
**THE EFFECT OF ENTERPRENEURSHIP EDUCATION ON
ENTREPRENEURIAL INTENTION FOR EDUCATIONAL GRADUATES
IN EAST JAVA**

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Abstract

The purpose of this study was to determine the effect of entrepreneurship education, subjective norm and curriculum design on entrepreneurial intentions for educational graduates in East Java. Design/methodology, the number of respondents used was 96 respondents, using probability sampling techniques. Methods of data analysis using a quantitative approach, while the data analysis technique uses multiple linear regression and the data processing process uses the SPSS version 25 program. The research instrument was tested and the results showed that each indicator was declared valid and reliable. Finding, the results of the partial analysis show that entrepreneurship education has a significant effect on entrepreneurial intentions, subjective norms have a significant effect on entrepreneurial intentions and curriculum design has a significant effect on entrepreneurial intentions, while the results of the simultaneous analysis of entrepreneurship education, subjective norms and curriculum design have a significant effect. Originality/value, recommend for further research is expected to be able to add to the literature review on the role of entrepreneurship education, subjective norms, curriculum design and educators on entrepreneurial intentions.

Keywords: entrepreneurship education, subjective norms, curriculum design, entrepreneurial intention, university

INTRODUCTION

The larger number of job seekers is not proportional to the existing job fields, the result is that many job applicants get a job that is not in accordance with their education, a job that is not decent, or even becomes unemployed. Judging from the existing reality, there are basically three choices that college graduates will experience. First, becoming a civil servant or an employee of a private company. Second, being intellectually unemployed, because of fierce competition in search of work. Third, opening your own business in the business field that is in accordance with the science and technology obtained while in Higher Education (Siswadi, 2013). Data from the Central Bureau of Statistics show that some of the total unemployed in Indonesia are those with Diploma / Academy education and university graduates (Kaijun et al., 2015). The conditions faced will get worse with the existence of global competition, namely the implementation of the Asean Economic Community which will confront Indonesian university graduates who compete freely with foreign university graduates. Sirait et al. (2013) stated that unemployment can cause government tax revenues to decrease so that it will hinder economic development. This is indicated by the relatively high number of unemployed, the number of

entrepreneurs who are still small, and the occurrence of moral degradation (Kemendiknas, 2010). The unemployment problem is a complex problem that occurs in Indonesia. Many solutions and alternatives have been provided by the government. One of the alternatives for the government is to empower the community through entrepreneurship programs. Entrepreneurship can be said to be one of the determining factors for the progress of the country, because economic growth can be achieved if a country has many entrepreneurs. According to Mc Clelland, a country to be prosperous has a minimum number of entrepreneurs 2 percent of the total population, for example, the United States has 11.5 percent of entrepreneurs, Singapore continues to increase to 7.2 percent, Indonesia according to data from BPS (2010) is estimated to be only amounting to 0.18 percent which is around 400,000 of the supposed 4.4 million people (Siswadi, 2013). In 2009, the Government through the Directorate General of Higher Education Ministry of Education and Culture (Dirjen Dikti Kemendikbud) launched the Entrepreneurial Student Program (PMW) which aims to provide students with knowledge, skills and attitudes based on science and technology entrepreneurship so they can change their mindset. from job seekers to job creators (Kemendikbud, 2013). Based on the reality in the field, the current learning system is not yet fully effective in building students who have noble morals and national character including entrepreneurial characters. Thus, it is hoped that this research can develop knowledge, especially in the field of entrepreneurship, which will inspire that competition in the global era can be done by entrepreneurship. An entrepreneur is someone who has the expertise to sell, from offering ideas to commodities in the form of products or services. According to Packham et al. (2010), the introduction of entrepreneurship has become an economic panacea in job creation and economic prosperity in developing and developed countries. Various efforts have been made to foster an entrepreneurial spirit, especially changing the mindset of young people who have only intended to be job seekers when they finish their school or college (Lestari et al., 2012).

