

Student Paradigm Analysis of Entrepreneurship Post-Pandemic in Indonesia

Harti¹, Lucky Rachmawati¹, Norida Canda Sakti¹, Susanti¹, Luqman Hakim¹, Albrian Fiky Prakoso^{*1},
Bayu Surindra², Arina Salsabilla Haq³

¹Universitas Negeri Surabaya, Surabaya, Indonesia

²Universitas Nusantara PGRI Kediri, Kediri, Indonesia

³Louis-Leitz-Schule, Feuersee Stuttgart, Germany



DOI: <https://doi.org/10.56707/ijoerar.v1i2.10>

Sections Info

Keywords:

Entrepreneurship Education
Entrepreneurial Intention
Facilities
Infrastructure

ABSTRACT

Objective: The outbreak of COVID-19 has had a significant impact on Indonesia's economy. Social distancing implementation measures and subsequent Large-Scale Social Restrictions (LSSR) have led to companies downsizing and employees working from home. This has had a negative effect on the output of these companies and has necessitated action by the government to accelerate the recovery of all economic sectors. This study provides an overview of the student paradigm of entrepreneurship with a focus on the key variables of entrepreneurship education components, facilities and infrastructure, and entrepreneurial intention. Additionally, the study aims to explore the influence of these variables on entrepreneurial intention and to provide recommendations from student problem. **Method:** This research employs a quantitative and objectives addressed using two data analysis techniques: descriptive analysis and multiple linear regression analysis. **Results:** The findings of this study indicate that entrepreneurship education has a positive and significant influence on entrepreneurial intention, as do facilities and infrastructure. Additionally, the study found that entrepreneurship education and facilities and infrastructure both have a positive and significant influence on entrepreneurial intention. **Novelty:** The focus of this research involves master's degree students as research subject which are still little researched because most previous research has examined undergraduate students or the general public.

INTRODUCTION

The outbreak of Corona Virus Disease 2019 (COVID-19) has had a significant impact on Indonesia's economy. As Rachmawati et al. (2021) highlighted that implementing social distancing measures and subsequent Large-Scale Social Restrictions have led to companies' downsizing and employees working from home. This has had a negative effect on the output of these companies and has necessitated action by the government to accelerate the recovery of all economic sectors.

Mobility limitation imposed by social distancing measures has altered people's decision-making processes in regard to meeting their economic needs. This has impacted the production, consumption, and distribution of goods and services. In addition to the challenges posed by the COVID-19 pandemic, the world is also undergoing behavioural changes due to the Fourth Industrial Revolution. New norms are emerging in all aspects of human life. Initially, individuals may have felt disoriented by these developments, however, they have gradually adapted to these new habits. The COVID-19 pandemic has forced society to prioritize innovation to survive and thrive in a time of uncertainty and change. Therefore, each person will try to improve their life individually and in groups (Soesatyo, Priyono, & Prakoso, 2017). As many traditional businesses struggle and employees are laid off, independent entrepreneurship has become a crucial alternative

source of income for individuals and communities. However, the concept of entrepreneurship itself has evolved in response to the pandemic, with new business models emerging.

According to a study by Lopes et al. (2021), the impact of COVID-19 on entrepreneurial activity has not been overwhelmingly negative. The pandemic has created opportunities for innovation and growth in the economy. Ratten and Jones (2021) also explore the relationship between entrepreneurship education and the pandemic, arguing that COVID-19 presents a transformational opportunity for research and practice. They argue that entrepreneurship education must adapt to the pandemic's changing landscape to better equip students with the skills and knowledge needed to navigate crises and find solutions. To instil the entrepreneurial spirit in management education courses, Ratten and Jones (2021) suggest incorporating crisis analogies into teaching and learning methods. This will help students understand the positive potential of crisis situations and develop the skills needed to identify and implement solutions. By embracing the challenges and opportunities presented by COVID-19, entrepreneurship education can play a vital role in helping individuals and communities adapt and thrive in the age of Revolution 4.0.

Several researchers studied the implementation of entrepreneurship education and its effects on students' attitudes, social norms, self-efficacy, and entrepreneurial intentions. Sun et al. (2017) found that the four components of entrepreneurship education (Why, What, How, and Who) influence these factors simultaneously and are also related to the three antecedent variables of the Theory of Planned Behaviour. Hardie et al. (2020) emphasized the need for teachers to have opportunities to develop their knowledge and skills to create relevant and effective entrepreneurship education experiences for current students.

Welsh et al. (2016) noted the transformative changes in higher education institutions worldwide regarding entrepreneurship education concepts and technology. They argue that entrepreneurship education should be evaluated through a process-focused approach, considering the knowledge gained and educational goals achieved and the educational process itself. Entrepreneurship is a process of becoming, and the success of a program should be judged by the career trajectories of graduates, not just one-off results. Without proper evaluation and implementation, little progress will be made in accepting entrepreneurship as a legitimate discipline or incorporating it into the curriculum of higher education institutions. This ultimately affects the success of graduates.

In a series of studies, Mustikawati and Kurjono (2020), Kusworo and Putranto (2018), and Mustakim (2016) all found that improving the entrepreneurship learning process in schools is an effective way to increase students' interest in entrepreneurship in the 4.0 revolution era. Febriyanto (2015) emphasized the crucial role of educators in providing motivation and support for students to become entrepreneurs, while Elizar (2018) highlighted the importance of entrepreneurship education in tertiary institutions for all professions. Subijanto (2012) identified several challenges in implementing

entrepreneurship education, including inadequate facilities and a lack of collaboration between schools and the business world. Ikramullah (2020) found that income expectations and the family environment influence students' interest in entrepreneurship. Therefore, learning methods and facilities should be tailored to support the development of entrepreneurial spirit and activities.

This study aims to provide an overview of the student paradigm of entrepreneurship with a focus on the key variables of entrepreneurship education components, facilities and infrastructure, and entrepreneurial intention. Additionally, the study aims to explore the influence of these variables on entrepreneurial intention and to formulate recommendations based on the findings to address challenges faced by students in the economics education program. The results of this study can be utilized as an evaluation of entrepreneurship education implementation in the economics education program and as a basis for future policy formulation regarding entrepreneurship education.

