

Business House as an Entrepreneurship Education Program to Boost Entrepreneurship Intention Amongst Student University in Indonesia

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ABSTRACT

By applying the theory of planned behavior, which is the attitude, subjective norms, and behavior control perceived, this study discusses the influence of the Business House as an Entrepreneurship Education Program to increase the intention of university students in entrepreneurship. A quantitative approach was chosen for this research. The study was conducted at Universitas Muhammadiyah Surabaya Indonesia (UMSurabaya). The unit analysis was 480 students who had taken courses in Introduction to Business. Using the Krejcie Morgan table with an error rate of 5%, the sample is 202, after being collected again with google form complete data was obtained to be analyzed with SPSS of 190 respondents. The data analysis used includes descriptive analysis and path analysis. The findings of this research found evidence that attitude, subjective norms and perceived behavior control have a positive and significant influence on student entrepreneurial intention by being mediated by entrepreneurial education programs in the form of business house activities. The findings of this study imply that entrepreneurship education program activities are needed in the lectures of business students as entrepreneurial education programs to strengthen student intentions in family business knowledge. This implication is very important especially applied in universities that expect graduates to do business.

Keywords: Business house, Entrepreneurship Education Program, Entrepreneurial intention, Theory of planned behavior,

INTRODUCTION

Recently, many entrepreneurs have contributed to the development of business enterprises, by ingeniously utilize the existing resources in the surrounding is regarded as a significant factor in job creation and economic growth (Abduh, 2012) especially when there is a crisis with high unemployment (Sanches et al, 2018). Entrepreneurship can be grown through education (neneh, 2019). With the right Entrepreneurship education program, entrepreneurial intentions can be encouraged more (Herman, 2019). According to Wahjono et al (2014), SME productivity in Indonesia is still lagging, Thus, Indonesia government is putting a lot of effort to enhance develop the training program. The Government is allocating USD 32.84 billion for this one-stop center, which consists of an integrated database related to entrepreneurs, intellectual property registration and patenting and funding facilities, among others (Karimi et al, 2019). So, the

trend of study in entrepreneurship increasing and is quickly becoming one of the growing fast sub-disciplines within the field of economics, management, finance and law (Karali, 2013). In Indonesia, SMEs account for 99.2% of all business and companies and formed a backbone of industrial growth while employing about 56% of the total employment (Wahjono et al, 2014).

The number of Entrepreneurial Education Programs and courses is highly increasing in recent years at mostly education level. Entrepreneurship is generally viewed as an intentionally planned behavior (Neneh, 2019). In light of the changing entrepreneurial environment, educators must constantly be adjusting the educational process, procedures, and curriculum to ensure the best outcomes for future entrepreneurs (Bauman & Lucy, 2019). Similar to the situation happens in University in Indonesia, the important roles of entrepreneurship in the economy have stimulated Universitas Muhammadiyah Surabaya Indonesia (UMSurabaya) to inspire students to become entrepreneurs by providing Entrepreneurship Education Programs (EEP) to university students. EEP could be one of the ways to boost the student's interest to become an entrepreneur in the future and as a moderating variable to boost family business knowledge. Zaremohzzabieh et al (2019) claim that in general the objectives include among others: enhancing students understanding of entrepreneurial concepts and contributions of SMEs to the economy, developing the entrepreneurial mindset of the students, motivating students to be entrepreneurs, providing students with entrepreneurial concepts and skills relevant to the formation and development of new business and providing circumstances conducive to students starting a new business. There were problems that whether the EEP brings impact to students to boost their entrepreneurship or family business knowledge. This paper aims to investigate the influence of the Business House as an Entrepreneurship Education Program to increase the intention of university students in entrepreneurship.

LITERATURE REVIEW

This paper uses the Theory of Planned Behavior (TPB) by Ajzen (1991). TPB states that behavior determines attitudes, subjective norms, and perceived behavioral control, together forming individual behavioral intentions and behaviors. This concept was proposed by Ajzen (1991) to increase the predictive power of the theory of reasoned action by activating accepted behavioral control. This has been applied to study the influence between trust, attitudes, intentions, and policies in various fields such as advertising, public relations, advertising campaigns, health, sports management, and sustainability. In combination, attitudes toward behavior, subjective norms, and perceived behavioral control directly to the formation of a behavioral intention (Ajzen, 2006). In particular, behavior control is accepted, but can also be accessed directly through aid agreements (Herman, 2019). As a general rule, the better attitudes toward behavior and subjective norms, and the more behavioral control perceived, the stronger the intention to carry out these behaviors. Finally, there is an actual level of control over policy, which is intended for high-level commitment (Bauman & Lucy, 2019).

