Annual International Conference on Islamic Economics (AICIE)
P-ISSN 2964-8149, E-ISSN 2964-6116
Volume 2, January - December 2023
https://prosiding.iainponorogo.ac.id/index.php/aicie

The Influence of Entrepreneurship Education on Entrepreneurial Intentions; Fostering Students Creativity Skills at University

Muspita Parlina[1*], Didip Diandra[2], Agung Priyono[3], Hario Sulistianto[4], Paidi[5]
[1] Universitas Tanri Abeng Jakarta, Indonesia, muspita@student.tau.ac.id
[2] Universitas Tanri Abeng Jakarta, Indonesia, didip.diandra@tau.ac.id
[3] Universitas Tanri Abeng Jakarta, Indonesia, agung.priyono@tau.ac.id
[4] Universitas Tanri Abeng Jakarta, Indonesia, hario.s@tau.ac.id
[5] Universitas Tanri Abeng Jakarta, Indonesia, paidi@tau.ac.id

Article Info

Article history:
Received June 7, 2023
Revised July 1, 2023
Accepted August 27, 2023
Available online September 15, 2023

*Corresponding author email: muspita@student.tau.ac.id
Phone Number: 085269851236

Keywords:
Creativity Skills, Entrepreneurship Education, Entrepreneurial Intentions, Students.

Abstract

Unemployment and poverty have declined the nation's economic growth. Self-employment opportunities must be created, and students at university play a significant role in addressing these problems through entrepreneurship knowledge learned during college study and practice before and after graduation. This study uses a quantitative approach and survey methods with a sample number of 100 final students in the School of Management & Leadership Tanri Abeng University Jakarta. The analysis used in this research is SMART PLS 3.0, and some in-depth interviews are also done by researchers. The results show that entrepreneurship education directly positively affects the entrepreneurial intentions of Tanri Abeng University students and creativity skills are required to ensure business survival and endurance. The research of the influence of entrepreneurship education in Tanri Abeng University has never been studied before. However, the tagline of university is career ready professional can be achieved by entrepreneurship-way of thinking and action. The implication of the research is to increase student's entrepreneurial intentions before and after graduation and ultimately help to boost the country's economic growth.

Page: 96-104

INTRODUCTION

Indonesia is one of the largest countries in Southeast Asia. Thousands of islands connect Indonesia with abundant natural resources. However, poverty remains the biggest problem in economic development. Based on the Central Bureau of Statistics of Indonesia (2022), the number of poverties in Indonesia in September 2022 increased higher than in March 2022 by about 0,20 percent, with a total of 26,36 million people. Poverty has

contributed less to economic performance because they cannot fulfill their basic needs in many sectors, such as consumption, education, health issues, and social life.

Unemployment and jobless has become a crucial issue in Indonesia. A skillful labor force includes people who are either employed or unemployed or are leaving the job and searching for another job but cannot find a new one, which contributes to high unemployment rate. Indonesia unemployment rate was dropped to 5,45 percent in the first quarter of 2023 and decline by 0,38 percent compared to 5,83 percent in the same period in 2022 (Central bureau of statistics of Indonesia, 2023). Increase in the number of unemployment is incomparable with the number of employment opportunities in job market, the same effect happened to graduates' students of higher education in Indonesia who are willing to work but unable to find the jobs and waiting for the new jobs. Indonesia's open unemployment rate fell to 5,86 percent in August 2022 from 6,59 percent in the same period last year. However, economic recovery and government policy in market industry play an important role in declining the rates.

University graduates are those people who are studying and pursuing academic degrees and higher institutions are responsible for providing learning facilities. Students of higher education require skills and motivation to learn, especially to learn something new. Entrepreneurship education is plays an important role in creating student intentions toward entrepreneurial activities and action (Ripollés & Blesa, 2023) in some cases effect their learning activities and mindset (De Carolis & Litzky, 2019). De Carolis & Litzky (2019) highlighted the traditional view of Entrepreneurship Education and describe a disruptive approach to entrepreneurship as building mindset and creativity. Even though creativity comes from the inner circle of individuals skills, the role of entrepreneurship education for higher degree students remains questioned.