Drucker (1985) noted that entrepreneurship is the ability to create something new and different, while Zimmerer and Scarborough (2005) define it as a process of applying creativity and innovation to solve problems and identify opportunities for improvement. In Presidential Instruction (Inpres) Number 4 of 1995, entrepreneurship is defined as "the spirit, attitude, behaviour, and ability of a person in managing businesses and activities that lead to efforts to find, create, and apply new work, technology, and production methods to increase efficiency to provide better service and/or obtain greater profits." (Gerakan Nasional Memasyarakatkan Dan Membudayakan Kewirausahaan, 1995)

Entrepreneurship involves not only the practice and creation of innovative activities in a social environment, but also the implementation of social entrepreneurship policies (Hellaby, 2015). It can drive economic progress and improve economic conditions, create jobs, enhance people's quality of life, improve income distribution, maximize resource utilization, and increase welfare (Hendrawan & Sirine, 2017). As an entrepreneur, one is expected to be able to open up job opportunities and reduce the rate of unemployment growth (Bryan, 2018). Amanda et al., cited by Widyawati and Mujiati (2021), argued that a country with more entrepreneurs is generally more prosperous due to the multiplier effect it creates. A higher number of entrepreneurs can absorb labour, which can increase income and public consumption, leading to increased production.

It is important to understand the characteristics of entrepreneurship, as it can help anticipate and reduce the impact of small business failures. Identifying the causes and general outcomes of failure in entrepreneurship can better equip young entrepreneurs to deal with difficult times and negative events (Mayr et al., 2021).

The concept of entrepreneurial intention has gained significant attention in recent research due to its potential to reflect actual behaviour in starting a new business (Lee-Ross, 2017). Krueger (2003) argues that entrepreneurial intention reflects an individual's commitment to starting a business and is a crucial factor in understanding the entrepreneurial process.

According to planned behaviour theory (Ajzen et al., 2018), attitudes and subjective norms shape one's intentions and ultimately influence behaviour. Understanding an

individual's intention to become an entrepreneur can provide insight into their likelihood of starting a business in reality (Jenkins & Johnson, 1997).

The formation of entrepreneurial intention is influenced by both internal and external factors (Li & Islam, 2021). Internal factors, such as personal traits and abilities, originate from within the individual and can provide the necessary strength for entrepreneurship. Meanwhile, external factors come from the surrounding environment, including the family and business environment, as well as socio-economic factors.

According to Fiandi (2018), entrepreneurship education is an important component of business education that has been proven to stimulate individuals to make entrepreneurship a career choice, resulting in new businesses and economic growth. Nabi et al. (2018) also highlights the various impacts of entrepreneurship education, such as the transfer of knowledge, information, and experience and the direct inspiration of students through field studies. Azizi and Mahmoudi (2019) classify the results of entrepreneurship education into four pillars: knowing, doing, being, and living together.

Fejes, Nylund, and Wallin (2019) note that entrepreneurship education has become a central curricular topic in many countries worldwide over the past decade. Iswahyudi and Iqbal (2018) also emphasize the importance of providing entrepreneurship education as a means of encouraging the creation of more entrepreneurs. Sekarini and Marlana (2020) highlight the importance of entrepreneurship education in providing provisions, attitudes, and self-preparation for aspiring entrepreneurs.

Mugiyatun and Khafid (2020) stressed the role of entrepreneurship education in fostering one's entrepreneurial spirit and generating interest in entrepreneurship. They note that good entrepreneurship education leads to a good interest in entrepreneurship, whereas a lack of entrepreneurship education can result in low-interest levels.

According to Handayati et al. (2020), entrepreneurship education encourages vocational high school students to develop entrepreneurial intentions by cultivating an entrepreneurial mindset. However, teachers must improve their competencies, particularly regarding entrepreneurship, through webinars, in-house training, and certification programs. Furthermore, increasing the entrepreneurship curriculum in Indonesia help to develop entrepreneurial competencies, fostering a spirit of entrepreneurship, and enabling the development of creative ideas for entrepreneurship.

Research by Wardana et al. (2020) suggests entrepreneurship education can impact entrepreneurial self-efficacy, attitudes, and mindset. The results of this study can be used to inform policies implemented by universities, such as updating the entrepreneurship curriculum to include practitioners as teachers, increasing the amount of fieldwork in learning, and assisting students in developing new products through the provision of business capital and ongoing support.

Entrepreneurship education focuses on creating a business, which can foster an interest in the entrepreneurship (Iswahyudi & Iqbal, 2018; Jaya & Harti, 2021). Entrepreneurship education is crucial in fostering entrepreneurial interest (Harti et al., 2022; Mugiyatun & Khafid, 2020), and can encourage to meet the targets of the entrepreneurship (Srianggareni et al., 2020). It is also used to equip students with the

knowledge, attributes, and abilities necessary for applying entrepreneurial skills in setting up a new business (Neck & Corbett, 2018), according to research conducted by Nowiński et al. (2019), gender comparisons show that although women generally have lower entrepreneurial intentions, they get more benefit from entrepreneurship education than men. In an increasingly globalized world, it is important to consider international entrepreneurial intentions and how they can be increased through education.

According to Zhao et al. (2020), governments and education investors should continue investing in entrepreneurship education to optimize the allocation of resources and entrepreneurship curricula. Kosharnaya et al. (2018) suggests several steps that can be taken to develop a modern business education system for young people, including the formation of a complete legislative framework, the use of comprehensive programs for business education, the implementation of education and training programs at local educational institutions, and the preparation of an economic, organizational structure that encourages business involvement in the education process.

The younger generation's involvement in entrepreneurship is crucial for national economic progress, as young entrepreneurs play a significant role in driving economic growth in various parts of the world (Iwu et al., 2021). The research conducted by Iwu et al. (2021) supports that a person's tendency to engage in entrepreneurial activity is influenced by their experience and systematic teaching approaches.

