

Building up The Entrepreneurial Orientation Education Based on The Human Potential Among The University Student

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Submission date: 11-Nov-2022 08:25PM (UTC+0700)

Submission ID: 1951111425

File name: Xian_Shiyou_Journal_Vol_17_Issue_12.pdf (273.04K)

Word count: 5004

Character count: 29916

Building up The Entrepreneurial Orientation Education Based on The Human Potential Among The University Students

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Abstract

This study aims to formulate the strength of entrepreneurial intention as a positive character strength for students to build entrepreneurial orientation as a prerequisite to becoming a successful entrepreneur. The method used was associative descriptive because it tries to draw up the association between entrepreneurship intention and entrepreneur orientation. For this reason, it is assessed that 200 students have managed to maintain their study for more than the last two years by utilizing human potential, which is, at the same time, unquestionable from this research. The findings show that entrepreneurship intention with its two main dimensions, the spirit of change and self-efficacy can build entrepreneurial orientation. It is the academic climate to be a strategic factor in efforts in the developing entrepreneurial intention and entrepreneurial orientation in students, the academic climate needs to be maintained with better quality.

Keywords: academic climate, entrepreneurship education, entrepreneurial intention, entrepreneurial orientation, human potential, Indonesia student's

JEL Classification Code: L20, L21, L25, L26

1. Introduction

Research on the topic of entrepreneurial orientation (EO) continues to proliferate. Indeed, increasing research on entrepreneurial orientation in recent years has provided room for scholarly conversation (Kumar, Paray, & Dwivedi, 2019). Expressed to develop appropriate entrepreneurial and entrepreneurial competencies, teachers need a good understanding of the entrepreneurial orientation (EO) of their students - whether they have the inner drive to become entrepreneurs or competencies that support the successful entrepreneurial careers of college graduates (Taatile & Down, 2012). Entrepreneurial orientation is a behavioral construct, that increases company as a proactive, innovative, and risk-taking attitude (Marques et al., 2018a, b). Looking into individual entrepreneurial orientation (IEO), can release predictability for future entrepreneurs. These results can also be useful for students in developing countries. It is recognized that in developing

countries, large investments have been made in education (Mestry, 2017), including the field of entrepreneurship. The challenges of developing education in Nigeria include funding, labor, and education, as well as entrepreneurial attitudes (Unachukwu, 2010). There is therefore an urgent need for young people to be educated and trained in the field of entrepreneurship. For them to become job-creators rather than job-seekers should learn, from an early age, to be knowledgeable consumers, develop the right attitude towards work, and develop the skills needed to identify viable business opportunities and eventually start their business undertakings. It is recognized that the younger generation must be dedicated and trained in the field of entrepreneurship, so that they can become entrepreneurs rather than job seekers, by identifying business opportunities and taking action (North, 2002). Thus, students who have attended entrepreneurship courses need to immediately build an entrepreneurial orientation (Taatila & Down, 2016). Some benefits of entrepreneurship education for university students among them, prepare students to face an uncertain future that is full of complex global, social, and environmental issues. It is stated, that "the 21st-century skills field a 21st-century science literature agree that deep learning should be educational goals, they differ in the curriculum through which they can be achieved" (Naidoo, 2021:1-2). However, to meet the challenges of a complex environment, college and university administrators must ensure that their curricula provide opportunities for students to learn how to function effectively in a global environment. (Morrison, 2003).

The challenge of higher education in Indonesia, similar to Malaysia, is how to overcome graduate unemployment. To address this problem, the Malaysian government has promoted employment through entrepreneurship by offering entrepreneurship education and increasing student participation in entrepreneurship (Samydevan, Mohd Amin, & Piaralal, 2020). Considering gaining insight into how students view group learning and development as part of their business education experience, is very useful (Lee, Smith, & Sergueeva, 2016). Entrepreneurship education focuses on developing real-world skills that will help students to lead exceptional lives in a rapidly changing world and entrepreneurship-focused programs teach students crucial life skills that will help them navigate this uncertain future (Lackeus, 2015). It is important to avoid the influence of traditional theories that take economic and financial variables as the main considerations that can form the basis of many business school curricula, as they have a detrimental impact on the values, attitudes, and behavior of students in the higher education environment (Samydevan et al., 2020). These skills include problem-solving, teamwork, empathy, as well as learning to accept failure as a part of the growth process.

