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PROPOSING A NEW FRAMEWORK OF ENTREPRENEURIAL EDUCATION AND INTENTION IN INDONESIA: THE MODIFIED THEORY OF PLANNED BEHAVIOUR

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ABSTRACT

Education contributes to more individual confidence and the ability to choose and make the right decisions while increasing creativity and innovation and fostering morals, character, and intellect. The variety of universities in the preparation and implementation of entrepreneurship programs makes concerns about those. This conceptual paper studies the practices of entrepreneurial education dimension toward the elements of the Theory of Planned Behaviour (TPB). The proposed framework aims to analyse whether the practice of the entrepreneurial education dimension consisting of curriculum, teaching methodology, and university role affects the behavioural characteristics of TPB which includes attitude, subjective norms, and perceived behavioural control further affecting students' interest in entrepreneurship. Another objective of this conceptual article is to provide an alternative framework for the entrepreneurial education dimension and its effect on each variable in the theory of planned behaviour. Overall, there are six hypotheses proposed by the researchers in this conceptual article. The recommended method to test the conceptual framework is the structural equation model analysis where mediation variables are applied. The validity test shall use confirmatory factor analysis while the reliability test uses Cronbach's Alpha. This article suggests further research for empirical testing by collecting data from respondents, i.e., students in universities which then shall be analysed using a structural equation model.

KEYWORDS

Entrepreneurial Curriculum, Teaching Methodology, University Role, Theory of Planned Behaviour, Entrepreneurial Intention.

1. INTRODUCTION

Nationally in Indonesia, the implementation of entrepreneurship education in higher education is carried out in stages and continuously. In its journey, entrepreneurship education in higher education has recently been studied on various occasions, both through discussions, seminars, and workshops, and even as a lesson learned by presenting the figure of alumni success in entrepreneurship and benchmarking (Saptono et al., 2020). In the implementation of entrepreneurship education in the university environment, the problems faced include the issue of unemployment. It is assumed that there are factors that influence it, namely: the competency skills of college graduates have not met the needs of the job market, and university graduates (social science study programs) are unable to compete with graduates from engineering study programs in the world of work. Meanwhile, graduates of engineering study programs are in great demand, but their skill competencies are still inadequate. In addition, the diversity of readiness of each university in managing entrepreneurship is still not in accordance with the expected goals (Handayati et al., 2020). Of the total workforce of 25 million people, less than one-fifth are entrepreneurs. The majority of university graduates in Indonesia want to become civil servants or employees and only a few want to become entrepreneurs (Kusumojanto et al., 2021). This figure clearly reflects the actual conditions that have been felt by job seekers, including university graduates.

According to data from the Central Bureau of Statistics Indonesia (2022), the open unemployment rate in Indonesia has reached 7.87%. The number of working populations according to the highest type of education shows that diploma and university graduates have increased. Workers from diploma graduates reached 2.79 million people (2.55%) and workers from undergraduate graduates reached 4.66 million (4.44%). It seems that, from year to year, the number of unemployed undergraduates has significantly increased compared to workers with diplomas. This indicates that approximately 20% of university graduates each year have not found a job.

Concerns related to the implementation of entrepreneurship education programs are the variety of universities in the preparation and implementation of entrepreneurship programs and the role of new units that function and serve as managers of entrepreneurship programs and the provision of facilities and infrastructure for the implementation of entrepreneurship, such as facilities and infrastructure, partners, funds, and lecturers who are competent in providing entrepreneurial skills (Bauman & Lucy, 2021).

Thus, the increased development of entrepreneurship can improve the economy in Indonesia. In relation to entrepreneurship, this cannot be separated from the individuals involved in it. Individuals who are engaged in entrepreneurship are commonly referred to as entrepreneurs. According to Liu et al. (2019), entrepreneurs are people who are smart or talented in recognizing new products, determining new production methods, arranging operations to procure new products, managing operating capital, and marketing them. Turner & Gianiodis (2018) say that the only struggle or way to create human beings who have morals, attitudes, and entrepreneurial skills is through education. Education makes an individual insight into being more confident and able to choose helps to make the right decisions and increases creativity and innovation, meanwhile fostering morals, character and intellect. The questions and objectives for this paper have been shown in Table 1.

