Academic Climate Reinforcement in an Effort of Establishing Start-ups Based on Student Business Determination

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Abstract: This study aims to confirm the role of students' business determination after completing entrepreneurship courses on productive behavior by reinforcing the academic climate experienced by students and ensuring the role of strong ideals and enthusiasm among students. This research primarily focused on students who have completed entrepreneurship courses in various study programs at the University of Mataram. The study involved students' attitudes in the form of determination that reflect the strong aspirations and enthusiasm of doing business and their influence on efforts to realize entrepreneurial intentions, in establishing novel, creative, innovative and innovative technology-based startup. It also measured how dare the students to take measurable risks. It comprehensively proved that student entrepreneurial behavior can be established on the basis of a strong desire to become entrepreneurs from the beginning of study, with the support of business knowledge and skills and strengthening the academic climate that creates psycho-social conditions such as academics.

Keywords: *entrepreneurial attitude, human potentials, psychosocial conditions*

INTRODUCTION

Indonesian students are challenged to be able to create independent job opportunities, because they know their potential and ability in becoming entrepreneurs. At the same time, limited job opportunities also contribute to the challenges for students, particularly in Indonesia. Entrepreneurship education nowadays should primarily focus on educating students to behave independently, coordinate rapidly and adjust their business to a changing economic climate (Kuratko, 2005). By offering multidimensional expertise in the fields of business, economics, psychology, sociology, anthropology, information technology, communication and business law, attitudes and behavior must be reinforced in the educational phase. There are several interpretations of the concept of entrepreneurship. Because of this diversity, entrepreneurship's conceptual and functional dimensions provide conducive environment for the advancement of research in different fields, in particular management, economics, sociology, psychology and education. As a result, a number of entrepreneurship definitions and classifications have been suggested, ranging from basic to much more complex (Lilien & Grewal, 2012).

Entrepreneurship is seen as a particular management strategy, which includes adopting the innovations that are the foundation of future business while making the best possible use of available resources (Drucker, 1992). Education for entrepreneurship is characterized as all educational and training activities (both

educational and non-educational systems) that seek to improve the entrepreneurial intentions of participants or several factors that affect these intentions, such as the awareness, desire, and feasibility of entrepreneurial activities (Liñán, 2004).

There are at least three explanations why students of entrepreneurship should be paid attention. First, in particular, young people and students have a clear interest in entrepreneurial professions in general (Boldureanu et al., 2020). Numerous students, when learning, are ambitious and just want to explore different things. It could be argued that the university is a perfect context for evaluating one's entrepreneurial skills (Ozaralli & Rivenburgh, 2016). Second, research at universities provides a source of information that generates new opportunities for entrepreneurship that can lead to an establishment of new and creative companies (Audretsch & Lehmann, 2005). While the previous literature predominantly investigated faculty and staff start-ups, particularly regarding academic entrepreneurship, start-up students also contributed substantially to the transfer of knowledge from university to market (Astebro et al., 2012). Thirdly, the position of universities is increasingly seen as broader than merely generating the transfer of technology. Audretsch (2014) argued that universities must provide thoughts, leadership, and activities to increase entrepreneurial capital in an entrepreneurial society. Now it is gradually being realized by universities and other educational institutions to try and empower their students with a desire to become entrepreneurs.

In an optimistic and pragmatic context, several educators claim that student entrepreneurship benefits students by giving them the ability to integrate theory and practice. The lack of initial resources and excessive legislation and university policies constrain student entrepreneurial activities (Bailetti, 2011). Recent developments in modernization and outsourcing point to the fact that college education in developed countries like the United States is no longer a protected route to large corporate employment for young men and women (Nabi et al., 2006). The position of confidence and excitement that exists in organizational members in business life is far higher in its contribution than the skills and abilities gained through their education, training or formal experience phase. In fact, the enthusiasm of change is what a prospective businessman needs most to adapt to the changes that happen and create something creative and inventive at all times. However, as an undergraduate, engagement in business activities causes challenges for university management (Ndirangu & Bosire, 2004).