This aim study on the topic of entrepreneurial orientation (EO) focuses on charting new areas of EO research and the manifestation of EO as behavioral students in the university. This study includes a recent issue that provides commentary on the conceptualization and measurement of EO and offers some suggested guidelines on how to craft high-impact EO studies in future research (Covin & Wales, 2019), and includes a meta-analysis of the EO-performance relationship (Rauch, Wiklund, & Frese, 2009). Encourages creativity, innovation, and collaboration and become opportunities to innovate and collaborate with others have become more scarce.

Entrepreneurship education teaches students to identify problems with a skill that will be very useful in tomorrow's world. Entrepreneurship education would perceive their entrepreneurial self-efficacy (Malebana & Swanepoel, 2019). However, evaluating the effectiveness of entrepreneurship education based on its impact on the formation of entrepreneurial intentions is very important (Malebana, 2019).

Entrepreneurial orientation (EO) can be formed through entrepreneurship education that enlightens the will to entrepreneurship because EO is much broader than just training how to start a business and entrepreneurship education is building a mindset. When the attitude is formed entrepreneurship education can make a major contribution in growing an entrepreneurial mindset, starting from the beliefs and intentions of University students. Entrepreneurship is a complex process that involves various stages; whereby one of which is the formation of entrepreneurial intention (Hisrich et al. 2013). There are interesting challenges for universities to provide entrepreneurship education and a conducive supporting climate. Although the findings on the relationship between entrepreneurship education and EO are uncertain, while there is significant research demonstrating this relationship. This lack of literature raises many questions. A general question, do students who take entrepreneurship courses in universities have entrepreneurial intentions (Kumar et al., 2019). Therefore, the time is ripe to evaluate cumulative knowledge about the relationship between students' attitudes towards EO and assess potential moderators who affect this relationship. Although the findings of the link between entrepreneurial education and entrepreneurial activity are not definitive, there is significant research suggesting this linkage (Raposo & Paço, 2011).

Meanwhile, this study was conducted to know the level of student entrepreneurship intention and identify its effect on entrepreneurial orientation. Entrepreneurial orientation as student behavior (Taatila & Down, 2016), influenced by student attitudes and the university environment. While the attitude is formed by student characters is an interesting thing for researchers in various fields of study, including entrepreneurship. It is emphasized that current thinking broadens our view of human potential, not as a fixed capacity, but as malleable and multi-factor, and this conception opens the door to new ways of thinking about gifted education strategies and provisions. which views human potential as a contextual and developmental form, the result of a dynamic interaction between endogenous and exogenous forces (Dai, 2020). Many terms are used to describe the strength of character. The term global movement of humanistic skills is commonly referred to as "soft skills" by business and industry, the terms "social-emotional learning" in education, and "brain-based learning" in neuroscience (Starcher & Allen, 2016).

2. Materials and Methods

Entrepreneurship education effectiveness must be able to encourage entrepreneurship intention. The development of entrepreneurial intentions is increasing driven from the beginning of higher education until graduation, to stimulate entrepreneurial behavior (Smith, Beasley, & Beasley, 2012). Early development of entrepreneurial intentions is very important because it can lead to persistence later on in the intention to start to set up a business (Degeorge & Fayolle, 2008).

Ideally Focus on two main areas of entrepreneurship education, namely entrepreneurial learning, covering knowledge and skills. Entrepreneurial inspiration can touch hearts and minds towards the intention of becoming an entrepreneur. The study also incorporates entrepreneurial intention, which refers to individuals' awareness and belief that they intend to set up a new business venture and plan to do so in the future (Nabi, Holden, & Walmsley, 2010). Theory of Planned Behavior states that behavioral achievement depends on both motivation (intention) and ability (behavioral control) entrepreneurial intentions and entrepreneurial orientation (AJZEN, 1991).

Most studies of positive individual traits have been considered a fundamental goal of positive psychology, and an understanding of positive traits is influenced by values in the classification of virtue and strengths (Peterson & Seligman, 2004). The realm of character can be understood in 24 character strengths. Some of these character strengths were identified by involving input from more than 590 students in Indonesia. element of character strength. The study of human potential is currently limited to two main characters that are considered relevant to students. These characters include the spirit of change and students' self-efficacy, in building an entrepreneurial orientation at universities in Indonesia. The terms climate, atmosphere, and environment are interchangeably used as synonyms in the literature of social science (Rania, Siri, Bagnasco, Aleo, & Sasso, 2014). The concept of organizational climate to higher education institutions and examining the drivers of students' perceptions of the entrepreneurial climate, will be very useful (Bergmann, Geissler, Hundt, & Grave, 2018). In the last decade, there has been an increasing interest in the concept of academic climate (Olson & Jiang, 2020).