Table 1. Research Questions and Research Objectives

Research Questions	Research Objectives
To what extent does entrepreneurship education relate to attitude?	To examine entrepreneurship education positively related to attitude
To what extent does entrepreneurship education relate to subjective norms?	To examine entrepreneurship education positively relate to subjective norms
To what extent does entrepreneurship education relate to perceived behavioural control?	To examine entrepreneurship education positively relate to perceived behavioural control
To what extent does attitude relate to entrepreneurship intention?	To examine attitudes positively related to entrepreneurship intention
To what extent do subjective norms relate to entrepreneurship intention?	To examine subjective norms positively related to entrepreneurship intention
To what extent does perceived behavioural control relate to entrepreneurship intention?	To examine perceived behavioural control positively related to entrepreneurship intention

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

The word entrepreneurship can be interpreted as the soul, spirit, attitude, behaviour, and potential of a person's ability to handle businesses and or activities that lead to efforts to find, create and implement new ways of working, technology, and products by increasing efficiency in order to provide better services to obtain greater profits ([Stevenson & Jarillo, 2007](#); [Covin & Miller, 2014](#); [Wales et al., 2020](#)). In other words, entrepreneurship in this case is creativity and innovation possessed by university graduates to generate added value for themselves and benefit others/society and bring mutual benefit.

In essence, entrepreneurship is the nature, characteristics, and character of someone who has the will and ability to realize innovative ideas in the real world (business) creatively and productively. Someone who has the potential or entrepreneurial spirit is able to see and assess business opportunities, gather various resources needed to take appropriate action, and take advantage of business opportunities ([Schwarzkopf, 2016](#); [Jardim, Bártolo, & Pinho, 2021](#)).

Entrepreneurship in principle is an ability to think creatively and behave innovatively which is used as the basis, resources, motivators, goals, tactics/strategies, and tips in facing life's challenges ([Audretsch, 2012](#); [Welter et al., 2017](#); [Iftikhar, Justice, & Audretsch, 2022](#)). Entrepreneurship arises when someone dares to develop their businesses and new ideas that are smart and careful by anticipating various risks that may occur. Therefore, the essence of entrepreneurship is to create added value through the process of combining various

resources in different new ways, so as to be able to compete freely in the business market ([Finkle & Deeds, 2001](#); [Landström, Harirchi, & Åström, 2012](#); [Shao et al., 2020](#)).

Entrepreneurship according to [Doern, Williams, & Vorley \(2019\)](#) reflects the spirit, attitude, and behaviour of role models in the courage to take calculated risks based on their own will and abilities. People who have these attitudes are said to be entrepreneurs. Meanwhile, [Olanrewaju et al. \(2020\)](#) argue that entrepreneurship is a discipline that studies a person's values, abilities, and behaviour in facing life's challenges to obtain opportunities with various risks that they may face. Self-confidence is an attitude and belief to start, perform, and complete the task or job at hand. Being task-oriented and results-oriented characterizes that an entrepreneur must concentrate on the task and the results of his work while the results must be clear. What an entrepreneur does is his attempt to achieve the targeted goals where the success will be largely determined by achievement motivation, profit-orienting, strength and fortitude/tenacity to try, hard work, energy, and initiative ([Garaika, Margahana, & Negara, 2019](#)).

Furthermore, taking risks is characterized by a person (entrepreneur) who must know the probability of failure (i.e., where the source of failure is and how big the chance of failure is), in order to minimize risks. Leadership character defines a person (entrepreneur) who can provide a role model, think positively, is not anti-critical, and has skills in communicating and socializing ([Galloway, Kapasi, & Sang, 2015](#); [Kimbu et al., 2021](#)). The leadership in question is not only having an influence on other people or subordinates but also being alerted to anticipate any changes. In addition, being able to lead for change by offering new products and being a pioneer in creating superior products or providing different added value compared to competitors. From the description above, it can be concluded that entrepreneurship will involve attitudes, subjective norms, and perceived behavioural control where these three factors are the essence of the theory of planned behaviour in forming an intention to become an entrepreneur ([Al-Jubari, 2019](#)). In other words, entrepreneurship is a person's potential to be developed through education and training in the form of experience, challenges, and the courage to take risks in creating jobs.