High investment in entrepreneurship education will not, in a short time, increase students' entrepreneurial degree. This stems from the time-lag impact of entrepreneurship education, meaning that students have a 10-year gap between obtaining entrepreneurship education and actual business education (Li & Wu, 2019). This is the key when the strategy of "entrepreneurial university" faces efficiency challenges (Matt & Schaeffer, 2018). Following a college start-up course, Donnellon et al. (2014) found that entrepreneurship education can help develop the entrepreneurial identity of students. An entrepreneurial spirit is created when entrepreneurs feel a strong identity (Murnieks & Mosakowski, 2006).

METHODS

The data collected in this research were obtained from the college students of Bachelor's degree who took Entrepreneurship course for College Students in Mataram University. In the last four years, research in the field of entrepreneurship and its relation to student potential and competence continues to be studied intensively. Contextual entrepreneurship studies need to consider environmental factors in which entrepreneurship is developed. The paradigm chosen is basically in line with the view of psychologists, namely that behavior is a function of attitudes and the environment. Attitudes reflect human potential that is ready to be actualized into behavior in certain environments.

A positive attitude may take the form of a greater motivation for something to be committed to do. It can thus be interpreted that the greater the determination of a person to become an entrepreneur, the greater the ability to function as an entrepreneur, as long as the environment provides positive support. Each variable to be examined can be assigned a sense and predictor and its manifestation, based on the above paradigm. Start-up students have now been part of the discussion on academic entrepreneurship (Matt & Schaeffer, 2018). However, researchers in entrepreneurship education have recently shown that human emotional factors still play an important role in most research (Donnellon et al., 2014).

The identification and classification of variables can be explained in this study according to a conceptual structure that could be systematically described as follows: the attitude of the student is the determination to pursue entrepreneurial endeavors; patterns in student conduct or the intention to behave in starting new technology-based companies, as well as the environment and academic support experienced by students.
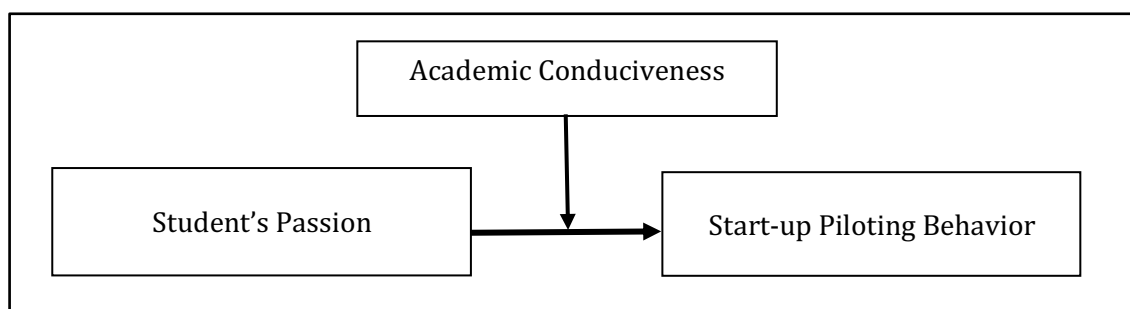

Figure 1. Conceptual Model

The focus of this research examined the ability to start a business, with students as the research subject. In addition, the primary and core observation object in this research was a student, individually, who has acquired entrepreneurship courses. By analyzing the strengthening of the academic atmosphere of the University of Mataram, this research was carried out using the causality method on the intensity of determination that is believed to be capable of shaping groundbreaking pioneering actions. In addition, according to the entrepreneurial business model, each major variable was calculated using the manifest variable. It was embodied in the human potential of students by creative

learning spirit, self-efficacy, work ethics, cooperation spirit, aspirational insight, ethical insight. Meanwhile, the competency manifest variables consist of: knowledge, skills, experience and other abilities. Based on the chosen research paradigm, several basic research assumptions could be generated, as well as to specify the focus of the research. These assumptions were made based on facts that happened or occurred, and were not made up intentionally. Some of the basic assumptions of this study were as follows, students who have completed entrepreneurship courses, have sufficient business knowledge or competence; students who have human potential that is still inherent and ready to be transformed into a determination to establish business; Students who experience psycho-social conditions in the form of an intellectual, social and ethical environment that was conducive to an academic environment. Furthermore, these basic assumptions and beliefs would be used to enrich the study and interpretation of the findings of this study.

