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BUILDING ENTREPRENURIAL INTENTION AMONG BUSINESS STUDENTS AT GREATER JAKARTA

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ABSTRACT:

Purpose – The purpose of this paper is to explore the influence of entrepreneurship pedagogy roles towards change in attitude, change in perceived behavioral control, and change in the subjective norm in shaping entrepreneurial intention for the young generation to become entrepreneurs at their final year of study in Universities at Greater Jakarta.

Design/methodology/approach – A survey instrument was distributed to some Greater Jakarta Universities students (Prasetya Mulia, Trisakti, Atma Jaya, Tarumanagara, and Pelita Harapan) and responses were collected in digital form. The analysis was performed on 204 responses using Structural Equation Modelling technique.

Findings – The analysis revealed that the roles of entrepreneurship pedagogy towards change in attitude, change in perceived behavioral control, and change in subjective norm influence the intention of the final-year students to become an entrepreneur in Greater Jakarta.

Keywords: *Entrepreneurship Pedagogy, Entrepreneurial Attitudes, Perceived Behavioral Control, Subjective Norm, Entrepreneurial Intention.*

Introduction

Some argues that entrepreneurship is not only about creating a business plan and starting a new business but it is also about how to be creative, innovative, and growth which becomes a way of thinking and actions relevant to all parts of the economy, society and the whole surrounding ecosystem (Yurtkoru, Kuşcu and Doğanay, 2014). Hence, it becomes the aim of many countries to increase their entrepreneurs. Unfortunately, in Indonesia., According to the Deputy of human resources development, Ministry of Cooperative and small and medium enterprise, the number of entrepreneurs were less compare to United States (11%), Singapore (7%), or even Malaysia with 5% of entrepreneurs (Sondari, 2013).

Unfortunately, the entrepreneurial pedagogy of Indonesia such as in the Greater Jakarta tends to give students an education that focuses on the transfer of knowledge with low quality and relevance of education (Hadi, Wekke, and Cahaya, 2015) and in a passive way or dependent on books and lectures rather than an active way (Varamäki, Joensuu, Tornikoski, and Viljamaa, 2015). Whereas, entrepreneurial intention needs a perfect consideration in order to support the entrepreneurial intentions which come from the student's ideas, meet the

intangible challenges such as entrepreneurial skills and capabilities, willingness, the subjective norms such as family members, colleagues and others involvement to take decisions (Yousaf, Shamim, Siddiqui, and Raina, 2014; Papulová and Papula, 2015).

The aim of adopting entrepreneurship education in post-secondary institutions is to equip graduates to be self-reliant and to achieve faster economic development in the country (Akpan, Effiong, and Ele, 2012; Muhammad, Aliyu, and Ahmad, 2015; Okeko, Edith, Edikpa, 2015). Further, they argue that as the result, some students are doing the course just to have their certificates. Entrepreneurial intention among students is another factor that would influence them to apply the skills after graduation (Nitu-Antonie and Feder, 2017; Sharaf et al., 2018). Despite the career guidance through entrepreneurial courses and seminars for undergraduates, some of them are taking a long time after graduation before having a job. This reflects either the students are not having the interest of being self-employed or they are having other constraints to become entrepreneurs. Previous work by Beck and Ajzen (1991) and Ajzen, (2001) consider control behavior as factors that facilitate or obstruct the performance of an individual's behavior which is closer to self-efficacy (Bandura, 1982). Hence, entrepreneurial intention is considered as an important predictor of perceived behavioral control (Nitu-Antonie and Feder, 2017; Sharaf, El-Gharbawy, Ragheb, 2018; Santoso and Oetomo, 2016).

Theory of Reasoned Action of Fishbein has been extended to Theory of Planned Behaviour-TBP by Ajzen (Muhammmad et al., 2015; Vaicondam, Subramaniam, 2020) which asserts that human behavior is being influenced by three silent beliefs: behavioral beliefs, normative beliefs, and control beliefs. In predicting behavioral status, perceived behavior control, and behavioral intention can be used directly according to TPB. As a general rule of TPB, people's tendencies to perform certain behavior depend on the favorable attitude and subjective norms toward that particular behaviour (Soomro and Syah, 2015; Syah and Soomro, 2017; Soomro and Syah, 2019; Soomro, Breiteneker, and Syah, 2018). Because the decision-making process of creating a new venture can be regarded as a reasoned behavior or planned behavior, there are strong relationships between intentions toward behavior and actual act (Joensuu-Salo, Varamäki, and Viljamaa, 2015; Varamaki et al., 2015; Joensuu-Salo, Varamäki, and Viljamaa, 2020). With an understanding of university students' entrepreneurial intentions, it is predictable whether they will take real action to start a new business. In addition, promoting entrepreneurial intentions of university students can effectively increase the possibility that the students will engage in entrepreneurship.