Facilities are an important aspect of ensuring that functions are implemented effectively and efficiently. As stated by Grigg (2010), facilities can be considered "all physical facilities which are often referred to as public works". This includes tangible and intangible elements, such as buildings, equipment, personnel, and communication materials. Facilities are a key tool for differentiating one institution's program from competitors and can be easily adjusted to meet changing customer needs without affecting the quality and service model.

Physical facilities, in particular, play a crucial role in creating a positive impression of the quality, comfort, and safety of the services offered to consumers. According to the regulation (*Peraturan Presiden Republik Indonesia Nomor 67 Tahun 2005 Tentang Kerjasama Pemerintah Dengan Badan Usaha Dalam Penyediaan Infrastruktur, 2005*), the provision of infrastructure includes the construction and management of physical facilities to increase their utilization and capacity. It include the facility's appearance, the availability of equipment and personnel, and the use of technology and communication materials in operations.

Overall, facilities ensure an institution's smooth and effective operation. As Grigg (2010) explains, infrastructure provides the physical systems necessary to meet basic human needs in the social and economic sphere. Properly managing and maintaining these facilities is crucial for maintaining operational efficiency.

The implementation of entrepreneurship education has been extensively studied in recent years. Sun et al. (2017) investigated the effects of entrepreneurial education on entrepreneurial intention among engineering students in Hong Kong. They found that three key variables - attitudes, social norms, and perceived control - were crucial in

increasing entrepreneurial intention. This study highlights the importance of understanding the systematic nature of sustainable development goals in entrepreneurship education. Additionally, Hardie et al. (2020) emphasized the need for teachers to have opportunities to develop their confidence and knowledge to provide effective and relevant entrepreneurship education experiences for students.

Welsh et al. (2016) argued that transformative changes in entrepreneurship education are taking place in higher education institutions worldwide, both in terms of conceptual shifts and technological advancements. They emphasized the importance of adopting a process-focused approach to evaluating entrepreneurship education programs, as entrepreneurship is a process of becoming, and the results we should be interested in are career trajectories, not one-off outcomes. Without effective evaluation and implementation of entrepreneurship education programs, progress in the field will be limited, and the acceptance of entrepreneurship as a legitimate discipline in higher education institutions will be hindered. Ultimately, this will have a significant impact on graduate success.

Mustikawati et al. (2020) investigated the effect of entrepreneurship learning on students' interest in entrepreneurship in the era of the 4th industrial Revolution. The results showed that improving the entrepreneurship learning process in schools effectively increases students' interest in entrepreneurship in this era. Kusworo and Putranto (2018) studied the student paradigm of entrepreneurship, identified several key elements consist of entrepreneurship characteristics, innovation, and venture capital. Mustakim (2014) explored the impact of collaboration between schools and the business world on entrepreneurship learning in vocational high school students in Kudus, Indonesia. The results indicated that collaboration can develop students' entrepreneurial spirit and increase their independence in work.

According to Febriyanto (2015), higher education institutions are crucial in supporting student entrepreneurship development. To foster a competitive and innovative workforce, educators should proactively motivate and support students interested in entrepreneurship. Elizar (2018) also highlights the importance of entrepreneurship education in higher education, stating that it is necessary for all professions. He notes that many universities in Indonesia have developed entrepreneurship programs and emphasize the need for tertiary institutions to balance their focus between research and entrepreneurship. To nurture a generation of creative and independent thinkers, alumni must be encouraged to develop their entrepreneurial skills and create a level playing field. By providing these opportunities, it is hoped that economic growth will be stimulated in the regions.

In her research on the effects of entrepreneurship education on entrepreneurial intention, Indriyani (2017) found that entrepreneurship education has a positive influence on entrepreneurial intention. This is supported by the findings of Wirandana and Hidayati (2017), who found that entrepreneurship education with a focus on the "know-how," "know who," and "know why" dimensions have a positive influence on all dimensions of the Theory of Reasoned Action (TRA), including Perceived Behavioural

Control (PBC), Subjective Norm, and Attitude. Chandra and Budiono (2019) also found that entrepreneurship education has a positive influence on entrepreneurial intention, mediated by management student self-efficacy.

However, not all studies have found a positive relationship between entrepreneurship education and entrepreneurial intention. Kusumojanto et al. (2021) found that while entrepreneurship education successfully influenced entrepreneurial self-efficacy, it failed to encourage students' intentions to become entrepreneurs. Furthermore, this study found that entrepreneurial attitudes, while influenced by entrepreneurial self-efficacy, did not affect students' entrepreneurial intentions.

Similar studies have been carried out in Europe. For example, in Germany, many students are reluctant to do business because of the strict rules regarding business certification and taxes. whereas in post-pandemic Indonesia, assistance was given so that entrepreneurs could grow. The novelty of this research is that it tries to see how post-pandemic post-pandemic post-pandemic entrepreneurship paradigms of postgraduate students are.

In a study of the influence of entrepreneurship education on the entrepreneurial intention of students in vocational high schools in Indonesia, Wahyono et al. (2015) found a significant difference in students' entrepreneurial intentions between those who received entrepreneurship education with practical application and those who did not. They also found a significant difference in students' entrepreneurial intentions before and after receiving entrepreneurship education with practical application. These findings suggest that entrepreneurship education has a significant effect on students' entrepreneurial intentions, according to the Theory of Planned Behaviour (TPB). The TPB posits that students' entrepreneurial intentions are directly influenced by their attitudes, subjective norms, and behavioural control.