Entrepreneurial Intentions

Mc Stay (2008) states, intentions reflect an individual's willingness or plans to engage in a particular behavior. People who are favored of self-employment rather than choosing traditional salary based employment is said that people have an entrepreneurial intention (Dugassa, 2012). In the social psychology literature, intentions have proved to be a strong predictor of planned individual behaviors, especially when the behavior is rare, difficult to observe, or involves unpredictable time lags (Krueger, 2012). TPB can measure how human actions are guided the attitude, subjective norms and perceived behavior control of students who joined Entrepreneurial Education Programs is higher than the students who do not join Karali (2013). Furthermore, the influence between entrepreneurial intention and three elements in TPB has been widely investigated (Neneh, 2011).

Attitude

According to Karimi (2012) stress attitude toward a behavior is the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur. Rifelly & Fanny (2012) claim, a person who has a positive attitude in facing unpredictable risk will have a higher willingness become entrepreneurs, in contrast, a person's attitude toward his work effort is negatively correlated with the intention to entrepreneurship. However, Plant & Rent (2010) also mentions that attitude is less stable and may change over time and different situations, so the student's attitude towards entrepreneurship can be influenced by educators or practitioners. Attitudes are open to change and can be influenced by educators and by an environment that fosters entrepreneurial activity. From an empirical point of view, the researcher would like to point that the students' mind will be more "entrepreneurial" after joined the EEP because they had been trained to face with several obstacles and get influences with the practitioners' positive minds (Israr & Saleem, 2018).

Subjective norm

Subjective norms as a form of influence from the social pressure, which affects the individual that has the intention to do something and certain behavior, for instance, the subject's perception of other people's opinions of the proposed behavior (Altan, 2015). However, Krueger (2012) points out that any role model or mentor will also the most important social influences on a person's intentions. This view is supported by Akyürek, & Şahin (2013), the opinions of important other (i.e. Family members, close friends and other influential people such as teachers and lecturers, successful entrepreneurs, etc.) are believed to shape the formation of many entrepreneurial intentions. This means that when students are attending the entrepreneurship program, their perception might get influenced by their mentor or other participants. Besides, Karali (2013) claims that the perception of important people of respondents think can influence their decision to become an entrepreneur. This is because, entrepreneurship program usually will need participants to conduct in a team form, students perception will get influence through the team members and also the educators or practitioners.

Perceived behavioral control

The perceived behavioral control as somebody's perceived easiness or difficulty of becoming an entrepreneur (Karimi, 2019) and Akyürek, & Şahin (2013) points out, " If a person perceived doing business in a country as being difficult, unattractive, risky, or bringing low benefits, his/her attitude towards entrepreneurship might be negative." On the other hand, Altan (2015) perceived behavioral control appears quite similar to the notion of perceived self-efficacy. Bandura states that perceived self-efficacy is defined by people who believe their capabilities to control over their activities that affect their lives. According to the survey of Schott (2011), students who are attending an Entrepreneurial Education Programs show that propensity to act as an entrepreneur, entrepreneurial intention and entrepreneurial "self-efficacy" all reaches the highest scores among the students who graduated in entrepreneurship. Besides, McStay (2008) also suggest that the pedagogical practices experienced by students in the entrepreneurship program may positively impact their levels of entrepreneurial self-efficacy. However, Ajzen (2006) defines the perceived behavioral control is the control beliefs deal with the presence or absence of requisite resources and opportunities. These control beliefs are based in part on experience with the behavior, second-hand information about the behavior, and by the experiences of acquaintances and friends or other factors. Due to the participants who are joining the Entrepreneurship Education Programs, they will have the opportunity to learn to manage their business and deal with successful entrepreneurs, thus, their perceived behavior control will be higher than others.

Entrepreneurial Education Programs

Entrepreneurial Education Programs is any pedagogical program or process of educating for entrepreneurial attitudes and skills, which involves developing certain personal qualities (Dugassa, 2012). The Entrepreneurial Education Programs was conducted to shift the paradigm of thinking that students not only be job seekers but the ability to generate employment (Ghee et al, 2015) reported that the Government believes that Entrepreneurial Education Programs will improve the graduate's innovative enterprise skills to create business opportunities (Din et al, 2016).