Entrepreneurship education (EE) is the study of entrepreneurship from its very beginning such as generating ideas, creating business models, and developing business plans, segmenting the customers, and distributing the products. The goal of entrepreneurship education is to transform the society (Ratten & Usmanij, 2021) and leverage the ability of individuals and preparing for a new generation of entrepreneurs (Modenov et al., 2018). Modenov (2018) suggests that future entrepreneurs are likely able to adopt modern enterprises systems such as speed of innovation and high-performance of organizations. Today, the learning process has unlimited time and distance. Small business must be able to encounter digitalization and adapt with digitalized world (Olsson & Bernhard, 2021), at the same time entrepreneurship education for higher education students must be connected to digital platforms (Linzalone et al., 2020; Secundo et al., 2020; Prendes-Espinosa et al., 2021). The concept of e-business has change the entrepreneurial environment (Tikhomirova, 2020) and entrepreneurship ecosystems toward digital (Sinha & Ola, 2021). Entrepreneurship education nowadays pace new wave of model in two area of competences (entrepreneurial and digital) (Prendes-Espinosa et al., 2021).

The numerous studies on entrepreneurship education in relation to entrepreneurial intentions (EI) in the literature address a broad range of issues (Maharana & Chaudhury,

2022) such as gender and behavior but little attention to before and after graduation of higher education in terms of entrepreneurship education knowledge and practice. The antecedents of entrepreneurship education knowledge have been investigated by (Tseng et al., 2022) the theory of planned behavior (TPB) has been developed to address the cyber entrepreneurship education in traditional entrepreneurship context. Furthermore, the antecedents of entrepreneurial intentions among business students has been studied by (Agolla et al., 2019) and reveals the Ajzen's Theory of planned behavior partially applied in determining students' entrepreneurial intentions in the developing country. Thus, the relationship between entrepreneurship education and entrepreneurial intentions affects the performance of students in the modern digital age.

The study done by (Vuorio et al., 2018) recently proposed the drivers of entrepreneurial intentions by adapting intentions models and examines the formation of sustainability-oriented entrepreneurial intentions. The results show that entrepreneurial intentions are driven by attitude towards sustainability and perceive entrepreneurship desirability. Moreover, entrepreneurial intentions anticipate the personality traits or orientations towards entrepreneurial journey (Naveed et al., 2021). Concerning the development of entrepreneurial intentions literature, the extent study of university graduates' intentions to entrepreneurship education is becoming an important issue to examine. In the light of the above, this research was designed to analyses the influence of entrepreneurship education on students' entrepreneurial intentions by integrating the TPB and examine the role of creativity in entrepreneurship process. TPB is widely popular as the concept of study on human behavior (Ajzen, 1991; Agolla et al., 2019; Yeh et al., 2021) and shaped by behavioral control, attitudes, and subjective norms. However, entrepreneurship activities and process of creating new business refers the entrepreneurship-related behavior (Wang et al., 2020). The greater the entrepreneurial intentions the greater their entrepreneurial efforts to mobilize their resources (Otchengco Jr. & Akiate, 2021). Additionally, individuals have higher risk in such entrepreneurship action.

Entrepreneurship education is crucial in developing students creativity skills, at the same time cultivating their entrepreneurial intentions (Chen et al., 2018). Besides soft skills, hard skills must be facilitated by university. Learning in the class will support every individual in understanding the subject. Learning entrepreneurship subject will automatically increase the students entrepreneurial intentions (Agolla et al., 2019). Entrepreneurial intentions depend on entrepreneurship ecosystems (Festa et al., 2022) undertaken by entrepreneurs. The university environment disseminates the knowledge of students and contaminates them to practice their entrepreneurship education (Secundo et al., 2020). Based on the above explanation, thus, the following hypothesis were developed:

H1. Entrepreneurship education positively influences entrepreneurial intentions.

H2. Entrepreneurship education positively influences the student's creativity skills.

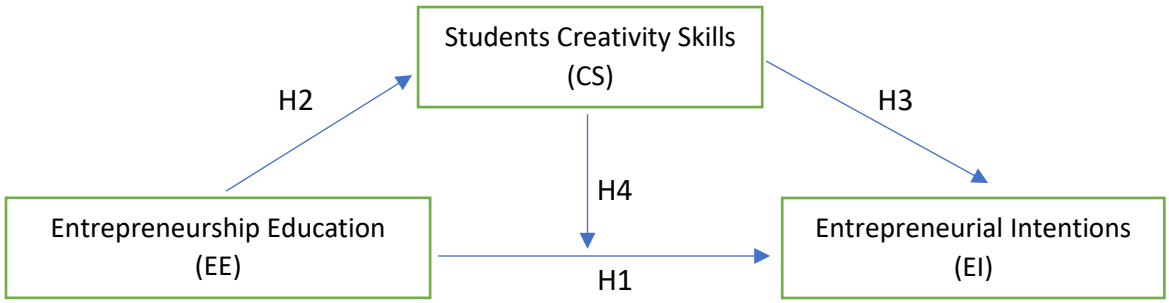
H3. The student's creativity skills positively influence entrepreneurial intentions.