The theory of planned behaviour (TPB) is a theory developed from the theory of reasoned action (TRA). TPB arises since the previous theory only focused on the rationality of behaviour and actions that were in the individual's consciousness ([Ajzen, 1991](#); [2011](#); [Barba-Sánchez & Atienza-Sahuquillo, 2018](#)). Although in reality, some individual behaviours are not entirely in the individual's consciousness. According to TPB, three factors shape interest: attitudes towards behaviour, subjective norms, and behavioural control. Attitudes toward behaviour are beliefs that enable individuals to act as if they are being observed. Subjective norms can be in the form of individual perceptions or beliefs due to encouragement from the environment including family, friends, or community. Behavioural control refers to an individual's ability to shape behaviour. TPB considers interest as an indicator or predictor of behaviour since it expresses the level of effort of individuals willing to develop concrete actions. Based on this explanation, the authors propose the following hypothesis:

H_{1a}: Curriculum is positively related to attitudes

H_{1b}: Teaching methodology is positively related to attitudes

H_{1c}: University role is positively related to attitudes

H_{2a}: Curriculum is positively related to subjective norms

H_{2b}: Teaching methodology is positively related to subjective norm

H_{2c}: University role is positively related to subjective norm

H_{3a}: Curriculum is positively related to perceived behavioural control

H_{3b}: Teaching methodology is positively related to perceived behavioural control

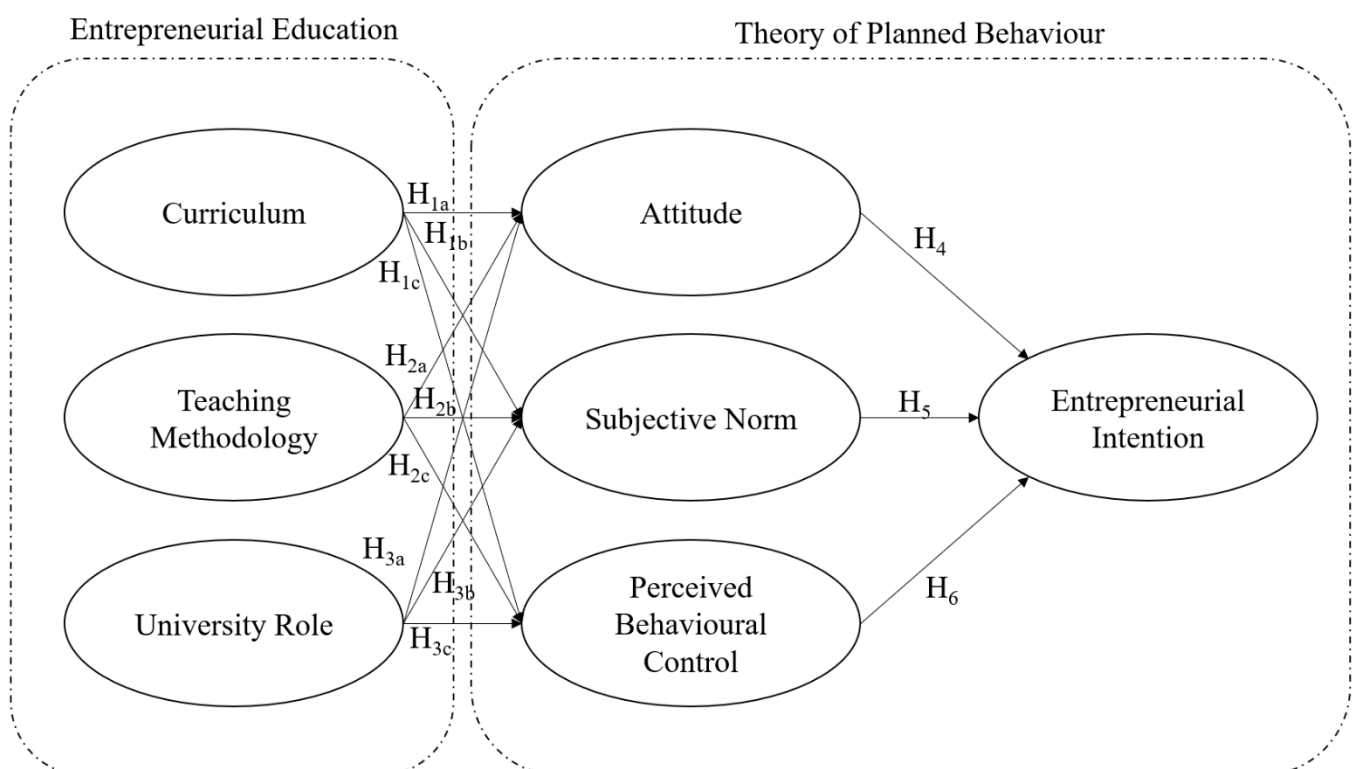
H_{3c}: University role is positively related to perceived behavioural control