The spirit of change shows the passion of the students to renew themselves and innovate continuously to face a better future. Meanwhile, the spirit of self-efficacy is the belief of the students, that they have adequate knowledge after understanding and attending entrepreneurship courses (Lope Pihie & Bagheri, 2011). These two passions are sure to be embedded in each student who is ready to be used to build an entrepreneurial orientation. These two passions are sure to be embedded in each student who is ready to be used to build an entrepreneurial orientation. This spirit is at the same time relevant to the wisdom and knowledge of the strength of character. In the entrepreneurship literature, many studies have focused on intentions. Intentions have been proved to be the best predictors of individual behaviors when the behavior is rare, hard to observe, or involves unpredictable time lags (Krueger, Jr. & Brazeal, 2018). Entrepreneurial orientation has become a central concept in the domain of entrepreneurship that has received a substantial amount of theoretical and empirical attention (Covin, Green, & Slevin, 2005). Research of entrepreneurship orientation has converged on three core dimensions of EO, including innovation, risk-taking, and pro-activeness (Covin & Miller, 2014). Innovation will likely be more difficult to measure in the activities of a university student with a relatively short career and educational background than through, for example, products developed or patents created. Innovation contains value-adding implementation and is thus much more than just a creative process, we cannot use creativity measures as such (Taatala & Down, 2016). These studies highlight the need for an entrepreneurial environment for individuals, which can help them take risks and develop their entrepreneurial attitude. It may also help in generating pro-activeness, creative thinking, and

entrepreneurial characteristics that will automatically result in the development of entrepreneurial intention. It is hoped that universities in Indonesia will become the driving force in improving attitudes, subjective norms, perceived behavioral control, entrepreneurship education, and student self-efficacy to increase entrepreneurial intentions (Utami, 2017). Conducive academic climate can certainly strengthen the relationship between entrepreneurial intention and entrepreneurial orientation students. It is advisable to apply organizational climate theory at universities so that the teaching climate has different characteristics (Olson & Jiang, 2020). Based on the studies so far, the academic climate identified as the main character and felt by the academic community in the university environment in Indonesia is to encourage togetherness to become entrepreneurs. This is in line with the government's program to accelerate the country's economic progress (Akhmad, Karsidi, Rahayu, & Wijaya, 2018).

This study tries to understand the mental processes related to students' attitudes to become entrepreneurs following a cognitive approach through the strength of entrepreneurial intentions for students from universities in Indonesia. Therefore, the purpose of this study is to understand students' entrepreneurial intention, considering the influence of perception in determining entrepreneurial intention. This study allows confirmation of previous research findings regarding the relationship between entrepreneurial intentions and academic environment towards entrepreneurial orientation. This paper aims to examine the impact of student attitudes of higher education institutions in Indonesia. This study considers whether the academic climate can strengthen the entrepreneurial attitude of students in building entrepreneurial orientation. The aim of this research is to design, compile and confirm evidence of the EO which can be used to do further research between attitudes and entrepreneurial orientation of university students. Strengthened by our experience working with many students over the past 35 years. The objectives of this study were to: (a) Criticize entrepreneurial orientation behavior of students and recommend capability, with innovation, risk-taking, and pro-activeness. Refining the success criteria for students, which are oriented towards entrepreneurial orientation. (b) Proving the contribution of entrepreneurial Intention by relying on the potential and abilities of the university students, especially for developing countries. (c) Assessing the role and contribution of academic climate in the context of empowering student entrepreneurs in the university environment. Develop a conceptual framework based on surveys and interviews with academics and university administrators and our work experience with students so that it is useful for future research and development of entrepreneurship in university.