Numerous studies have attempted to explain that Entrepreneurial Education Programs are playing an important role to affect students' intention towards boosting their Family Business (Karimi et al, 2019). According to Rifelly & Fanny (2012), the understanding and capacity for the pursuit of entrepreneurial behaviors', skills and attributes can be learned, developed and practiced through the Entrepreneurship Education Programs. Furthermore, according to Abduh & Rushworth (2012), the leadership and confidence in students can improve after joining the Entrepreneurial Education Programs where such character traits may go unrecognized and underutilized. Thus, as Karimi et al (2019) states the presence of Entrepreneurial Education Programs are incentives for students to choose an entrepreneurial career. Moreover, Karali (2013) states that the aims of Entrepreneurial Education Programs to equip the skill, knowledge, and attitudes of entrepreneurship to participants. This can show out by the Entrepreneurial Education Programs which are conducted by UMSurabaya.

Business House Competition

Business House (BH) Competition is a competition involving all students who take part in the Introduction to Business course. This competition contests all business houses that have been made by groups of 5 students. BH is a project in a course that must be done as a course output. Named a business house because a group of students must make a miniature house by linking all parts of the house such as walls, roofs, doors, windows, and so on with similar functions in business, for example, doors that function as control over the entry of goods and people can be imagined as customs excise and immigration. Each group of students will present it in their respective classes where each class will be nominated for 1 of the best business house to be competition in UMSurabaya.

Family Business

Family businesses differ in size from small community stores to multinational companies. In a family company, at least 50% of ownership and management role held by one family, either related by blood or marriage (Wahjono, 2010), (Barrett, 2014). According to Ghee et al (2015), the family business is a business administrated and managed with the intent to form and follow the vision of the business apprehended by a main combination controlled by members of the same family or a small number of families in a way that is potential to sustainable across generations of the family or families (Kudlats, 2019).

While specific definitions of family businesses are deliberated, most focus on influence ties between family members who own and run a business Rogoff (2003). Indeed, it is the intersecting influence between family members, the family part, and the business that is thought to procedure the unique set of features that clarifies performance differences between family and nonfamily businesses (Wielsma & Olof, 2019). This intersection also serves as a source of conflict within families and businesses (Wahjono et al, 2014). Family conflicts may arise due to differences overgrowth goals, succession decisions, product contributions, or even over seemingly ordinary issues such as those related to hours of operation. Conflicts within businesses may also be driven by family issues relating to time spent away from the home,

marital differences, use and source of funds or inattention to important family events (Wahjono et al, 2019). Another case, such conflicts are often a direct result of close and repeated interactions between family members, the family part, and the business (Shao & Tang, 2019).

Important of a Family Business in Indonesia

One of the importance of family business is the sense of being in control of their destiny. By working somewhere one has a personal stake, leading to a greater feeling of independence (Wahjono, 2010). Usually, family business seems to have a longer view of their business. Therefore, family owner-managers may have various views towards their stakeholders, including employees and customers that may affect their product quality (Wahjono et al, 2014). Besides, the firms and their products affect the identity of family groups. Any defect in the products may reflect on themselves.

Family business and SMEs

Nowadays, studies are dedicated to the topic of family businesses and SMEs. This is a particularly relevant topic because family businesses represent an important and stable element in the country economic status. Family businesses able to contribute significantly to the countries' economic growth and social development for many years coming. In short, family business as a direct link to the development of Small and Medium Enterprise (SME) in Indonesia, and specifically, amongst UMSurabaya students that own family business.

Mostly, family business research was supported by systems theory, which at the broadest level, focuses on viewing the world in terms of the inter-influences of objects with one another. When a family owns and runs a business, however, an open systems view of family and business tends to predominate, emphasizing the interaction of the family with the business (Barret, 2014). This interaction is represented by the overlap between two circles. Applications of the two-circle model in family business research have traditionally focused on how the family system positively or negatively affects the business system as figure 1.

After the introduction of the ownership, circle raises the issue of agency theory as figure 1 According to Barret (2014), work on issues arising from the partition of business ownership and management (Schell et al, 2019). Agency theory points to inbuilt conflicts of interest between the owners and the managers of a firm. In a family business, owners and managers are members of the same family, so it is sometimes argued that there are no agency problems in the family business, and a 'stewardship' model, which concentrated the way of business owners sees themselves as owning the business in trust for future generations, is more appropriate (Wahjono et al, 2014).