Aloulou (2016) and Gerry, Marques, and Nogueira (2008) conducted an entrepreneurial intention study previously with senior year of business students in only one university as the respondents. On the other hand, Muhammad et al. (2015) conducted the study with final year students but from various majors in one university as the respondents. However, this study conducts the study among senior year students of business schools in the capital city of Indonesia, Greater Jakarta. The capital city has become the attraction of many people from other states to come and mingle with other races, tribes, and religions which is believed to support the entrepreneurial intention.

Hence, this study aims to explore the influence of entrepreneurship pedagogy roles towards change in attitude, change in perceived behavioral control, and change in the subjective norm in order to form change in the entrepreneurial intention for the young generation to become entrepreneurs on their final year of University study.

This study is divided into five chapters consists of chapter I describes the general background, statement of the problem, the objective of the study, the significance of the

study, limitation of the study, and the organization of the study; chapter II presents a review of the literature and relevant research associated with the problem addressed in this study; chapter III presents the methodology and procedures used for data collection and analysis; chapter IV, contains an analysis of the data and presentation of the results; and chapter V, offers a summary and discussion of the researcher's findings, implications for practice, and recommendations for future research.

Literature Review

Entrepreneurial Pedagogy

Entrepreneurial pedagogy may be content, systems, exercises, supporting those formations from claiming competencies, knowledge, and encounters that make it could reasonably be expected to scholars with the launch and take the student's interest (Moberg, 2014; Karlsson and Moberg, 2013; Günzel-Jensen, Moberg, Mauer, and Neergaard, 2017; Liguori, Corbin, Lackeus, and Solomon, 2019; Hägg and Gabrielsson, 2019). Entrepreneurial pedagogy is characterized concerning illustration a skill, knowledge, attitudes that influence the eagerness and capacity that should perform to those entrepreneurial particular occupations of new esteem formation (Hägg and Gabrielsson, 2019; Durán-Sánchez, Del Río-Rama, Álvarez-García, and García-Vélez, 2019; Bandera, Collins, and Passerini, 2018). In addition, Hansemark (1998) states that entrepreneurial pedagogy may be denoted as the best conversion from claiming to learn and also abilities which is also supported by various authors (Anwar and Saleem, 2019; Acheampong and Tweneboah- Koduah, 2018; Chaudhary, 2017). Hence, entrepreneurial pedagogy or education becomes very crucial in building once ability and capability in becoming an entrepreneur (Kumar and Kurniawan, 2019; Stiefanie and Kumar, 2020; Aminin and Kumar, 2020).

Change in Entrepreneurial Attitudes

As stated by Gibson, Harris, Mick, and Burkhalter (2011) entrepreneurial attitudes is an intricate mental state directing, including beliefs, feelings, values, also dispositions on demonstration to specific approaches. Further, they acknowledge that attitudes tend to change over the long run circumstances through an intelligent transform with the environment which is proven by the changing of entrepreneurial attitude of university students are much higher compare to community college peers. Their finding is also supported by various studies (Nguyen, Dinh, Luu, and Choo, 2020; [Barber III](#), [Ghouse](#), [Batchelor](#), [Chaher](#), [Harris](#), and [Gibson](#), 2019; Aloulou, 2016). In addition, according to Robinson, Stimpson, Huefner, and Hunt (1991), entrepreneurial attitudes are the changing of thoughts, feelings, and behavioural intentions related to innovation, achievement, self-esteem, and personal control. Since very rare to find the definition incorporating attitude and entrepreneurial mind set, hence many studies (Pepin and St-Jean, 2019; Johnney and Katherin, 2017; Mahendra, Djatmika, and Hermawan, 2017) follow the definition form Robinson et al. (1991).