H4. Entrepreneurship education positively influences entrepreneurial intentions moderated by students' creativity skills.

METHOD

This study uses quantitative approach and survey methods with a sample number of 100 final students in the School of Management & Leadership Tanri Abeng University Jakarta. The analysis used in this research is SMART PLS 3.0 and some in-dept interviews are also done by researchers. This study was designed to advance knowledge about entrepreneurship education and entrepreneurial intentions. However, creativity skills are regarded as moderating the effect of both relationships. This study collects information from previous research on the same topics.

This study uses purposive sampling method, and an online survey was used to collect the data. Data gathered by distributing a questionnaire link to the targeted respondents from the university students. The data were collected from students of faculty of management and leadership Tanri Abeng University period 2019-2020 with a total of 100 responses collected. The research instruments were described below:



RESULT AND DISCUSSION

The measurement model shows the mechanism of manifest variables or observed variables that represent latent variables to be applied as measurements. Measuring convergent validity is carried out by using the outer loading parameter (Table 1). Ghozali & Latan (2015) define a reflective individual measure that can be said to contain a correlation if the value exceeds 0.5 for the construction to be measured.

Table 1. Outer Loadings

Variable		Outer Loadings	Remarks
Entrepreneurship Education (EE)	EE1	0,764	Valid
	EE2	0,889	Valid
	EE3	0,857	Valid
	EE4	0,755	Valid
Students Creativity Skills (CS)	CS1	0,779	Valid
	CS2	0,821	Valid
	CS3	0,821	Valid

	CS4	0,784	Valid
Entrepreneurial Intentions (EI)	EI1	0,822	Valid
	EI2	0,812	Valid
	EI3	0,757	Valid
	EI4	0,714	Valid
	EI5	0,654	Valid
	EI6	0,773	Valid

Source: Output SmartPLS, 2023

SEM-PLS uses the SmartPLS application to measure the reliability of a construct by looking at the value of Cronbach's Aplha and Composite Reliability which shows a value of more than 0.7. Table 2 shows the proposed variables are valid and reliable and can be continued to test the next structural model.

Table 2. Constructing Reliability and Validity

Variable	Cronbach's Alpha	Composite Reliability	Remarks
Entrepreneurship Education (EE)	0,833	0,890	Valid
Students Creativity Skills (CS)	0,814	0,878	Valid
Entrepreneurial Intentions (EI)	0,851	0,889	Valid

Source: Output SmartPLS, 2023

Based on the data processing that has been done, the value of R Square (Table 3) is obtained which can be used as a percentage of the variance of the structural model evaluated in endogenous latent constructs.

Table 3. R Square

Variable	R Square
Entrepreneurship Education (EE)	0,530
Students Creativity Skills (CS)	0,349

Source: Output SmartPLS, 2023

The results of the study in Table 3, the influence of Entrepreneurship Education on Entrepreneurial Intentions is 0.530 or 53% and the remaining 47% is outside the research variables. Then the influence of Students Creativity Skills on Entrepreneurial Intentions is 0.349 or 34.9% and the remaining 65.1% is outside the research variables.

Based on data processing, the results are to answer the hypothesis using bootstrapping analysis technique. In this study there is a direct and indirect effect because there are independent variables, dependent variables, and moderating variables. The path coefficient analysis (Table 4) and total indirect effects (Table 5) imply that all items are significant to constructs that produce T Statistic values >1.96 and if the P Values for each

variabel <0.05 then the hypothesis is accepted. The positive influence can be seen through the Original Sample (O).