The research method used in this study is an associative method (Entrialgo & Iglesias, 2016), that this study intended to describe the variable intention and the climate of academic toward entrepreneurial orientation. The method of survey used questionnaires as the research instrument by including open and closed questions which consist of items that represent an independent, dependent, and moderating variable. The questionnaires were designed using a-five point Likert. Validity and reliability tests performed in this research attempted to test the research instrument. The validity test was done by employing construct validity with Confirmatory Factor

Analysis (CFA) assisted by SPSS 16.0 software. Before the factor analysis test, Kaiser Meyer Olkin (KMO) and Bartlett tests were done first to test the relationship among each variable. The limitation of validity measurement is the score of KMO should be above 0.5 significance level <0.05 that the variables can be predicted and analyzed further (Hair et al., 2010). The result of the validity test showed the score of KMO was at 0.79 with a significance level of 0.000. Therefore, all variables used here could be further analyzed. Besides, the research instrument validity is also determined by the amount of loading factor value and the practical rule of acceptance of loading factor ≥ 0.50 . The validity test showed that all of the instruments used had more than a 0.50 loading factor. A reliability test is performed to calculate the dependability and consistency of a research instrument. The reliability of this research was assessed with Cronbach Alpha coefficient 0.60 to 0.80 which indicates the acceptable level of reliability (Sekaran, 2003). The reliability test indicated that all the instruments used here had more than 0.8 of Cronbach Alpha score. In line with this method, in entrepreneurship research, based on the author's experience from two decades of empirical work in this area, students entrepreneurial orientation (EO) model can be built, as follows:

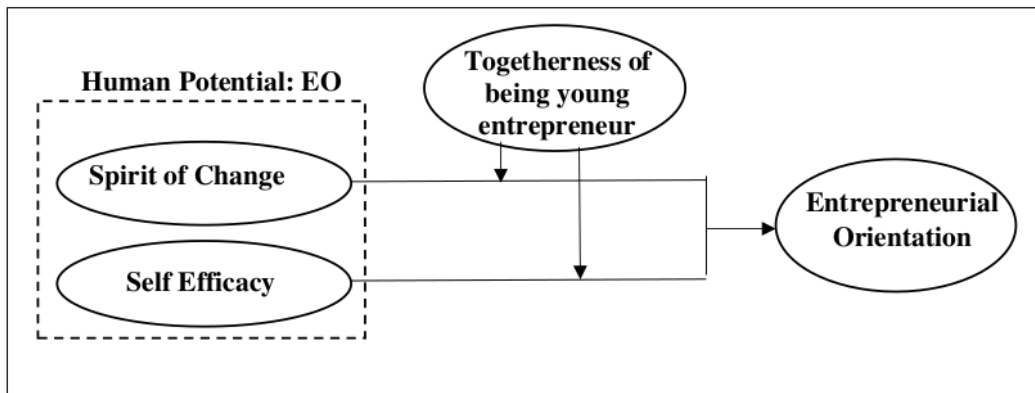


Figure 1: Model of Entrepreneurial Orientation for Indonesian Students

After going through the support of the literature, it was determined that the human potential expressed as entrepreneurial intention (spirit of change and the self-efficacy), increased entrepreneurial orientation; thus, we propose the following hypothesis:

- H1: Spirit of change recognition positively affects entrepreneurial orientation education.
 H2: Self-efficacy recognition positively affects entrepreneurial orientation education.

The power of actualization of human potential can be expressed as the spirit of change and self-efficacy as part of entrepreneurial intentions that need to be built by students studying entrepreneurship. In a conducive university environment, where academics agree to encourage the birth of young entrepreneurs from students, it is hoped that the contribution of the business spirit and the spirit of self-confidence will become stronger in influencing entrepreneurial orientation.

H3: An atmosphere that encourages togetherness to become young entrepreneurs, positively moderates the relationship between Spirit of change recognition and entrepreneurial orientation.

H4: Togetherness to become young entrepreneurs, positively moderates the relationship between Self-efficacy recognition and entrepreneurial orientation.

3. Results and discussion

Based on the results of the associative method study, it was shown that the capability, after attending entrepreneurship courses in various study programs, had a real contribution to the formation of entrepreneurial orientation. The spirit of change and the spirit of self-efficacy of the students show positive characters that can be expressed verbally and non-verbally. Students who have a high spirit of change can show a great will to be able to follow developments that occur in the world of entrepreneurship, which continues to change rapidly. The spirit of change also reflects the spirit of innovative learning carried out by students because they like to question things that have been considered established so far. The spirit of change is followed by a spirit of self-efficacy that shows self-efficacy, that students feel confident that they have sufficient entrepreneurship knowledge and skills to be developed in practice. Students' self-efficacy also reflects their confidence as potential entrepreneurs after being motivated by the success of some students and alumni in the world of entrepreneurship. Successful alumni are often shown as role models in front of students participating in entrepreneurship courses. The achievement of significance between variables can be seen in the coefficient results as follows: Students' self-efficacy also reflects their confidence as potential entrepreneurs after being motivated by the success of some students and alumni in the world of entrepreneurship. The achievement of significance between variables can be seen in the coefficient results as follows: Students' self-efficacy also reflects their confidence as potential entrepreneurs after being motivated by the success of some students in the world of entrepreneurship. The R-Square value in this result shows a value of 47.2%, indicating the studied model is quite significant.