Change in Perceived Behavioral Control

According to Ajzen and Madden (1986), perceived behavior control (PBC) is the ability of a person to predict their own behavior in the future based on their past experiences. Their study has been the basis for entrepreneurship or entrepreneurial intention by various studies (Rida, Burhanuddin, dan Wahyu, 2017; Sahinidis, Stavroulakis, Kossieri, and Varelas, 2019; Chung and Lee, 2020). In much simpler, Sahinidis et al. (2019) state that PBC is the

perception of a person towards a task whether it is difficult or easy to be done. In similar quotes by Nguyen, Do, Vu, and Dang (2019), PBC is generally the capability of a person to conduct a task where they can predict what obstacle might block them in performing it. A more entrepreneurial meaning of PBC was defined by Al-Shammari and Waleed (2018) as the perceived easiness or difficulty of becoming an entrepreneur. It can be concluded that PBC is how an individual performs or represents his/her particular behavior act to solve the problem or toward the object based on their own experiences of becoming an entrepreneur.

Change in Subjective Norms

Solesvik et al. (2012) stated that subjective norm is an opinion that comes from any important members such as family, close friends, teachers, advisors, etc. whom we can believe to build the formation of the subjective norm. Solesvik (2013) mentioned that subjective norms and perceived social pressure are related to each other to commit the action that needed to be observed. Lakovleva et al. (2011) stated that subjective norm is a response for reference people to accept the decision to become an entrepreneur. Gerba (2012) stated that subjective norms are the experience from the family that supports not only the person who had started businesses but also explains the meaning of entrepreneurial intentions which is become many countries study as a strong and consistent predictor of intentions. Shittu et al. (2011) define subjective norms as the person's opinions about what should or should not to perform of the behavior that might be changed or influenced by the important people for him or her.

Solesvik et al. (2012) Solesvik (2013) Lakovleva et al. (2011) Gerba (2012) Shittu et al. (2011)

Entrepreneurial Intention

According to Koe, Sa'ari, Majid, Ismail (2012), entrepreneurial intention is defined as a process in which people recognize the opportunities through the invention and innovation with the effort to perform the behavior to gain satisfaction from it. Koe, Omar, Sa'ari (2014) stated that entrepreneurial intention is the degree in which a person is attracted to an entrepreneurial event and put an effort to perform a behavior that is influenced by perceived desirability. Papulová and Papula (2015) mentioned that entrepreneurial intention is the ability and willingness of individuals to create new economic opportunities and introduce it to the market with the uncertainty and obstacles by making decisions on location, form, and the use of resources and institutions. Yurtkoru, Kuşcu, and Doğanay (2014) stated that entrepreneurial intention is an activity that involves the discovery, evaluation, and exploitation of opportunities to create new goods and services and introduce it into the market with the efforts that previously had not existed. Izquierdo and Buelens (2011) stated that entrepreneurial intention is an activity of individuals about willingness to create a new product development and introduce it into the market which is influenced by attitudes, age, gender, education, and experience.

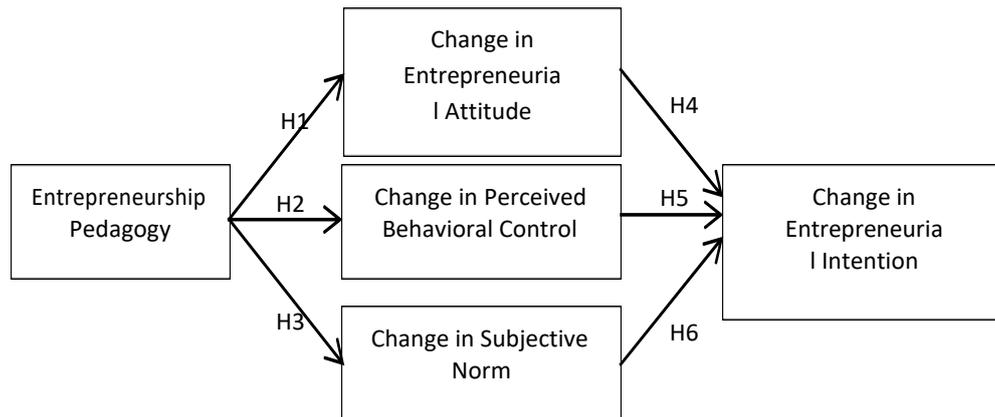


Figure 1. Theoretical Framework Based on the literature provided, this study proposes:

H1 : Entrepreneurship Pedagogy influences change in Entrepreneurial Attitude

H2 : Entrepreneurship Pedagogy influences change in Perceived Behavioral Control

H3 : Entrepreneurship Pedagogy influences change in Subjective Norm

H4 : Change in Entrepreneurial Attitude influences Change in Entrepreneurial Intention

H5 : Change in Perceived Behavioral Control influences Change in Entrepreneurial Intention

