support through counseling, as well as tertiary institutions involving students in business activities such as internships, practical work or specific projects. By carrying out some of these activities, universities prepare alumni who have strong entrepreneurial skills and encourage entrepreneurship.

Research conducted by Devi & Hadi (2018) shows that there is a significant influence of entrepreneurship education on student entrepreneurial intentions. This shows that the better the entrepreneurship education, the higher the entrepreneurial intention of students. Likewise, the research conducted by Naiborhu & Susanti (2021) shows that there is a positive and significant effect of entrepreneurship education on entrepreneurial intentions. According to Mulyani (2011) in Yanti (2019) that integrates entrepreneurial values through

entrepreneurship education and researchers take these values as indicators of evaluating entrepreneurship education, including: Creative, Innovative, Independent, Realistic and Communicative. Meanwhile, according to Tubbs and Ekeberg in Daniel & Handoyo's research (2021) stated that entrepreneurial intentions are a representation of planned actions to carry out entrepreneurial behavior. Before starting a business, a strong commitment is needed to start it

Entrepreneurial problems faced in the tertiary environment, including the lack of awareness and interest in students towards entrepreneurship. There are still many students who do not realize business potential or have low interest in entrepreneurship. To address entrepreneurship in tertiary institutions, steps such as increasing student awareness about entrepreneurship, increasing access to resources, and strengthening the entrepreneurship education curriculum are needed. In addition, universities must also create a strong entrepreneurial culture and provide adequate support for students who are interested in starting their businesses. To increase student interest in entrepreneurship, universities can take several steps such as providing training programs and entrepreneurship development, providing access to resources and business networks, providing support and mentorship, and providing motivation and inspiration for students to start a business. In addition, there is a need to strengthen an adequate entrepreneurship education curriculum in tertiary institutions to equip students with the knowledge and skills needed to develop and start a business.

Bosowa Polytechnic as one of the tertiary institutions has a role in providing entrepreneurship education through entrepreneurship courses to students to prepare students to become entrepreneurs. The influence of entrepreneurship education on student entrepreneurship intentions needs to be studied further to see how far the effect of entrepreneurship education on entrepreneurship intentions is effective. Thus, the results of this study will be used to evaluate and improve the entrepreneurship education program at the Bosowa Polytechnic so that it can have a positive impact on student entrepreneurial abilities.

## **RESEARCH METHODOLOGY**

The approach used in this study is a quantitative approach. There are two variables, namely the entrepreneurship education variable as the independent variable and the entrepreneurial intention variable as the dependent variable. The research instrument used in this study was a closed questionnaire, where respondents only chose the answers provided in the questionnaire. The measurement scale used in the questionnaire uses a *Likert scale* with 5 (five) answer choices. The population as well as the sample in this study were 35 students of the Bosowa polytechnic taxation study program. The data analysis method used in this study is simple linear regression analysis with the help of IBM SPSS Statistics 20 software.

## **RESULTS AND DISCUSSION**

### Research result

Validity testing was carried out using the IBM SPSS *Statistics software*. Validity testing was carried out to see the validity of the questionnaire instrument to be used in research. Validity testing is done by comparing the  $r$  table with  $r$  count. The instrument is determined as a valid instrument if  $r$  count  $\geq r$  table with a significance level of less than 0.05 or 5%. While testing the reliability of the instrument is carried out to determine the level of consistency of the instrument or questionnaire that will be used in research. The questionnaire instrument is said to fulfill the reliability or reliable test if the value of Cronbach's Alpha is  $> 0.60$ .

Table 1. Variable Validity Test Results for Entrepreneurship Education

Variable	Statement Item Number	r count	r table	Information
Entrepreneurship Education	1	0.750	0.3610	Valid
	2	0.844		Valid
	3	0.809		Valid
	4	0.774		Valid
	5	0.854		Valid
Entrepreneurial Intention	1	0.785	0.3610	Valid
	2	0.843		Valid
	3	0.793		Valid
	4	0.709		Valid
	5	0.650		Valid

Source: Data processed by researchers, 2023

Based on table 1. above, it can be seen that the  $r$  calculated value of each item is contained in the Entrepreneurship Education variable. The results of calculating the validity of the 5 item statement on the entrepreneurship education variable show that all of the statement items are valid. This can be seen from the  $r$  count  $\geq r$  table value of 0.3610. While the results of the validity calculation for the Entrepreneurial Intention variable show the  $r$  calculated value of each statement shows a value that is greater than  $r$  table (0.3610). The results of instrument reliability testing can be seen in table 2 of the following reliability test results:

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Information
Entrepreneurship Education	0.853	Reliable
Intention Entrepreneurship	0.807	Reliable

Source: Data processed by researchers, 2023

Based on the results of calculating the reliability of the instrument variable Entrepreneurship Education produces a Cronbach's Alpha value of 0.853. The results of this calculation indicate that the value of Cronbach's Alpha is  $0.853 > 0.60$ , so it can be concluded that the instrument on the entrepreneurship education variable can be said to be reliable. As for the entrepreneurial intention variable, the results of calculating the reliability of the entrepreneurial intention variable yield a Cronbach's Alpha value of 0.807. The results of this calculation indicate that the Cronbach's Alpha value is  $0.807 > 0.60$ , so it can be concluded that the instrument on the entrepreneurial intention variable can be said to be reliable.

Table 3. Simple Linear Regression Test Results

Variable	Regression Coefficient	t <sub>count</sub>	Sig.
Constant	9,328	3,287	0.002
Entrepreneurship education	0.570	4,354	0.000

Source: Data processed by researchers, 2023

Based on table 3 above, it shows the results of simple linear regression analysis with the linear regression equation obtained, namely  $Y = 9.328 + 0.570 X$ . Based on this equation it can be concluded that a constant value is obtained which is 9.328, which means that if the entrepreneurship education variable is 0 (zero), the value entrepreneurial intention variable of 9.328. Whereas the regression coefficient for the entrepreneurship education variable is 0.570, meaning that if there is an addition to the entrepreneurship education variable by one unit, it will affect the entrepreneurial intention variable by 0.570.

Table 4. Test Results t

Variable	t <sub>count</sub>	t <sub>table</sub>	Sig.
Entrepreneurship Education	3,287	2.03452	0.000

Source: Data processed by researchers, 2023

Based on table 4, the results of the t test above show that the entrepreneurship education variable has an influence on student entrepreneurial intentions. The calculation results show  $t_{\text{count}} (3.287) > t_{\text{table}} (2.03452)$  and a significance level of  $0.000 < 0.05$ . So it can be concluded that the independent variable (entrepreneurship education) has a positive and significant effect on the dependent variable (entrepreneurship intention) of students.

Table 5. Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
Entrepreneurship Education	0.604	0.365	0.346	1.96385

Source: Data processed by researchers, 2023

Based on table 5 above, the R Square value is 0.604. The R Square value is 0.604 multiplied by 100% to 60.4%. This shows that the entrepreneurship education variable affects the entrepreneurial intention variable by 60.4% and the remaining 39.6% is influenced by other variables outside of those studied.

### Discussion

Based on the results of the research above, it can be seen that there is a positive and significant effect of the entrepreneurship education variable on student entrepreneurial intentions. This is in accordance with previous research conducted by Devi & Hadi (2018) entitled *The Influence of Entrepreneurship Education and the Role of Parents on the Entrepreneurial Intentions of STKIP PGRI Tulungagung Students* whose research results show that there is a significant influence of Entrepreneurship Education on Student Entrepreneurial Intentions. Likewise research conducted by Naiborhu & Susanti (2021) with the title *Effects of Entrepreneurship Education, Marketplace, Adversity Intelligence on Entrepreneurial Intentions of Unesa Accounting Education Students Through Self-Efficacy* whose research results show that there is a positive and significant influence of entrepreneurship education on entrepreneurial intentions. This is in accordance with the theory put forward by Susanti, A, (2021) that entrepreneurship education is a factor that has an influence on entrepreneurial interest. The more entrepreneurial training and experience given to students and by involving them in learning activities and developing business plans, the higher the student's intention to become an entrepreneur. This shows that the better the entrepreneurship education, the higher the entrepreneurial intention of students.

### CONCLUSION

Based on the results of the research and discussion that has been done previously, it can be concluded that the variable entrepreneurship education has a positive and significant effect on the variable entrepreneurial intention . The R Square value is 0.604 or 60.4% which indicates that the entrepreneurship education variable influences the entrepreneurial intention variable by 60.4% and the remaining 39.6% is influenced by other variables outside of those studied.

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