LITERATURE REVIEW

Entrepreneurial Intention

Entrepreneurial intention has recently begun to receive special attention, factors such as entrepreneurship education and subjective norms will shape a person's intention to become an entrepreneur and will directly influence their behavior (Kaijun et al., 2015). Intention is also one of the aspects of human psychology that encourages him to obtain something to achieve a goal, so that intention contains an element of desire to know and learn from something he wants as a need. Entrepreneurial intention is determined by several factors, namely: where an individual feels good or bad; environmental influence on individuals (Subjective Norms); and feelings of ease or difficulty in performing a behavior (behavior control) and other factors such as: self-efficacy factors, gender, income and environmental influences, namely from research (Darmanto, 2013; Paulina, et al., 2012; Wijaya et al., 2013; Silvia, 2013; Tshikovhi et al., 2015; Landini et al., 2015; Malebana, 2015). In addition, entrepreneurial intentions are also influenced by entrepreneurial education and subjective norms (Riani et al., 2012; Andika et al., 2012; Amsal et al., 2014; Hussain, 2015). One of the driving factors for the entrepreneurial growth of a country lies in the role of universities through the implementation of entrepreneurship education.

Entrepreneurship Education

The main thrust of entrepreneurship education is understood, and can develop the knowledge and procedures needed to build and foster success (Packham et al., 2010). Lestari et al. (2012) stated that entrepreneurship education can shape the mindset, attitude, and behavior of students to become true entrepreneurs, thereby directing them to choose entrepreneurship as a career choice. Entrepreneurship learning methods must be able to transfer not only knowledge and skills but also the ability to realize a real business, and gain a soul from entrepreneurship itself (Siswadi, 2013). Entrepreneurship education is highly dependent on the acceptance of an entrepreneurial mindset in universities and the creation of an entrepreneurial environment in and around universities (Varblane et al., 2010). Previous research has concluded that entrepreneurship education and training possessed by an entrepreneur can influence future behavior and attitudes of students to become entrepreneurs and develop good entrepreneurship and business, especially the younger generation through universities and colleges (Packham et al., 2010).

In addition to entrepreneurial education, subjective norms are also one of the factors that can support students' intention to become entrepreneurs. Subjective norms are individual beliefs to obey the directions or recommendations of those around them, with indicators of support from family in starting a business, confidence in support from friends in business, belief in support from lecturers, belief in support from successful entrepreneurs, and belief in support in the business of people who are considered important (Andika et al., 2012). Guzman et al., (2012) stated that subjective norms are related to individual perceptions of a person's opinion from their social environment so that the support of family and friends has an important role in shaping one's intention to become entrepreneurial. Friend support can strengthen confidence to start a business, thus it can be concluded that subjective norms that support students' entrepreneurial desires are mainly due to family support, support from people who are considered influential, and support from friends.

Wijaya (2012) entrepreneurship education has a positive and significant effect on entrepreneurial intentions. Entrepreneurship education is meant as a learning process to change attitudes and mindsets of students towards entrepreneurial career choices. Research conducted by Hussain et al. (2015) concluded that education has a positive and significant effect on entrepreneurial intentions in Pakistani students. Thus it can be said that there is an influence between entrepreneurship education on entrepreneurial intentions. Entrepreneurship education is the variable that has the greatest influence on students' entrepreneurial intentions.

Subjective Norms

Malebana et al. (2015) stated that subjective norms are individual beliefs to obey the directions or suggestions of those around them to participate in entrepreneurial activities. Subjective norms are other people's views that are considered important by individuals who suggest individuals to do or not to do certain behaviors. The higher the individual's motivation to comply with the opinions or suggestions of others in entrepreneurship, the higher the intention to make a business. Riani et al. (2012); Wijaya et al. (2013) stated that subjective norms had a significant positive effect on entrepreneurial intentions, but different results were obtained from Malebana

et al. (2015) who explained that subjective norms had no significant effect on entrepreneurial intentions. According to Kaijun et al. (2015) states that entrepreneurship education has a direct influence in mediating the relationship between subjective norms on entrepreneurial intentions, entrepreneurship education is important as a mediation between subjective norms and entrepreneurial intentions. This becomes a research gap that opens opportunities for further researchers. Research by Andika et al. (2012) stated that subjective norms have a positive and significant effect on entrepreneurial intentions in students of the Faculty of Economics, University of Syiah Kuala

Curriculum Design

Kasih (2013) states that the curriculum is an important aspect in an educational process. Without a curriculum it is impossible for the educational goals to be achieved effectively. However, the problem is not simply the presence or absence of a curriculum in the educational process, but the curriculum must be designed properly and in accordance with the objectives to be achieved as a result of the educational process. According to Handaling (2012) a good curriculum must fulfill four curriculum dimensions, namely (1) curriculum as an idea or conception (2) curriculum as a written plan, (3) curriculum as an activity or process, and (4) curriculum as a learning outcome. The success of entrepreneurship education or learning in tertiary institutions also greatly depends on the curriculum used. If the entrepreneurship curriculum prepared is appropriate and in accordance with the goals of entrepreneurship education to be achieved, it can be said that entrepreneurship education is successful.