H6 : Change in Subjective Norm influences Change in Entrepreneurial Intention

Research Method

The instruments that used for this research is a questionnaire which was distributed among the corresponding potential respondents that could support this research with the reference for each statement measured by using a seven-point likert scale, where a score of 1 stated “strongly disagree”, 4 stated “neither agree or disagree”, and a score of 7 stated “strongly agree”. The questionnaire was adopted from various previous studies, such as five statements relating to entrepreneurship pedagogy adopted from previous studies (Moberg, 2014; Hansemark 1998; Solesvik et al., 2012; Karlsson and Moberg, 2013), five statements relating to entrepreneurial attitude adopted from previous studies (Gibson, et al., 2011; Robinson, et al., 1991; Aloulou, 2016), six statements relating to perceived behavioral control (Ajzen and Madden, 1986; Soomro, 2015; Muhammad et al., 2015; Solesvik, et al., 2012) and three statements relating to subjective norm (Solesvik, 2013; Gerba, 2012), and five statements relating to the intention to become an entrepreneur (Koe, Omar, Sa’ari, 2014; Papulová and Papula, 2015; Yurtkoru, et la., 2014; Solesvik et al., 2012). Purposive Sampling techniques was implemented in order to collect the information about the data of final-year students in Greater Jakarta universities (Prasetya Mulia, Trisakti, Atma Jaya, Tarumanagara, and Pelita Harapan) by sending them the questionnaire through digital media directly to the students that can be collected at that time. The respondents were focused on students who were on the final- year of study and majoring in business. The total respondents of 204 participated of this study with the total of 55.9% respondents were male and the average age was between 19-21 years old from business major.

Results and Discussion

Respondents' Profile

The data is collected using an online questionnaire with a total of 205 respondents. The sample size of this research is acceptable for Structural Equation Modelling. From 205 respondents, 44.1% are females and 55.9% of them are male. For age, most of them are around 18-25 years old. From all of the respondents, 49.5% are 20 years old, 35.3% are 25 years old, 8.3% are 19 years old, and the other is residual. As for the major, all of them are from business administration majors.

Data Analysis

Table 1. Construct Validity and Reliability Result

ITEM STATEMENTS	FACTOR LOADING	RELIABILITY
EP1	.866	0.912
EP2	.858	
EP3	.866	
EP4	.859	
EP5	.853	
PBC4	.819	0.919
PBC5	.786	
PBC6	.754	
PBC1	.681	
PBC2	.627	
PBC3	.617	0.921
SN2	.843	
SN3	.820	
SN1	.784	0.877
EA1	.796	
EA2	.789	0.931
EI1	.898	
EI2	.843	
EI3	.906	
EI4	.885	
EI5	.898	

Source: SPSS output

Before data were analysed, they were test for construct validity and reliability. The results showed all indicators loaded and had high correlation towards its measured variable (Table 1), hence, it can be concluded that the data are valid. As for the reliability, all variables were getting value more than 0.7 as the cut-off value, hence, it can be inferred that the data are reliable. However, there were three indicators (EA3, EA4, and EA5) were deleted since they were loaded not only on the variable measured but also other variables as well. Hence, all data are eligible for hypothesis testing.

Inferential Analysis

This study applied structural equation modelling looking at the complexity of the framework. The first thing to do is to check on the model fit. The results showed CMIN was 2.175, while the GFI and AGFI values indicated 0.817 and 0.761, respectively. The IFI, TLI, and CFI values were higher than 0.90 (0.933; 0.918; and 0.932, respectively). Last but not the least, the RMSEA showed value of 0.076 which is below the cut-off value of 0.080. Hence, it can be concluded that, the model is in good fit since there are 5 criteria being fulfilled out of seven. Thus, the next procedure, which is hypothesis testing, can be

proceeded.

The hypothesis results showed:

H1 : Entrepreneurship Pedagogy influences change in Entrepreneurial Attitude ($\beta = 0.988$; CR = 11.143; $p = 0.0001$).

This result is in line with the previous studies (Moberg et al., 2017; [Liguori et al., 2019](#); [Hägg and Gabrielsson, 2019](#)) that in order to increase students' attitude to become an entrepreneur, education is the most important factor.

H2 : Entrepreneurship Pedagogy influences change in Perceived Behavioral Control ($\beta = 0.938$; CR = 10.545; $p = 0.0001$).

This result is in line with the previous studies (Rida et al., 2017; Sahinidis, et al., 2019; Chung and Lee, 2020) that experiences that students got from having entrepreneurship simulation at universities increase their knowhow about entrepreneurship.

