

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND ITS IMPLEMENTATION

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ABSTRACT

Research related to entrepreneurial education (EU) and its implementation is very important to develop entrepreneurial abilities. Therefore, this research was conducted to determine the influence of EU and its implementation in relation to entrepreneurial capacity (EC), entrepreneurial passion (EP) and entrepreneurial intentions (EI). EC is a person's ability to find, recognize and absorb opportunities before undertaking. Furthermore, PE is the motivating force to influence the recognition by seeing opportunities, the vision, the mission, the decisions and the perseverance to get involved in the business to be built. Furthermore, PE is a person's thinking to form new business concepts and have a career in it. world of entrepreneurship. This research uses a literature study method by reviewing the results of previous research following the steps: (1) identify the research topic to be studied; (2) collect library sources that are relevant to the research topic; (3) read and analyze these library sources comprehensively; (4) identify findings and information relevant to the research topic; (5) organize and compile the findings in the form of a research report. The results of this research show that the EU in its implementation influences the EC, the EP and the EI. Furthermore, this research shows that the EU, EC and EP influence EI. Therefore, educational institutions that want to develop entrepreneurial skills can implement a curriculum based on project-based learning and problem-based learning so that students can directly experience concrete entrepreneurial learning in terms of knowledge, skills and experience. so that they can increase their entrepreneurial intentions and can even develop the business that they have been running since they were students.

Keywords: *Entrepreneurship Education, Entrepreneurial Capacity, Entrepreneurial Passion, Entrepreneurial Intentions*

ABSTRAK

Penelitian berkaitan dengan *entrepreneurship education (EU)* dan implementasinya sangat penting untuk dapat mengembangkan kemampuan kewirausahaan. Oleh karena itu, penelitian ini dilakukan untuk mengetahui pengaruh EU dan implementasinya yang berhubungan dengan *entrepreneurial capacity (EC)*, *entrepreneurial passion (EP)* dan *entrepreneurial intentions (EI)*. *EC* merupakan keterampilan seseorang untuk menemukan, mengenali, dan menyerap peluang

sebelum terlibat dalam kewirausahaan. Selanjutnya, *EP* adalah kekuatan motivasi untuk mempengaruhi pengenalan dalam melihat peluang, visi, misi, keputusan, dan ketekunan untuk keterlibatan dalam usaha yang akan dibangun, Selanjutnya, *EI* merupakan pikiran seseorang untuk membentuk konsep bisnis baru dan berkarir dalam dunia kewirausahaan. Penelitian ini menggunakan metode studi pustaka dengan mengkaji berdasarkan hasil penelitian sebelumnya dengan langkah-langkah yaitu: (1) mengidentifikasi topik penelitian yang akan diteliti; (2) mengumpulkan sumber-sumber pustaka yang relevan dengan topik penelitian; (3) membaca dan menganalisis sumber-sumber pustaka tersebut secara komprehensif; (4) mengidentifikasi temuan dan informasi yang relevan dengan topik penelitian; (5) mengorganisir dan menyusun temuan tersebut dalam bentuk laporan penelitian. Hasil penelitian ini menunjukkan bahwa *EU* dalam implementasinya memiliki pengaruh terhadap *EC*, *EP*, dan *EI*. Selain itu, penelitian ini menunjukkan bahwa *EU*, *EC*, *EP*, berpengaruh terhadap *EI*. Oleh karena itu, lembaga pendidikan yang ingin mengembangkan kemampuan entrepreneurial dapat menerapkan kurikulum berbasis project based learning dan problem based learning sehingga peserta didik dapat mengalami secara langsung pembelajaran entrepreneurship yang konkrit dari sisi pengetahuan, keterampilan, dan pengalaman sehingga dapat meningkatkan niat berwirausaha dan bahkan dapat mengembangkan usaha yang dijalankan sejak menjadi mahasiswa.

Kata kunci: *Pendidikan Kewirausahaan, Kapasitas Kewirausahaan, Gairah Kewirausahaan, Niat Kewirausahaan*

INTRODUCTION

Entrepreneurship education (EU) is a process of disseminating knowledge, skills and attitudes to increase competence in the field of entrepreneurship which is important for students so they can demonstrate entrepreneurial behavior (Uddin et al., 2022). According to Hidayat (2017) in Khairinal et al. (2022) stated that EU is a process of building a person's personal potential and skills related to aspects of entrepreneurship through the implementation of curriculum, educational science, and assessment in the learning environment. The function of EU is to provide lessons regarding knowledge, skills and motivation to support success in entrepreneurship Fiore et al., (2019). The aim of EU is to help prospective entrepreneurs understand the risks in entrepreneurship, face failure, and develop an innovative mindset (Bandera et al., 2021). According to Dutta et al. (2011) in Handiman et al. (2022) EU has a role to equip students to become entrepreneurs in the future by having the knowledge, skills and talents to launch and operate new businesses in the future. According to Gelaidan & Abdullateef (2017) in Alamsyahrir & Ie (2022) the indicators used in EU are: (1) developing creative ideas; (2) provide knowledge about entrepreneurship; (3) give preference to becoming an entrepreneur; (4) develop entrepreneurial skills and abilities. Therefore, the aim of this research is to examine

the influence of EU and its implementation in the process of developing entrepreneurial abilities. This is the reason and motivation for this research to be carried out.