H1= Entrepreneurship Education has positive and significant influence on Entrepreneurial Intention

The previous literature on research on the influence of facilities and infrastructure on entrepreneurial intention shown that the availability of infrastructure and support can foster effective entrepreneurial motivation among students. Subijanto (2012) found that implementing entrepreneurship education has not been supported by adequate training/practice facilities and infrastructure. Alfiyan et al. (2019) found that high academic support, such as facilities and infrastructure, foster effective entrepreneurial motivation among students. Abdulrasheed et al. (2019) found that teaching entrepreneurship courses significantly impacts students' knowledge and entrepreneurial intentions to start a business. Moreover, poor infrastructure and lack of funds reduce students' enthusiasm to become entrepreneurs. Khasanah et al. (2017) found a significant positive influence between the entrepreneurship learning process and educational facilities and infrastructure on entrepreneurial intention. Utami and Widiyanto (2015) found that entrepreneurship education and infrastructure, such as the Business Centre, can increase students' entrepreneurial intention. Prayoto and Nugraha (2020) found that providing entrepreneurship education facilities, such as the Marketing Practice Unit, can

increase interest in entrepreneurship. Yanuari (2015) found a partial or simultaneous influence between learning facilities and infrastructure in supporting entrepreneurial activities in students, and the most dominant variable that influences entrepreneurial activity is facilities. Ikramullah et al. (2020) found that income expectations, family environment, and entrepreneurship learning jointly influence student interest in entrepreneurship. Learning methods and facilities need special attention to increase student interest in entrepreneurship.

H2= Facilities and infrastructure have a positive and significant influence on Entrepreneurial Intention

H3= Entrepreneurship Education and Facilities and infrastructure both have a positive and significant influence on Entrepreneurial Intention.

RESEARCH METHOD

This research was a quantitative with explanatory approach to examine the relationship between entrepreneurship education components, facilities and infrastructure, and entrepreneurial intention. The study used primary data collected through a survey administered to students in the program. The findings of this research provide an overview of the student paradigm of entrepreneurship and the influence of entrepreneurship education on entrepreneurial intention and provide recommendations for student problems. The population of this study were 3260 students of Faculty of Economics and Business. The sample size was determined by the Slovin formula with a margin of error of 0.07. Thus, it can be calculated sample size were 176 students. This research used technique simple random sampling.

Three main variables were entrepreneurship education, facilities and infrastructure, and entrepreneurial intention. These variables, along with their operational definitions and indicators, are outlined in Table 1. The research conceptual framework is presented in Figure 1.

Table 1: Variables, Operational Definitions, and Indicators

Variable	Operational definition	Indicator
Entrepreneurship Education	According to Johannisson's (1991) classification, the fundamental components of entrepreneurship education programs at the introductory level are know-what, know-why, know-who, and know-how.	1. Know-What 2. Know-Why 3. Know-Who 4. Know-How
Entrepreneurial Intention	Entrepreneurial intention, as defined by the theory of Planned Behavior, is the first step in the process of establishing a long-term business and can be assessed through various indicators.	1. Attitude 2. Subjective Norms 3. Perceived control of behavior 4. Entrepreneurial intention
Facilities and Infrastructure	Public facilities and infrastructure that are conducive to supporting an	1. Collaboration facilities with industry

activity can be considered as enablers of entrepreneurial endeavors.

2. Overseas Collaboration Facility
3. Classroom
4. Practical laboratory
5. Library
6. The role of the educator
7. Training/practice facilities and infrastructure

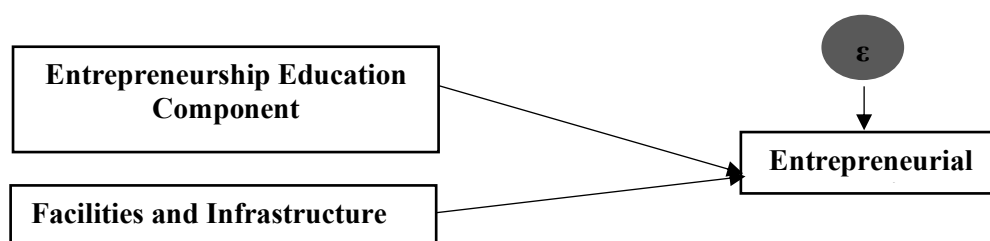


Figure 1. Conceptual Framework

Based on the Conceptual Framework, a tentative model can be formulated, as follows:

$$EI_i = \beta_0_i + \beta_1_i EEC + \beta_2_i FI + \varepsilon_i$$

Information:

EI_i = Entrepreneurial Intention

β_0_i = Constant

β_1_i, β_2_i = Koefisien Parameter

EEC = Entrepreneurship Education Component

FI = Facilities and Infrastructure

ε_i = Error

The research method comprises participants, instruments and procedures, and data analysis.

The research objectives in this study were addressed using two data analysis techniques: descriptive analysis and multiple linear regression analysis. Descriptive analysis was used to provide an overview of the student paradigm of entrepreneurship related to entrepreneurship education components, facilities and infrastructure, and entrepreneurial intention, using tabulated primary data from the questionnaire results. Multiple linear regression analysis assessed the influence of entrepreneurship education components, facilities and infrastructure on entrepreneurial intention. Simultaneous F and T-tests were conducted to test the proposed hypothesis and determine the independent variables' contribution to the dependent variable, as indicated by the coefficient of determination (R^2). No classical assumption tests were performed since this study was not aimed for forecasting or prediction.

RESULTS AND DISCUSSION

Results

After conducting a t-test, we obtained the following results in Table 2.

Table 2. The Results of the t-test

Independent Variable (X)	Dependent Variable (Y)	Significance	Alpha	Information
Entrepreneurship Education Facilities and Infrastructure	Entrepreneurial Intention	0.000	0.01 (1%)	Highly Significant
	Entrepreneurial Intention	0.066	0.1 (10%)	Weakly Significant

Data analysis and the results are included in the attached file. The t-test results indicate that Entrepreneurship Education has a highly significant effect on Entrepreneurial Intention, with a significance value of 0.000, less than the 1% alpha level. In contrast, the second t-test reveals that Facilities and Infrastructure have a weakly significant effect on Entrepreneurial Intention, with a significance value of 0.066, less than the 10% alpha level. Therefore, both H1 and H2 is accepted.

After conducting a F-test, we obtained the following results in Table 3.

Table 3. The Results of F-test

Independent Variable (X)	Dependent Variable (Y)	Significance	Alpha	Information
Entrepreneurship Education and Facilities and Infrastructure	Entrepreneurial Intention	0.000	0.01 (1%)	Highly Significant

Based on the results of the F-test, it was found that Entrepreneurship Education Facilities and Infrastructure have a highly significant effect on Entrepreneurial Intention. This can be seen in the data analysis (see attachment). The significance value of 0.000 indicates that the effect is very significant, as it is smaller than the alpha at the 1% level. Thus, H3 is accepted.