H₄: Attitude is positively related to entrepreneurship intention

H₅: Subjective norm is positively related to entrepreneurship intention

H₆: Perceived behavioural control is positively related to entrepreneurship intention

Figure 1. Proposed Framework



3. METHODOLOGY

The backbone of this conceptual paper is supported by a literature study to guarantee that the findings are relevant to the research field. Indeed, the research began by analysing a large number of studies' findings coherent with the purposes of this research. The literature review is concerned with the research method and the process of identifying and critically evaluating relevant studies, collecting and analysing data from the studies involved, and identifying all empirical evidence that meets predetermined inclusion criteria to answer a research question or hypothesis (Knopf, 2006). In addition, by reviewing publications and all relevant materials, this strategy aims to reduce bias and produce accurate results from which to draw conclusions and make choices.

The proposed methodology includes the use of primary data, which shall be obtained from the results of respondents' answers to online questionnaires measured using a Likert scale of 1-5, where scale (1) states strongly disagree and (5) strongly agree. For primary data collection, researchers are recommended to use primary data collection methods which include surveys while secondary research would be conducted literature analysis that may assist in conducting research. Figure 1 shows the proposed theoretical framework which consists of 6 hypotheses proposed in this conceptual paper. These hypotheses contain several research variables including Entrepreneurship Curriculum, Teaching Methodology, University Roles, Attitudes, Subjective Norms, Perceived Behavioural Control, and Entrepreneurship Intention.

Research variables contain several items that need to be measured and analysed to examine the relationship between each one. The framework on entrepreneurship intention shall be tested using a structural equation model in which there are mediation variables (Sentosa et al., 2017; Sentosa et al., 2019). Then, the validity test uses confirmatory factor analysis while the reliability test uses Cronbach's Alpha (Civelek, 2018).

4. DISCUSSION & CONCLUSION

This conceptual paper has studied the practices of entrepreneurial education dimension toward the elements of the Theory of Planned Behaviour which has never been done in Indonesia and is in line with the thoughts of previous researchers who suggested that the dimensions of entrepreneurial education should be implemented in different countries (Rengiah & Sentosa, 2016; Farid & Rahman, 2020; Kaki et al., 2022). In addition, the results of previous studies (Pundir, Devi, & Nath, 2021; Hadi, Sentosa, & Ab Wahid, 2022) also proposed adding other variables in order to enrich the body of knowledge from the Theory of Planned Behaviour.

The entrepreneurial interest and behaviour formed among the youth are expected to be a driving force for the progress of economic development. In fact, the presence of entrepreneurship can lead to reducing unemployment and poverty and increasing per capita income which will have an impact on increasing welfare and regional economic growth. Indirectly, entrepreneurship is one of the determinants of the success of national-

scale economic development ([Audretsch, 2007](#); [Carree & Thurik, 2010](#); [Kritikos, 2015](#); [Mittal & Raghuvanan, 2021](#)).

Generally, the Theory of Planned Behaviour is used by researchers to shape entrepreneurial interest and is also used to predict entrepreneurial behaviour. Implementation of ideas and business development is more than just forming interest, but also action or behaviour. Empirical research is suggested to be carried out by further researchers in order to be able to show that the dimensions of entrepreneurship education and the three factors forming entrepreneurial interest can actually shape student entrepreneurial behaviour.

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