Table 4. Path Coefficients

	Hypotesis	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
H1	Entrepreneurship Education_(EE) -> Entrepreneurial Intentions_(EI)	0,378	0,079	4,781	0,000
H2	Entrepreneurship Education_(EE) -> Students Creativity Skills_(CS)	0,591	0,058	10,249	0,000
H3	Students Creativity Skills (CS) -> Entrepreneurial Intentions_(EI)	0,438	0,078	5,619	0,000

Source: Output SmartPLS, 2023

Based on hypothesis test direct influence is obtained through H1 is accepted indicated entrepreneurship education positively influence (0,378) and significantly influence entrepreneurial intentions with T value statistics of 4,781 >1,96 and P Values 0,000 <0,05. H2 accepted because Entrepreneurship education positively (0,591) and significantly influences student creativity skills with T Statistics 10,249 >1,96 and P Values 0,000 <0,05. H3 accepted with Students Creativity Skills positively (0,438) and significantly influenced Entrepreneurial Intentions with T Statistics 5,619 >1,96 and P Values 0,000 <0,05.

Tabel 5. Total Indirect Effects

	Hypotesis	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
H4	Entrepreneurship Education_(EE) -> Students Creativity Skills_(CS) -> Entrepreneurial Intentions_(EI)	0,259	0,056	4,619	0,000

Source: Output SmartPLS, 2023

However, hypothesis test on indirect influence shows that H4 is accepted for Entrepreneurship Education positively influence (0,259) and significantly influence the Entrepreneurial Intentions moderated by Students Creativity Skills with T Value Statistics 4,619 >1,96 and P Values 0,000 <0,05.

Through this research, it is seen that entrepreneurship education plays an important role in influencing the student's entrepreneurial intentions and fostering student's creativity skills. From the above construction, creativity skills as the moderator of both influences.

Consequently, the student's intention to create a new business will bring them to the top of success before and after graduation.

CONCLUSION

Entrepreneurial education helps the educators to boost their basic principle of students' success in education. Entrepreneurship education may increase the willingness of students to create new businesses and develop it by their own knowledge, skills, and experiences. Students, after learning entrepreneurship education maybe intend to run their own business with creativity skills. The university tagline of career ready professionals can be achieved by entrepreneurship-way of thinking and action. The implication of the research is to increase student's entrepreneurial intentions before and after graduation and ultimately help to boost the country's economic growth.

This paper demonstrates the influence of entrepreneurship education on student's entrepreneurial intentions and have a significant influence over it. The findings of the research demonstrate a significant impact on all variables. To create new business, students required to have creativity skills and support from the entrepreneurship education.

This study was affected by several limitations. First, this study used a student sample and the population gathered from school of management and leadership, another faculty member from the school of engineering and technology is not included in population. Second, this study is limited to entrepreneurship education and denies its orientation such as innovativeness, risk-taking, and competitiveness. Future studies should include leadership and business operation from its basic concept and beginning.

REFERENCES

Agolla, J. E., Monametsi, G. L., & Phera, P. (2019). Antecedents of entrepreneurial intentions amongst business students in a tertiary institution. *Asia Pacific Journal of Innovation and Entrepreneurship*, *13*(2), 138–152. https://doi.org/10.1108/apjie-06-2018-0037

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*. https://doi.org/10.1016/0749-5978(91)90020-T

Chen, M. H., Chang, Y. Y., & Lin, Y. C. (2018). Exploring creative entrepreneurs' happiness: cognitive style, guanxi and creativity. *International Entrepreneurship and Management Journal*, *14*(4), 1089–1110. https://doi.org/10.1007/s11365-017-0490-3

De Carolis, D. M., & Litzky, B. E. (2019). Unleashing the potential of university entrepreneurship education: A mandate for a broader perspective. *New England Journal of Entrepreneurship*, *22*(1), 58–66. https://doi.org/10.1108/NEJE-04-2019-0022

Festa, G., Elbahri, S., Cuomo, M. T., Ossorio, M., & Rossi, M. (2022). FinTech ecosystem as influencer of young entrepreneurial intentions: empirical findings from Tunisia. *Journal of Intellectual Capital*, *24*(1), 205–226. https://doi.org/10.1108/JIC-08-2021-0220

Linzalone, R., Schiuma, G., & Ammirato, S. (2020). Connecting universities with entrepreneurship through digital learning platform: functional requirements and education-based knowledge exchange activities. *International Journal of Entrepreneurial*

Behaviour and Research, *26*(7), 1525–1545. https://doi.org/10.1108/IJEBR-07-2019-0434