The results of our multiple linear analysis show that the relationship between Entrepreneurial Intention (EI) and the two independent variables, Entrepreneurship Education (EE) and Facilities and Infrastructure (FI), is positive. This means that as the EE and FI improve, the EI will also increase. We used standardized coefficients to ensure that each variable had an equal opportunity to influence the dependent variable, and the regression equation no longer contained constants. More detailed analysis can be found in attachment 4, point 1. The regression equation we obtained is as follows:

$$EI = 0.347EEC + 0.130FI + e$$

Overall, our findings suggest that investing in both EEC and FI can lead to an increase in Entrepreneurial Intention. The purpose of calculating R squared is to determine the extent to which the independent variables of our study contribute to the dependent variable. The value of R squared can be found in the attachment. Our data analysis using SPSS showed that the Adjusted R squared result is 0.150, indicating that the contribution of the independent variables to the dependent variable is 15%. The remaining influence on the dependent variable is likely due to other variables not examined in this study. Future research could focus on additional variables in addition to Entrepreneurship

Education and Facilities and Infrastructure to increase the contribution of R squared to Entrepreneurial Intention. Further discussion on research suggestions can be found in the corresponding chapter.

Discussion

Based on the descriptive analysis, majority respondents agree with the statement items in the Entrepreneurial Intention (Y) variable, particularly the statement "I am interested in a career as an entrepreneur." This indicates that most respondents have a strong intention to become entrepreneurs. When examining the results of the descriptive analysis on the Entrepreneurship Education (X1) variable, most respondents agreed with most statement items, particularly the statement "I understand the concept of entrepreneurship" which is included in the know-what indicator. This suggests that most students perceive themselves as having a basic understanding of entrepreneurship. However, respondents were slightly less confident in their knowledge of taxation compared to their knowledge of entrepreneurship in general. Additionally, respondents doubt when answering the statement "building a successful business will be easy," which is included in the Perceived Behavioural Control indicator.

However, the t test results showed that the Entrepreneurship Education Component has a very significant influence on Entrepreneurial Intention. Students who have high perceptions of the entrepreneurship education component also have high entrepreneurial intentions. This finding aligns with the results of previous studies such as Sun et al. (2017), who investigated the impact of Entrepreneurial Education on Entrepreneurial Intention of engineering students in Hong Kong. The findings of this research support several theoretical aspects, including the TPB, role model theory, and experiential learning theory.

The results of this study further support the systematic nature of SDGs, showing that all three indicators (attitude, social norms, and perceptual control) have an impact on EI. This aligns with the research of Indriyani (2017), who found that entrepreneurship education has an influence on entrepreneurial intentions. This can be seen in the results of Indriyani's study, which show that students who have undergone structured entrepreneurship education (i.e. education that is a series of teaching and learning in a tertiary institution) tend to have better entrepreneurial intentions than students who have only taken short courses on entrepreneurship.

Additionally, understanding the reasons for entrepreneurship, as measured by the know-why indicator, was found to increase positive attitudes towards entrepreneurship. As students have a positive attitude, they are more likely to take appropriate action. Having a positive attitude is the first step in predicting relevant intentions and behaviours. Therefore, entrepreneurship education should aim to foster this positive attitude if the goal is to create entrepreneurs. This is in line with the study of Febriyanto (2015), which argues that educators must provide motivation to become entrepreneurs in order to support the development of high competitiveness among students.

The findings of this study are also useful in entrepreneurship education, as knowing or recognizing role models/mentors in entrepreneurship (i.e., know-who) can shape students' social norms towards entrepreneurship and foster entrepreneurial intentions.

Teaching approaches such as studying cases, listening to lectures, and interviewing successful entrepreneurs can be effective in teaching entrepreneurship.

According to Wirandana and Hidayati (2017), entrepreneurship education with the dimensions of know-how, know who, and know why has an influence on all dimensions of the Theory of Reasoned Action (TRA), including Perceived Behavioural Control (PBC), Subjective Norm, and Attitude. Therefore, having knowledge on how to be an entrepreneur (know-how) can also increase self-efficacy (or the perception of ability and self-control) and subsequently increase entrepreneurial intentions. Chandra and Budiono's research (2019) supports the findings of this study, indicating that entrepreneurship education has an impact on entrepreneurial intentions and self-efficacy. Furthermore, their research shows that self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intentions.

However, the findings of this study contradict the research of Kusumojanto et al. (2020), who found that while entrepreneurship education successfully influenced entrepreneurial self-efficacy, it did not encourage students' intentions to become entrepreneurs. Additionally, their research showed that entrepreneurial self-efficacy has an effect on entrepreneurial attitudes, however entrepreneurial attitudes do not affect students' entrepreneurial intentions, indicating that entrepreneurial attitudes alone are not sufficient in mediating the relationship between entrepreneurship education and intentions to become entrepreneurs.

The results of this study indicated that most respondents agreed with the facilities and infrastructure provided for their education, particularly regarding the lecturers' performance as educators. However, students also reported that the practicum laboratory was inadequate. The second t-test revealed that while facilities and infrastructure did have a positive impact on entrepreneurial intention, the significance was weak. This highlights the importance of providing adequate facilities and resources that support experiential learning in entrepreneurship education. Experiential learning allows students to apply their conceptual knowledge to real-world problems and situations with the guidance and facilitation of the instructor. In order to increase students' entrepreneurial intentions, optimising facilities such as practicum laboratories is crucial.

The research of Wahyono et al (2015) supports this statement., which found significant differences in students' entrepreneurial intentions between entrepreneurship classes with proven practice and those without. Their study also showed significant differences in students' entrepreneurial intentions before and after practising entrepreneurship.