H3 : Entrepreneurship Pedagogy influences change in Subjective Norm ($\beta = 0.229$; CR = 9.688; $p = 0.0001$).

This result is in line with the previous studies (Lakovleva et al., 2011; Gerba, 2012; Shittu et al., 2011; Solesvik, 2013) that students need advice from somebody they know well, in this case friends, family members, teachers, etc., to make them believe that entrepreneurship is another choice of their career path.

H4 : Change in Entrepreneurial Attitude influences Change in Entrepreneurial Intention ($\beta = 0.856$; CR = 11.143; $p = 0.032$).

This result is in line with the previous studies (Nguyen et al., 2019; Gibson et al., 2011; Nguyen, P.M., 2020; Aloulou, 2016) which stated that the attitude of students will change in time based on in which environment they exist. Especially, getting adequate knowledge regarding entrepreneurship will certainly change their mind to have the intention to become one.

H5 : Change in Perceived Behavioral Control influences Change in Entrepreneurial Intention ($\beta = 0.399$; CR = 2.565; $p = 0.01$).

This result is in line with the previous studies (Rida et al., 2017; Sahinidis et al., 2019; Chung and Lee, 2020; Al-Shammari and Waleed, 2018) which stated that the changing behavior due to entrepreneurial pedagogy while on campus. This in return will increase their ability in perceiving easiness or difficulty in becoming an entrepreneur, hence, increases the intention to become an entrepreneur.

H6 : Change in Subjective Norm influences Change in Entrepreneurial Intention ($\beta = 0.244$; CR = 2.521; $p = 0.012$).

This result is in line with the previous studies (Solesvik et al., 2012; Solesvik, 2013; Lakovleva et al., 2011; Gerba, 2012; Shittu et al., 2011) which stated that though in becoming an entrepreneur not merely the choice of everybody, however, the influence of some closed person, especially teacher, will increase the courage to become an entrepreneur.

Conclusion and Implications

Overall, entrepreneurial pedagogy has proven to be the driver of changes among university students, especially the changes in entrepreneurial attitude, perceived behavioral control, and subjective norm. At the end, this study has also proven that entrepreneurial attitude, perceived behavioral control, and subjective norm are still the major drivers in

increasing the intention of becoming an entrepreneur among university students in Indonesia. Hence, this study contributes the body of knowledge regarding the factors influencing entrepreneurial intention based on entrepreneurial pedagogy, entrepreneurial attitude, perceived behavioral control, and subjective norm to the university students of business faculty, especially in Indonesia.

This study can be used by universities in changing the way in teaching entrepreneurship, especially those who teach entrepreneurship based on theory only. Here, the study has proven that the right pedagogy will increase the attitude which in return will increase the intention in becoming an entrepreneur. Hence, providing the theory of entrepreneurship without giving some life experiences to the students, it will only be considered as another subject by the students. The experiences can be done in many ways, one of them is creating an entrepreneurship project where the students will really create the project, in this case create a business, and try to run it. It doesn't need to be a very sophisticated project, as long as the creation process is there for the project, it will help students to understand what entrepreneurship is all about. Students are also needed to be encourage to follow certain business plan competition to find out whether they have a genuine idea that might work for their future business. Students are also needed to be introduced what is called as the angel investor to whom they need to pay interest but company stock instead. They are also needed to be taught how to present their ideas in front of the angel investors, bankers, etc. convincingly. Most universities fail in performing entrepreneurial students because they do not prepare the right environment for them. Hence, it is strongly recommended that universities try to build the entrepreneurship environment to support their students, such as angel investors, bankers, entrepreneurs, etc.

There are some limitations that this study would address. First, even though the sample size was big enough, however, the respondents were gathered only in Jakarta and limited Universities, where Jakarta is the home of at least 280 universities. Hence, a better representation is required for further study. Second, the students who filled up the questionnaire were not an entrepreneur yet and there is a possibility that they wouldn't become one. Hence, a longitudinal study would be an appropriate method of data collection to ensure their becoming in the future. Third, there is also a possible drawback in using the web survey method in regards to the quality which is not able to be controlled. However, to overcome the bias, this study has asked specifically whether they are from the business schools and have the intention to become an entrepreneur after graduating. Fourth, in becoming an entrepreneur, there are other factors to be considered such as attitude towards finance, cultural values, attitude towards self-enhancement, social stability, lack-of employment opportunity especially for minority and immigrants which need more attention for future studies.

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