Maharana, N., & Chaudhury, S. K. (2022). Entrepreneurship education and entrepreneurial intent: a comparative study of the private and government university students. *IIM Ranchi Journal of Management Studies*, *1*(2), 191–208. https://doi.org/10.1108/irjms-09-2021-0118

Modenov, A. K., Vlasov, M. P., & Markushevskaya, L. P. (2018). p. *Journal of Entrepreneurship Education*, *21*(Special Issue 2). https://api.elsevier.com/content/abstract/scopus_id/85060884010

Naveed, M., Zia, M. Q., Younis, S., & Shah, Z. A. (2021). Relationship of individual social entrepreneurial orientations and intentions: role of social entrepreneurship education. *Asia Pacific Journal of Innovation and Entrepreneurship*, *15*(1), 39–50. https://doi.org/10.1108/apjie-07-2020-0118

Olsson, A. K., & Bernhard, I. (2021). Keeping up the pace of digitalization in small businesses–Women entrepreneurs' knowledge and use of social media. *International Journal of Entrepreneurial Behaviour and Research*, *27*(2), 378–396. https://doi.org/10.1108/IJEBR-10-2019-0615

Otchengco Jr., A. M., & Akiate, Y. W. D. (2021). Entrepreneurial intentions on perceived behavioral control and personal attitude: moderated by structural support. *Asia Pacific Journal of Innovation and Entrepreneurship*, *15*(1), 14–25. https://doi.org/10.1108/apjie-08-2020-0124

Prendes-Espinosa, P., Solano-Fernández, I. M., & García-Tudela, P. A. (2021). Emdigital to promote digital entrepreneurship: The relation with open innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, *7*(1), 1–14. https://doi.org/10.3390/joitmc7010063

Ratten, V., & Usmanij, P. (2021). Entrepreneurship education: Time for a change in research direction? *International Journal of Management Education*, *19*(1). https://doi.org/10.1016/j.ijme.2020.100367

Ripollés, M., & Blesa, A. (2023). Moderators of the effect of entrepreneurship education on entrepreneurial action. *International Journal of Entrepreneurial Behaviour and Research*. https://doi.org/10.1108/IJEBR-06-2022-0518

Secundo, G., Rippa, P., & Meoli, M. (2020). Digital transformation in entrepreneurship education centres: preliminary evidence from the Italian Contamination Labs network. *International Journal of Entrepreneurial Behaviour and Research*, *26*(7), 1589–1605. https://doi.org/10.1108/IJEBR-11-2019-0618

Sinha, R., & Ola, A. (2021). Enhancing business community disaster resilience. A structured literature review of the role of dynamic capabilities. *Continuity & Resilience Review*, *3*(2), 132–148. https://doi.org/10.1108/crr-03-2021-0009

Tikhomirova, O. (2020). E-Governance and social inclusion of entrepreneurship and businesses: Toward the social inclusive digital society. *International Journal of E-Entrepreneurship and Innovation*, *10*(2), 1–25.

https://doi.org/10.4018/IJEEI.2020070101

Tseng, T. H., Wang, Y. M., Lin, H. H., Lin, S. jeng, Wang, Y. S., & Tsai, T. H. (2022). Relationships between locus of control, theory of planned behavior, and cyber entrepreneurial intention: The moderating role of cyber entrepreneurship education. *International Journal of Management Education*, *20*(3), 100682. https://doi.org/10.1016/j.ijme.2022.100682

Vuorio, A. M., Puumalainen, K., & Fellnhofer, K. (2018). Drivers of entrepreneurial intentions in sustainable entrepreneurship. *International Journal of Entrepreneurial Behaviour and Research*, *24*(2), 359–381. https://doi.org/10.1108/IJEBR-03-2016-0097

Wang, Y. S., Tseng, T. H., Wang, Y. M., & Chu, C. W. (2020). Development and validation of an internet entrepreneurial self-efficacy scale. *Internet Research*, *30*(2), 653–675. https://doi.org/10.1108/INTR-07-2018-0294

Yeh, S. S., Guan, X., Chiang, T. Y., Ho, J. L., & Huan, T. C. T. (2021). Reinterpreting the theory of planned behavior and its application to green hotel consumption intention. *International Journal of Hospitality Management*, *94*(March 2020), 102827. https://doi.org/10.1016/j.ijhm.2020.102827