The results of the F test indicate that Entrepreneurship Education and Facilities and Infrastructure together have a Highly Significant effect on Entrepreneurial Intention (Abdulrasheed et al., 2019; Alfiyan et al., 2019; Khasanah et al., 2017). This is supported by research that shows that high academic support and adequate infrastructure can foster effective entrepreneurial motivation in (Prayoto & Nugraha, 2020; Utami & Widiyanto, 2015). However, the perceived challenges, including poor infrastructure conditions and lack of funds, can reduce students' enthusiasm to become entrepreneurs (Yanuari, 2015). Because of the Adjusted R Square analysis of 0.150, the contribution of the independent variables in this study to the dependent variable is 15%. At the same time, the rest is

influenced by other variables not examined in this study. Future research could explore other variables that may influence Entrepreneurial Intention, such as the student paradigm of entrepreneurship (Kusworo & Putranto, 2018).

CONCLUSION

Fundamental Finding: The findings of this study indicate that entrepreneurship education has a positive and significant influence on entrepreneurial intention, as do facilities and infrastructure. **Implication:** Entrepreneurship education and facilities and infrastructure both have a positive and significant influence on entrepreneurial intention. **Limitation:** This research is limited to only one university. **Future Research:** Subsequent research should increase the research sample's coverage so that the findings can apply more generally.

ACKNOWLEDGEMENTS

We thank Universitas Negeri Surabaya for funding this research.

REFERENCES

- Abdulrasheed, J., Suleiman, Y., & Olalekan, B. H. (2019). Impact of Entrepreneurship Course on Entrepreneurial Intention among Undergraduate Students of Al-Hikmah University, Kwara State, Nigeria. *Asian Journal of Innovation and Entrepreneurship*, 85–102.
- Ajzen, I., Fishbein, M., Lohmann, S., & Albarracín, D. (2018). The influence of attitudes on behavior. *The Handbook of Attitudes*, 197–255.
- Alfiyan, A. R., Qomar, M. Q., & Alamsyah, D. P. (2019). Pengaruh pendidikan kewirausahaan dan dukungan akademik terhadap niat kewirausahaan mahasiswa. *Jurnal Kajian Ilmiah*, 19(2), 175–181.
- Azizi, M., & Mahmoudi, R. (2019). Learning outcomes of entrepreneurship education: Entrepreneurship education for knowing, doing, being, and living together. *Journal of Education for Business*, 94(3), 148–156.
- Bryan, A. (2018). Pengaruh efikasi diri dan pendidikan terhadap intensi kewirausahaan dengan lingkungan sosial sebagai variabel moderasi. *Jurnal Manajemen Bisnis Dan Kewirausahaan*, 2(3).
- Chandra, R. A., & Budiono, H. (2019). Pengaruh pendidikan kewirausahaan terhadap niat berwirausaha yang dimediasi efikasi diri mahasiswa manajemen. *Jurnal Manajerial Dan Kewirausahaan*, 1(4), 645–655.
- Drucker, P. F. (1985). Entrepreneurial strategies. *California Management Review*, 27(2).
- Elizar, E. (2018). Pengembangan Program Kewirausahaan di Perguruan Tinggi. *Edukasi Lingua Sastra*, 16(1), 22–32.
- Febriyanto, M. (2015). Strategi Peningkatan Kewirausahaan Bagi Mahasiswa Di Pendidikan Tinggi. *Jurnal Bisnis Darmajaya*, 1(1), 105–114.
- Fejes, A., Nylund, M., & Wallin, J. (2019). How do teachers interpret and transform entrepreneurship education? *Journal of Curriculum Studies*, 51(4), 554–566.
- Fiandi, M. (2018). ANALISIS PEMBELAJARAN KEWIRAUSAHAAN PADA MAHASISWA D3 PERBANKAN SYARIAH DALAM MEMBANGUN ENTREPRENEURIAL INTENTIONSEBAGAI PENCAPAIAN THE YOUNG ENTREPRENEUR. *I-ECONOMICS: A Research Journal on Islamic Economics*, 4(1), 42–65.
- Grigg, N. S. (2010). *Infrastructure finance: The business of infrastructure for a sustainable future* (Vol. 536). John Wiley & Sons.
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset?