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.687 ^a	.472	.468	.462	.472	132.356	4	593	.000
2	.687 ^b	.472	.469	.461	.000	.000	1	593	.988

a. Dependent Variable: Y

Table 2. Coefficients

Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.168	.139		8.397	.000		
	X1	.181	.116	.197	1.553	.121	.055	18,124
	X2	.351	.119	.387	2.943	.003	.051	19,435
	X1.X3	.041	.035	.244	1.195	.232	.021	46,825
	X2.X3	-.001	.035	-.003	-.015	.988	.020	51,200
2	(Constant)	1.168	.139		8.422	.000		
	X1	.183	.045	.199	4.037	.000	.365	2,737
	X2	.349	.031	.385	11.320	.000	.768	1.303
	X1.X3	.041	.009	.241	4,643	.000	.330	3.033

a. Dependent Variable: Y

Significance Level: * significant with $p < 0.10$

** significant with $p < 0.05$

*** significant with $p < 0.01$

4. Discussion

The spirit of change and the spirit of high self-efficacy at the same time show the students' strong human potentials, so they can build a proactive, innovative behavior orientation and be able to take measurable risks. With the spirit of change and self-efficacy, it encourages students to behave critically, dare to try new things by giving birth to creative ideas and innovative works. The courage of students in choosing entrepreneurs as future careers, with all the consequences, shows the students' courage in taking risks, with rational calculations, as well as emotional.

By choosing the backward elimination method, as a part of the regression model, showing the role of the academic climate in universities in Indonesia, has not been fully able to strengthen the positive character of students, especially in strengthening students' self-efficacy. It is unfortunate that the self-efficacy of Indonesian students, which began to grow, was not supported by the academic atmosphere. Academics in the university environment have not given sincere appreciation to students who choose entrepreneurship courses and make entrepreneurship their ideals and career choices. The academic atmosphere is only able to stimulate the spirit of innovative learning as an attitude of change among students in building entrepreneurial orientation. In contrast to the results of empirical studies which found that teachers' support, mutual respect, and promotion of student interaction have a high positive correlation to social self-efficacy (Hong, Chiu, Huang, & Chiu, 2020). However, the academic atmosphere in universities in Indonesia still needs to be built by all relevant parties.

Research proves that there is a significant influence between the entrepreneurial intention of students, on the formation of entrepreneurial orientation. Strength of character that comes from the actualization of human potential, reflects the intention of entrepreneurship, which can be manifested in the form of a spirit of change and the spirit of student self-efficacy. The spirit of change shows the willingness of students to adapt to the challenges of change, becomes more meaningful when the conduciveness of the academic climate can strengthen and build student entrepreneurial orientation. Meanwhile, the students' self-efficacy, which is starting to develop, cannot be strengthened only by the academic climate. This information can be used in developing an entrepreneurial learning environment. However, there are some considerable limitations to this study. It's just focused on students from several state universities in Indonesia, and the number of respondents is not large enough. Therefore, it is not possible to adequately consider potential demographic differences. To increase the validity of the study, it is necessary to use a wider and more multicultural sample. It is also interesting to consider which plays a bigger role, national culture or local culture – for example, are Indonesian students closer in terms of EO to overseas students? The social-economic background of students, and the entrepreneurial experience of their relatives as suggested by the theory of planned behavior (Abdullah & Saeed, 2019), should be considered in the future. The spirit of change and self-efficacy of Indonesian students need to be maximally actualized with the support of a more conducive academic climate, giving more sincere appreciation to students who choose entrepreneurship as their future career, as well as in advancing the Indonesian economy today.

Acknowledgments;

acknowledgment: Addressed to Research, Technology and Higher Education Indonesia, for funding support for National Strategic Research for the 2015-2017 period.

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