LITERATURE REVIEW

EU in its implementation has a relationship with entrepreneurial capacity (EC). EC is a person's skill to find, recognize and absorb opportunities before engaging in entrepreneurship. According to Liñán et al. (2011) in Kempa & Bilviary (2022) say that EC is an ability needed to achieve the excellence needed when starting a new business. The characteristic of EC is innovation. When an entrepreneur has the ability to innovate, they can produce new schemes to create new businesses (Nguyen & Nguyen, 2023). According to Liñán & Chen (2009) the indicators used in EC are: (1) starting a business and keeping it running; (2) ready to start a viable business; (3) control the business creation process; (4) know the practical details for new ventures; (5) developing business projects; (6) try to start a new business and have the possibility of success. Therefore, in EU, EC is needed so that you can have optimal abilities.

EU in its implementation is related to entrepreneurial passion (EP). EP is a motivational force to influence recognition in seeing opportunities, vision, mission, decisions, and persistence for involvement in the business to be built (Kiani et al., 2022). According to Cardon et al. (2013) in Sunardi (2022) said that EP is a positive feeling that makes individuals involved in entrepreneurship. EP reflects the entrepreneurial process of finding, establishing and developing, each of which involves different tasks and a series of activities. EP motivates someone to see opportunities and create new businesses. When individuals experience EP, they have positive feelings that are related to entrepreneurial activities and get a motivational boost to follow these feelings (Cahyo, 2022). According to Biraglia & Kadile (2017) in Stenholm & Nielsen (2019), EP is recognized as an important factor in building entrepreneurial intentions (EI). Good EP can make someone create a business and express their desire to carry out entrepreneurial actions. EP is an important factor in achieving motivation and success in entrepreneurship (Hubner et al., 2020). According to Cardon et al. (2013) in Li et al. (2020) the indicators used for EP are: (1) finding new ways to solve market needs; (2) looking for new ideas; (3) motivation to create a product or service; (4) finding new opportunities; (5) find a solution. Therefore, in EU, EP is needed so that you can have optimal abilities.

EU in its implementation has a relationship with EI. EI are someone's thoughts about forming a new business concept and pursuing a career in the world of entrepreneurship. According to Lee & Wong (2004) in Primandaru & Adriyani (2019) said that EI are the first step in the process of establishing a long-term business. Intention is a form of interest that has an influence and leads to action in the future (Isma, 2022). According to Kruger (1993) in Primandaru & Adriyani, (2019) EI reflect a person's initial commitment in starting a new business and are a central issue

that must be considered in understanding the new entrepreneurial process. EI are said to be someone's intention to start a business which is the main predictor for future entrepreneurs (Angeline & Puspitowati, 2023). According to Krueger and Carsrud (2008) in Untu et al. (2019) that someone who has the intention to start a business will have better progress, self-confidence and readiness in running a business, when compared to someone who has no intention of starting an entrepreneurship. According to Liñán & Chen (2009) the indicators used in EI are: (1) ready to become an entrepreneur; (2) professional goal to become an entrepreneur; (3) make every effort to start and run your own company; (4) determination to create a company in the future; (5) have thought seriously about starting a business; (6) have a strong interest in starting a business.

In previous research, Nguyen & Nguyen (2023) examined EU and EI: the mediating role of EC with the aim of finding out the relationship between EU and EI and examining the mediating role of EC in students. The results of this research show significant results, namely EU on EI. Subsequent research by Uddin et al. (2022) researched EI, EU, and EP. This research aims to determine the relationship between the mediating role of EP in the relationship between EU and EI, as well as the moderating role of entrepreneurial self-efficacy in the relationship between EU and EP. The research results show that EU, EP, and entrepreneurial self-efficacy have a significant effect on EI. Another research conducted by Dheer and Castrogiovanni (2023) examined EI and EP and entrepreneurial self-efficacy. The research results show that EP and entrepreneurial self-efficacy have a significant effect on EI. Research by McSweeney et al. (2022) examines EP and EI. This research aims to examine a person's passion for different entrepreneurial activities which can influence EI. Research was also conducted by Cassol et al. (2022) who researched EI and the moderation of EU. This research aims to analyze the influence of EU on EI in the context of expanding understanding of issues in developing countries. The results of this research found that EU had a significant influence on EI, while EU was unable to moderate the relationship between entrepreneurial attitude, perceived EC, perceived social norms in EI. Research by Boubker et al. (2021) who researched EU and EI. The aim of this research is to provide empirical insight into EI through the construction and validation of a research model. The results of this research found that EU shows a significant relationship with EI. Research also conducted by Adu et al. (2020) who researched EU and EI. This research aims to propose and test a model to examine the factors that mediate the relationship between EU and EI among students. The results of this research found that EU has a significant impact on EI. Other research conducted by Yeodyra & Handoyo (2022) examined EU and EI. This research aims to analyze the influence of EU, gender, age, and family background on EI. The results of this research found that EU has a positive and significant influence on EI among students. Another research conducted by Sunardi (2022) examined EP and EI. The aim of this research is to analyze the contribution of EP and self-efficacy to EI. The results of this research found that EP provides positive and significant