- Heliyon*, 6(11), e05426.
- Hardie, B., Highfield, C., & Lee, K. (2020). Entrepreneurship education today for students' unknown futures. *Journal of Pedagogical Research*, 4(3), 401–417.
- Harti, H., Nasution, N., Purnomo, N. H., Witjaksono, A. D., & Sakti, N. C. (2022). How Does Social Science Education Drive Marketing Mindset to Shape Entrepreneurial Interest? *Eighth Southeast Asia Design Research (SEA-DR) & the Second Science, Technology, Education, Arts, Culture, and Humanity (STEACH) International Conference (SEADR-STEACH 2021)*, 237–244.
- Hellaby, H. (2015). *Book Review: About Entrepreneurship*. SAGE Publications Sage UK: London, England.
- Hendrawan, J. S., & Sirine, H. (2017). Pengaruh sikap mandiri, motivasi, pengetahuan kewirausahaan terhadap minat berwirausaha (Studi kasus pada mahasiswa FEB UKSW Konsentrasi Kewirausahaan). *Asian Journal of Innovation and Entrepreneurship*, 2(03), 291–314.
- Ikramullah, M., Aslinda, A., & Heriansah, H. (2020). Faktor Determinan Minat Berwirausaha Mahasiswa (Evaluasi Pembelajaran Kewirausahaan Di Perguruan Tinggi Perikanan Dan Kelautan). *Jurnal Kewirausahaan Dan Bisnis*, 25(2), 59–75.
- Indriyani, R. (2017). Pengaruh entrepreneurship education terhadap entrepreneurial intention melalui entrepreneurial motivation sebagai mediasi pada mahasiswa perguruan tinggi swasta di Surabaya. *Jurnal Bisnis Dan Manajemen*, nomor, 26–46.
- Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan, no. No. 4 Th. 1995 (1995).
- Iswahyudi, M., & Iqbal, A. (2018). Minat generasi milenial untuk berwirausaha. *Assets: Jurnal Akuntansi Dan Pendidikan*, 7(2), 95–104.
- Iwu, C. G., Opute, P. A., Nchu, R., Eresia-Eke, C., Tengeh, R. K., Jaiyeoba, O., & Aliyu, O. A. (2021). Entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention. *The International Journal of Management Education*, 19(1), 100295.
- Jaya, H. M., & Harti, H. (2021). Pengaruh pengetahuan kewirausahaan dan sikap mandiri terhadap minat berwirausaha pada mahasiswa universitas negeri surabaya. *Jurnal Pendidikan Tata Niaga (JPTN)*, 9(3), 1363–1369.
- Jenkins, M., & Johnson, G. (1997). Entrepreneurial intentions and outcomes: A comparative causal mapping study. *Journal of Management Studies*, 34(6), 895–920.
- Khasanah, B. U., Martono, T., & Wahyono, B. (2017). Pengaruh Proses Pembelajaran Prakarya Dan Kewirausahaan Serta Sarana Dan Prasarana Pendidikan Terhadap Sikap Berwirausaha Siswa Kelas XI IIS Sma Negeri 4 Surakarta Tahun Ajaran 2016/2017. *Jurnal Pendidikan Bisnis Dan Ekonomi*, 3(2).
- KOSHARNAYA, G., ORLOVA, L., DANILOVA, E., SHCHANINA, E., & KORZH, N. (2018). Quality of entrepreneurship education as a key factor in youth business development. *Revista Espacios*, 39(35).
- Krueger, N. F. (2003). The Cognitive Psychology of Entrepreneurship. In Z. J. Acs & D. B. Audretsch (Eds.), *Handbook of Entrepreneurship Research: An Interdisciplinary Survey and Introduction* (pp. 105–140). Springer US. https://doi.org/10.1007/0-387-24519-7_6
- Kusumojanto, D. D., Wibowo, A., Kustiandi, J., & Narmaditya, B. S. (2021). Do entrepreneurship education and environment promote students' entrepreneurial intention? The role of entrepreneurial attitude. *Cogent Education*, 8(1), 1948660.
- KUSWORO, K., & PUTRANTO, I. (2018). ANALISIS PARADIGMA MAHASISWA TERHADAP KEWIRAUSAHAAN (Studi Pada Mahasiswa Prodi Manajemen Universitas Pamulang Tahun Ajaran 2017/2018). *Eduka: Jurnal Pendidikan, Hukum, Dan Bisnis*, 3(2).
- Lee-Ross, D. (2017). An examination of the entrepreneurial intent of MBA students in Australia using the entrepreneurial intention questionnaire. *Journal of Management Development*, 36(9), 1180–1190. <https://doi.org/10.1108/JMD-10-2016-0200>

- Li, Z., & Islam, A. Y. M. A. (2021). Entrepreneurial Intention in Higher Vocational Education: An Empirically-Based Model With Implications for the Entrepreneurial Community. *SAGE Open*, 11(4), 215824402110591. <https://doi.org/10.1177/21582440211059179>
- Lopes, J. M., Gomes, S., Santos, T., Oliveira, M., & Oliveira, J. (2021). Entrepreneurial Intention before and during COVID-19 – A Case Study on Portuguese University Students. *Education Sciences*, 11(6), 273.
- Mayr, S., Mitter, C., Kücher, A., & Duller, C. (2021). Entrepreneur characteristics and differences in reasons for business failure: Evidence from bankrupt Austrian SMEs. *Journal of Small Business & Entrepreneurship*, 33(5), 539–558. <https://doi.org/10.1080/08276331.2020.1786647>
- Mugiyatun, M., & Khafid, M. (2020). Pengaruh Prakerin, Pendidikan Kewirausahaan, dan Lingkungan Keluarga dengan Self Efficacy sebagai Variabel Intervening terhadap Minat Berwirausaha. *Economic Education Analysis Journal*, 9(1), 100–118.
- Mustakim, M. (2016). Pembelajaran Kewirausahaan Melalui Kolaborasi Antara Sekolah Dengan Dunia Usaha (Dunia Industri) Pada Siswa Smk Negeri 3 Kudus Tahun 2013. *Equilibrium: Jurnal Ekonomi Syariah*, 2(1).
- Mustikawati, A., & Kurjono, K. (2020). Studi tentang Pengaruh Pembelajaran Kewirausahaan Terhadap Minat Berwirausaha Siswa di Era Revolusi 4.0. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 17(1), 31–37.
- Nabi, G., Walmsley, A., Liñán, F., Akhtar, I., & Neame, C. (2018). Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration. *Studies in Higher Education*, 43(3), 452–467.
- Neck, H. M., & Corbett, A. C. (2018). The scholarship of teaching and learning entrepreneurship. *Entrepreneurship Education and Pedagogy*, 1(1), 8–41.
- Nowiński, W., Haddoud, M. Y., Lančarič, D., Egerová, D., & Czeglédi, C. (2019). The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries. *Studies in Higher Education*, 44(2), 361–379. <https://doi.org/10.1080/03075079.2017.1365359>
- Prayoto, P., & Nugraha, J. P. (2020). PERAN UNIT PRAKTEK PEMASARAN “EDU MINAMART” DALAM MENINGKATKAN MINAT BERWIRUSAHA PADA TARUNA PRODI AGRIBISNIS PERIKANAN POLITEKNIK KP SIDOARJO. *Chanos Chanos*, 18(1), 29–43.
- Peraturan Presiden Republik Indonesia Nomor 67 Tahun 2005 Tentang Kerjasama Pemerintah Dengan Badan Usaha Dalam Penyediaan Infrastruktur, no. NOMOR 67 TAHUN 2005, PRESIDEN REPUBLIK INDONESIA (2005). <http://bphn.go.id/data/documents/05pr067.pdf>
- Rachmawati, R., Choirunnisa, U., Pambagyo, Z. A., Syarafina, Y. A., & Ghiffari, R. A. (2021). Work from Home and the Use of ICT during the COVID-19 Pandemic in Indonesia and Its Impact on Cities in the Future. *Sustainability*, 13(12), 6760.
- Ratten, V., & Jones, P. (2021). Covid-19 and entrepreneurship education: Implications for advancing research and practice. *The International Journal of Management Education*, 19(1), 100432.
- Sekarini, E., & Marlina, N. (2020). PENGARUH PEMBELAJARAN KEWIRUSAHAAN TERHADAP MINAT BERWIRUSAHA YANG DI MODERASI OLEH EFIKASI DIRI PADA SISWA KELAS XI BDP SMKN 2 KEDIRI. *Jurnal Pendidikan Tata Niaga (JPTN)*, 8(1).
- Soesatyo, Y., Priyono, & Prakoso, A. F. (2017). Effect of social capital to the life satisfaction of academic personnel in the higher education through the human capital and institutional model. *International Journal of Economic Research*, 14(7), 253–276.
- Srianggareni, N. M., Heryanda, K. K., & Telagawathi, N. L. W. S. (2020). Pengaruh Moderasi Self Efficacy Pada Hubungan Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha Di Universitas Pendidikan Ganesha. *Prospek: Jurnal Manajemen Dan Bisnis*, 2(1), 1–10. <https://iJoerar.net/index.php/iJoerar>