In designing the entrepreneurship curriculum, what entrepreneurial values must be given to students must be considered. In this case it is very clear that there are values and behaviors that are contained in the spirit of entrepreneurship. In some literature and articles on entrepreneurship, many values are stated in the spirit of entrepreneurship (Arief, 2006; Zimmerer & Scharborough, 2008).

Hypothesis

Based on the explanation from the background, so the hypothesis in this study are:

- H1: Entrepreneurship education has a significant effect on entrepreneurial intentions
- H2: Subjective norms has a significant effect on entrepreneurial intentions
- H3: Curriculum design has a significant effect on entrepreneurial intentions
- H4: Entrepreneurship education, subjective norms, and curriculum design simultaneously have a significant effect on entrepreneurial intentions

RESEARCH METHODS

Population and Sample

According to (Hermawan & Yusran, 2017), the population is an entire group of events, people, and objects that are the center of attention for research. The population of this study were all students in the Region of State and Private Universities in East Java 2019, but the number of the

population is not known with certainty, so this study uses the unknown population formula. To find out the sample in this study, the unknown population formula is used (Zahrowati & Suprawati, 2018). This formula is used for samples with an unknown population with an unknown sample error rate of the population with an error rate of 5% and a confidence level of 95%. The number of samples in this study was 96 respondents. Thus, the number of samples used by the study in this study were 96 respondents. The sampling technique used in this study is non-probability sampling using purposive sampling method. According to (Hermawan & Yusran, 2017) purposive sampling is a sampling technique that is based on certain criteria

The Conceptual Framework of Research

Based on literature review and empirical research, the conceptual in this study in accordance with the research objectives can be seen in Figure 1.

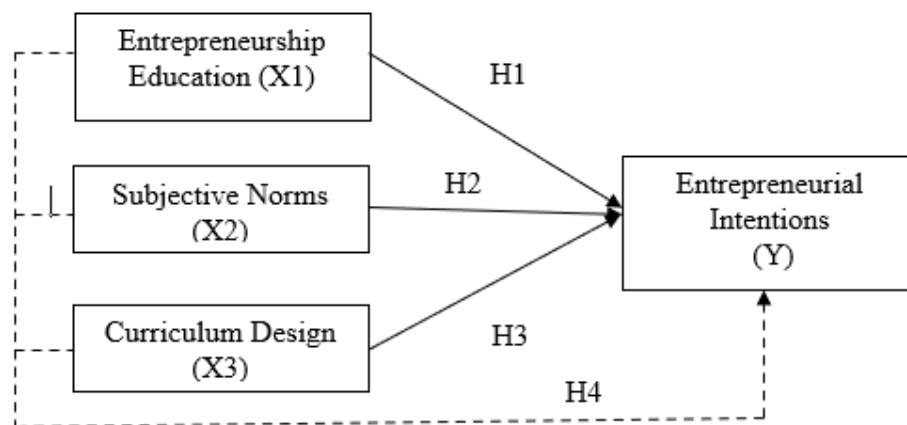


Figure 1. Conceptual Framework of Research

Validity Testing and Instrument Reliability

Validity is used to measure whether an item of question is valid or not. The scale of the question items is called valid, if you do what should be done and measure what should be measured, if the measurement scale is not valid then it is not useful for researchers, because it does not measure what should be done (Sunyoto, 2012: 55).

According to Arikunto (2010: 211), validity is a measure that shows the level of validity or validity of an instrument. An instrument that is valid or valid has high validity. An instrument is said to be valid if it is able to measure what is desired. An instrument is said to be valid if it can reveal the variables under study accurately. Based on (Nurhayati, 2017), the validity test is the degree that shows where a test measures what it wants to measure. In determining the feasibility or infeasibility of an item to be used, the significance test of the correlation coefficient is said to be valid. According to (Sujarweni, 2015) reliability is a test used to measure a questionnaire which is an indicator of a variable. A questionnaire is said to be reliable if a person's answer to

the statement is consistent or stable over time. A variable is said to be stable if it has Cronbach alpha > 0.6. The results of validity and reliability testing can be seen in Table 1.