RESULTS & DISCUSSION

Based on the results of the questionnaire distributed, there were 350 (three hundred and fifty) students taking entrepreneurship courses who were selected randomly at the University of Mataram. The entire respondents involved in this study completely submitted and provided complete responses the questionnaire given. In this research, the authors employed all the available resources to invite all students to participate in the survey. By involving the lecturers also, the questionnaire of this research could be distributed to all students participating in the course. After deleting incomplete and irregular questionnaires, 262 questionnaires were used in the analysis, representing a response rate of 74.86 percent. The distribution of questionnaires involved a number of students who had been prepared in advance. The researchers directly interacted with students who were involved as the samples or respondents. Students who were involved as respondents were randomly selected for each study program that has taken entrepreneurship courses. To avoid filling in a less objective manner, students were asked to fill out a questionnaire on campus, without being allowed to bring it to home. Then analysis and interpretation were carried out, as follows.

Business Start-up Behavior Trends
Students' entrepreneurial behavior shows the level of propensity to start a business, especially groups of students who have participated in their respective study programs in entrepreneurship courses. The pattern of entrepreneurial behavior in doing business reflects the willingness of students with innovative abilities, the inventive abilities of students and the determination to take observable risks to become business entrepreneurs.

Genuine entrepreneurial skills are the outcomes of the factor analysis of starting an entrepreneurial company with three key characteristics, while at the same time meeting the validation and reliability of the imaginative, inventive and determination essence of taking calculated risks owned by students who are passionate about entrepreneurship.

Individual Potential in terms of Determination
The results of the student potential factor analysis test with seven solution factors resulted in a decrease in the manifest variable that exceeded the minimum load factor, as well as in the formation of groups in some components. The results showed that the students of the University of Mataram completely acknowledged the multitude of interpretations of the questionnaire statements.

Strengthening Academic Climate
Strengthening the academic climate, representing the strong relationship between students and lecturers and staff, as well as the different types of institutional support that they have experienced throughout their tenure as academics, consists of three main variables: 1) relations between fellow students; 2) relations between students and lecturers; and 3) relations between students and employees. (Martin et al., 2013) argue that the benefits of entrepreneurship education are conditional and propose that more research should concentrate more on regulatory variables related to entrepreneurship education. Analysis of various true and consistent manifest variables as a basis for multiple regression includes independent, contingent and moderating variables. Using the backward elimination process, the multiple regression with the moderating variable in the last model shows the following results (See Table 1).

Table 1. Multiple Regression Results

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
7	(Constant)	2.148	.314		6.848	.000
	X1	.715	.293	1.064	2.437	.016
	X3	-.574	.336	-.832	-1.709	.090
	X4	.169	.066	.242	2.551	.012
	X1.Z	-.182	.080	-1.851	-2.284	.024
	X3.Z	.159	.089	1.556	1.790	.076
	X6.Z	.034	.014	.396	2.443	.016
a. Dependent Variable: Y						

Note: * significance with $p < 0.10$** significance with $p < 0.05$ *** significance with $p < 0.01$

Students who are enthusiastic about learning can demonstrate strong enthusiasm for following change (Chen et al., 2009). The commitment of students who are enthusiastic about learning can demonstrate strong enthusiasm for following change. However, in the academic climate so far, it has contributed to the devotion of counterproductive change, to the tendency to start new technology-based businesses, or the determination of students to experience weakening efforts to start new businesses. The incorrect perception of students about the strengthening of the academic environment may trigger this circumstance. The academic climate for the attitude to expand and create new technology-based companies or start-ups has not yet been considered as a conducive environment. In groundbreaking business entrepreneurs, the environment of harmonious relationships between students and lecturers, students and fellow students has not

been shown to have an impact of commitment to renew student conduct patterns.