results on EI. Based on the results of existing research, it shows that EU and its implementation have a relationship with EC, EP and EI.

RESEARCH METHODS

In the research, a literature study was carried out using the steps, namely: (1) identifying the research topic to be studied; (2) collect library sources that are relevant to the research topic; (3) read and analyze these library sources comprehensively; (4) identify findings and information relevant to the research topic; (5) organizing and compiling the findings in the form of a research report. According to Nazir (2014) in (Putrihapsari & Fauziah, 2020) explains that literature study is research carried out by reviewing various literature studies required in research. Therefore, this research systematically identifies topics regarding entrepreneurship education. Next, collect relevant literature related to entrepreneurship education, then examine based on the literature review the influence of EU on EC, EP and EI. Finally, a discussion is prepared based on existing findings.

RESEARCH RESULTS AND DISCUSSION

The results of this research show that EU influences EC, EP, and entrepreneurial intention. This shows that EU is related to developing creative ideas, providing knowledge about entrepreneurship, giving preferences to become entrepreneurs, and developing entrepreneurial skills and abilities which have an influence on EC, EP, EI, so this shows that EC, EP, EI, influenced by entrepreneurship education. Based on the research results, it can be seen that EU has had an influence on EC, EP, EI. Therefore, through EU students can develop creative ideas, increase their knowledge about entrepreneurship, can also increase their preference to become an entrepreneur, and can develop skills and abilities in entrepreneurship.

On the other hand, EC influences EI. This shows that the indicators used in EC are starting a business and keeping it running, being ready to start a viable business, controlling the business creation process, knowing the practical details for a new business, developing a business project, and trying to start a new business and has the possibility of success having an influence on EI, so this shows that EI are influenced by EC. This shows that EC includes starting a business and maintaining it, being ready to start a viable business, controlling the process of creating a business, knowing the practical details for a new business, developing a business project, trying to start a new business and having the possibility of success is something that important in increasing EI.

Furthermore, the research results show that EP influences entrepreneurial intention. This shows that the indicators used in EP, namely finding new ways to solve market needs, looking for new ideas, motivation to create products or services, finding new opportunities, and finding solutions have an influence on EI, so this shows that EI are influenced by EP. This shows that EP, including finding new ways to solve market needs, looking for new ideas, motivation to create products or

services, finding new opportunities, and finding solutions are important in increasing EI.

The results of this research can have practical implications that can be carried out. Efforts to improve EU in influencing EC, EP, entrepreneurial intention include inviting practitioners to provide business inspiration, participating in workshops to train entrepreneurial skills, participating in exhibitions at national and international levels to gain insight and experience and see existing opportunities. around. On the EC side, efforts need to be made to improve, among other things, innovation in products or services, daring to take risks, conducting research to look for new target markets. On the EP side, efforts need to be made to improve it, including conducting research to find market needs, attending seminars to find out what business opportunities are needed

CONCLUSION

Based on the results of the study conducted, it can be concluded that EU has an influence on EC, EP, and EI. On the other hand, EU, EC, EP have an influence on EI.

SUGGESTION

Based on the research results, several suggestions include that educational institutions can provide special learning in the form of additional courses or classes to grow students' confidence to become entrepreneurs. Therefore, educational institutions that want to develop entrepreneurial abilities can implement a curriculum based on project based learning and problem based learning so that students can directly experience concrete entrepreneurship learning in terms of knowledge, skills and experience so that they can increase their EI and can even develop business he has been running since he was a student. Another thing is that the teaching team needs to develop themselves to learn innovative and creative teaching methods by developing a balanced pattern of practice and theory so that the knowledge gained can be implemented practically and in real terms. Apart from that, the learning environment is important for development. For example, awareness is built in the existing environment that success is also measured by ability and success in running a business and assignments given in lecture assignments can be directed to the business object being carried out and it is necessary to raise enthusiasm within oneself by creating a learning environment in running a successful business competitive.

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