Table 1. Result of Validity and Reliability Testing

Variables	Indicator	Validity Testing			Reliability Testing		
		Pearson Correlation	Sig	Remarks	Cronbach Alpha If Deleted	Cronbach Alpha	Remarks
Entrepreneurship Education (X1)	X1.1	0.584	0.000	valid	0.595	0.641	Reliable
	X1.2	0.608	0.000	valid	0.590		Reliable
	X1.3	0.645	0.000	valid	0.574		Reliable
	X1.3	0.599	0.000	valid	0.598		Reliable
	X1.4	0.595	0.000	valid	0.597		Reliable
	X1.5	0.658	0.000	valid	0.631		Reliable
Subjective Norms (X2)	X2.1	0.740	0.000	valid	0.544	0.615	Reliable
	X2.2	0.734	0.000	valid	0.513		Reliable
	X2.3	0.782	0.000	valid	0.486		reliable
Curriculum Design (X3)	X3.1	0.801	0.000	valid	0.614	0.729	reliable
	X3.2	0.687	0.000	valid	0.719		reliable
	X3.3	0.745	0.000	valid	0.656		reliable
	X3.4	0.745	0.000	valid	0.660		reliable
Entrepreneurial Intentions (Y)	Y1	0.779	0.000	valid	0.582	0.669	reliable
	Y2	0.769	0.000	valid	0.551		reliable
	Y3	0.752	0.000	valid	0.587		reliable

Source: Output of SPSS Program

RESULT AND DISCUSSION

Test Results of Multiple Linear Regression

Table 2. Coefficients

Model		Unstandardized Coefficients B
1	(Constant)	2.462
	Entrepreneurship Education	0.136
	Subjective Norms	0.213
	Curriculum Design	0.241

Sumber: Output of SPSS Program

Table 2 shows the calculation results of multiple linear analysis in order to obtain the following regression equation:

$$Y = 2.462 + 0.136 X_1 + 0.213 X_2 + 0.241X_3$$

Simultaneous Test Results (Test F)

Table 3. Simultaneous Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	86.449	3	28.816	21.055	.000b
	Residual	128.653	94	1.369		
	Total	215.102	97			

Source: Data processed 2020

The F test or simultaneous is a test used to test the significance of the effect of the independent variables together on the dependent variable. The results of Table 3 show the results of the F test with a significance value of ≤ 0.05 , namely 0.000, so it can be assumed that the variables of entrepreneurship education (X1), Subjective norms (X2), and curriculum design (X3) simultaneously affect entrepreneurial intentions (Y)

Partial Test Results (t test)

Table 4. Partial Test

Variabel	Sig	Remarks
Entrepreneurship Education (X1)	0.030	significant
Subjective Norms (X2)	0.022	significant
Curriculum Design (X3)	0.001	significant

Source: Data processed 2020

Table 4 shows the results of the t test that the significance value of entrepreneurship education (X1), subjective norms (X2) and curriculum design (X3) \leq so it can be assumed that all independent variables in the study have a partially significant effect on entrepreneurial intentions (Y)

Determination Coefficient Test (R^2)

Table 5. Model Summary

Model	R	R^2
1	0.634	0.402

Source: Data processed 2020

It can be seen that Table 5 shows the relationship between the variable entrepreneurship education (X1), subjective norms (X2) and curriculum design (X3) on entrepreneurial intentions (Y).

CONCLUSION

Based on the results of the research discussion and also the findings in the study, it can be concluded, among others: (1) Entrepreneurship education has a significant effect on entrepreneurial intentions, (2) Subjective norms have a significant effect on entrepreneurial intentions, (3) Curriculum design has a significant effect on entrepreneurial intentions. Meanwhile (4) Entrepreneurship education, subject norms, and curriculum design simultaneously have a significant affect entrepreneurial intention.

Suggestions for research, furthermore it is expected to be able to add to the literature review regarding the role of entrepreneurship education, subjective norms, curriculum design and educators on entrepreneurial intentions.

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