Students may not create the feeling of self-confidence or self-efficacy. The essence of self-confidence that shows student competence to be mentally prepared to become entrepreneurs is still embedded in students (Arruti & Paños-Castro, 2020). Even with the encouragement of the academic environment, students' low self-confidence reflects vulnerability. Most students in the study program community are not certain that of their ability to become business entrepreneurs in the future. It may be that the sense of inferiority that has been constructed so far has overshadowed students' enthusiasm. The absence of student interest from the beginning, even after students take entrepreneurship courses in their respective study programs, also reinforces this situation.

The attitude of hard work or principle in doing business represents students' self-awareness of being able to work hard to meet the different obstacles of being a business entrepreneur (Astebro et al., 2012). Students are less conscious that it takes a willingness to work hard to be a professional business entrepreneur. In the pattern of business organization, the desire to work hard is not elevated and even has a counterproductive function. It has proven to undermine the capacity to start a technology-based entrepreneurial company without the commitment to be able to work hard. The determination to be prepared to work hard only appears when students feel the support of a conducive academic climate. In this case, improving the academic environment demonstrates a significant contribution to constructing the commitment of students to establish technology-based enterprises.

The intention of collaboration represents the recognition of the value of synergistic collaboration in resolving the problems of the business world and the world of work today (Liguori & Winkler, 2020). It has proven to be able to inspire pioneers to become prospective business entrepreneurs, empowered with this open process of collaboration. It should be concluded that students are increasingly aware that cooperation with any group, as well as the success of a true business entrepreneur, is important for being imaginative, inventive and willing to take risks. The spirit of teamwork that becomes the consciousness of learners shows a desire to cooperate with other relevant parties. For students who do not believe in their own skills, this spirit of collaboration is an option for becoming business entrepreneurs.

Inspirational and ethical insights, which demonstrate high hopes and aspirations to do business ethically, are completely unproven, their role in groundbreaking entrepreneurship, whereas this research was indeed based on the assumption that students basically have the potential for aspirational and ethical insights. The evidence is not revealed on campus by students. It can be considered on the basis of these results that students have not comprehended the significance of values or aspirations from the beginning, which are the key elements in constructing individual's determination to become entrepreneurs. For students who are not interested in being businessmen or entrepreneurs, this situation further enhances the initial conditions. The application of the purpose and benefits of strong and moral business values can be the right motivation for efforts to develop the commitment of students as true entrepreneurs of business.

Ethical understanding, which, through maintaining ethical principles of integrity, demonstrates trust and hope for future success, only arises when

students experience a positive academic environment. In allowing students ready for business or technology-based start-ups, optimism with strong values, supported by an academic environment, has proven to be successful. Strengthening the academic climate, in the context of start-ups or technology-based start-up entrepreneurs, has proven to be a favorable environment for the growth and development of human potential into a determination to do business, as well as being able to create a propensity to act or plan to behave, to define new companies.

CONCLUSION

The results of this study indicate the contribution of the determination of students to undertake entrepreneurial ventures, seen from their level of capacity to prepare for start-up companies, by depending on different potential business actors and their skills. By understanding business entrepreneurship as a rational choice for future college graduates, student entrepreneurship can be developed through the understanding of various potential business actors, such as self-confidence or competence, creative learning enthusiasm, business ethos and aspirational and ethical perspectives of students. Students are the actualization of different human potentials (inside out flow). If reinforced by a favorable academic atmosphere, the disclosure of this ability would then run more efficiently. High business entrepreneurship therefore demonstrates a degree of student commitment to start a new and different (start-up) business, with institutional support and a conducive academic environment.

There is also a need for research on the effects of human capital and student competencies or skills on business entrepreneurship, therefore it includes the impact of the human potential of the business of students as a whole. This is critical because the key foundation for the growth of student business entrepreneurs in Indonesia is human capabilities. It is understood that student business entrepreneurship excellence is primarily defined by willingness to create a business behavioral propensity. High-tech start-up behavior does not inherently contribute to high success or significant profits, but provides students with greater opportunities to improve their excellence in a sustainable manner. Further research on the relationship between technology-based entrepreneurship skills and the economic success of a business activity in the future must therefore be undertaken.

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