- Subijanto, S. (2012). Analisis Pendidikan Kewirausahaan di Sekolah Menengah Kejuruan. *Jurnal Pendidikan Dan Kebudayaan*, 18(2).
- Sun, H., Lo, C. T., Liang, B., & Wong, Y. L. B. (2017). The impact of entrepreneurial education on entrepreneurial intention of engineering students in Hong Kong. *Management Decision*, 55(7), 1371–1393. <https://doi.org/10.1108/MD-06-2016-0392>
- Utami, N. F., & Widiyanto, W. (2015). Pengaruh Sarana Prasarana Business Center dan Lingkungan Keluarga melalui Proses Pembelajaran Kewirausahaan terhadap Minat Berwirausaha Siswa Kelas XI SMK NU Bandar Kabupaten Batang Tahun 2015. *Economic Education Analysis Journal*, 4(3).
- Wahyono, B., Stats, S. M., & Santosa, D. (2015). *Pengaruh Pendidikan Kewirausahaan Terhadap Niat Berwirausaha Siswa SMK Negeri 1 Pedan Tahun 2013*.
- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., Wibowo, N. A., Harwida, G., & Rohman, A. N. (2020). The impact of entrepreneurship education and students' entrepreneurial mindset: The mediating role of attitude and self-efficacy. *Heliyon*, 6(9), e04922.
- Welsh, D. H., Tullar, W. L., & Nemati, H. (2016). Entrepreneurship education: Process, method, or both? *Journal of Innovation & Knowledge*, 1(3), 125–132.
- Widyawati, N. P. C., & Mujiati, N. W. (2021). PENGARUH PENDIDIKAN KEWIRAUSAHAAN TERHADAP MINAT KEWIRAUSAHAAN DENGAN EFIKASI DIRI KEWIRAUSAHAAN SEBAGAI VARIABEL PEMODERASI. *E-Jurnal Manajemen Universitas Udayana*, 10(11), 1116. <https://doi.org/10.24843/EJMUNUD.2021.v10.i11.p04>
- Wirandana, E., & Hidayati, S. (2017). Pengaruh pendidikan kewirausahaan terhadap niat berwirausaha. *EDUKA: Jurnal Pendidikan, Hukum, Dan Bisnis*, 2(2).
- Yanuari, S. W. (2015). PENGARUH SARANA DAN PRA SARANA BELAJAR DALAM MENUNJANG KEGIATAN KEWIRAUSAHAAN (Studi Terhadap Siswa Kelas XI SMK PGRI 1 Tulungagung). *INSPIRASI: JURNAL ILMU-ILMU SOSIAL*, 11(19).
- Zhao, J., Wei, G., Chen, K.-H., & Yien, J.-M. (2020). Psychological Capital and university students' entrepreneurial intention in china: Mediation effect of entrepreneurial capitals. *Frontiers in Psychology*, 10, 2984.
- Zimmerer, T., & Scarborough, N. (2005). Essentials of entrepreneurship and small business management: The foundations of entrepreneurship. *The United States of America: Pearson Education*.

Harti

Department of Business Education Faculty of Economics and Business, Universitas Negeri Surabaya,
Jl. Ketintang Kampus Unesa, Surabaya, Jawa Timur 60231
Email: harti@unesa.ac.id

Lucky Rachmawati

Department of Economics Faculty of Economics and Business, Universitas Negeri Surabaya,
Jl. Ketintang Kampus Unesa, Surabaya, Jawa Timur 60231
Email: luckyrachmawati@unesa.ac.id

Norida Canda Sakti

Department of Economics Education Faculty of Economics and Business, Universitas Negeri Surabaya,
Jl. Ketintang Kampus Unesa, Surabaya, Jawa Timur 60231
Email: noridacanda@unesa.ac.id

Susanti

Department of Accounting Education Faculty of Economics and Business, Universitas Negeri Surabaya,
Jl. Ketintang Kampus Unesa, Surabaya, Jawa Timur 60231
Email: susanti@unesa.ac.id

Luqman Hakim

Department of Accounting Education Faculty of Economics and Business, Universitas Negeri Surabaya,
Jl. Ketintang Kampus Unesa, Surabaya, Jawa Timur 60231

Email: luqmanhakim@unesa.ac.id

***Albrian Fiky Prakoso (Corresponding Author)**

Department of Accounting Education Faculty of Economics and Business, Universitas Negeri Surabaya,
Jl. Ketintang Kampus Unesa, Surabaya, Jawa Timur 60231

Email: albrianprakoso@unesa.ac.id

Bayu Surindra

Department of Economics Education Faculty of Economics and Business, Universitas Negeri Surabaya,
Jl. Ketintang Kampus Unesa, Surabaya, Jawa Timur 60231

Email: albrianprakoso@unesa.ac.id

Arina Salsabilla Haq

Louis-Leitz-Schule
Weiner Str. 51, 700469, Stuttgart, Deutschland Germany

Email: arina.haq@gmx.de