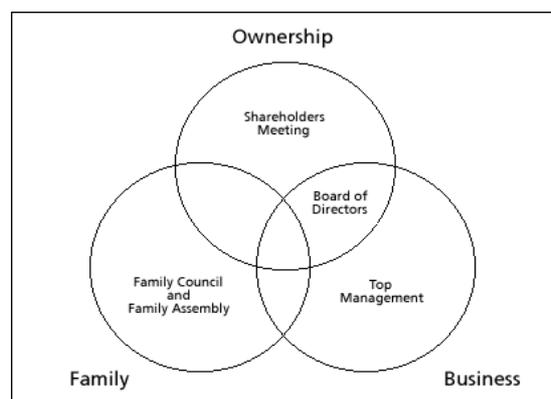


Figure 1: Agency Theory in Family Business

Hypothesis

This research needs to investigate students' intention towards boosting their Family Business with the delivery of Entrepreneurship Education Programs.

Hypothesis 1

There is an influence between the TPB and students' entrepreneurial intention towards boosting their Family Business directly.

Hypothesis 2

There is an influence between the theory of planned behavior and students' entrepreneurial intention towards boosting their Family Business while mediating by participating in the Business House Competition.

RESEARCH METHODOLOGY

This study was conducted using quantitative research. Quantitative is often used as a synonym for any data collection technique or data analysis procedure that generates or uses numerical data (Saunders, 2008). Quantitative research will measure numerically and analyzed by using a statistical technique to examine influences between variables. The result from this research can be easily collected and presented statistically even it is harder to design initially because it is highly detailed and structured. Thus, a quantitative research method is the most appropriate method to measure the influence between the students' intention towards boosting their Family Business and the elements of attitude, subjective norms and perceive norm after the delivery of Entrepreneurship Education Programs (Saunders, 2008).

The researcher is using quantitative questionnaires to collect data from a large sample of respondent effectively and efficiently. Respondents were the students in UM Surabaya. Questionnaires consisted of scale questions to collect opinions from the targeted respondents to fulfill the research objectives. Thus, the questionnaire had been designed using a 5 point Likert scales. The rating scale can allow respondents to express the strength of their opinion about a topic. Besides, the researcher would like to use the four rating scale because the researcher prefers respondents to make a definite choice of choosing a neutral or intermediate position on a scale. The questionnaires was distributed through an online survey form, using Google Docs. The questionnaire designed to answer all the research question and also the research objective. This questionnaire was built based on the reference from past research.

According to the UMSurabaya record in April 2018, there are 480 students and above in UM Surabaya as a participant in the Introduction to Business course. Hence, by using the Krejcie and Morgan method, the sample for this research can be identified that is 202 respondents. Students at UMSurabaya were involved as the respondents in this research study. Statistical Packages for the Social Science (SPSS) Software is used as a data analysis tool to analyze all the data collected from the questionnaire being distributed. This study analyzed by using the three methods which are a descriptive analysis of analyzed respondents' demographic, correlation to analyze whether the Entrepreneurship Education Programs impact on the influence between variables. This collecting data will be using the online form, which is Google Docs. Last but not least, the third method which is also conducted to make a comparison among students' intention towards boosting their Family Business in UM Surabaya.

FINDINGS

Data is collected only through the questionnaires filled by students via online questionnaires and handpicked to fulfill the requirements. This set of questionnaires has been tested with pilot tests of a total of 30 respondents to ensure no mistake or error occurred within the

questionnaire. It is essential to know the weakness and potential error in the questionnaire before the actual survey takes place. Some changes have also been correct after distributing the pilot test such as grammar error and spelling mistake.

Result of descriptive statistics for theory of planned behavior (attitude, subjective norms, perceived behavior control), entrepreneurial education programs and students' entrepreneurial intentions shown in table 1. The mean for theory of planned behavior resulted in 3.4370. Besides, the table above also has shown the standard deviation for these variables which is 0.48431. For the mediating variable which is entrepreneurial education programs, it showed the mean as 1.4496 and 0.43079 for the standard deviation. Entrepreneurial intention as a dependent variable showed 3.3866 as its mean and 0.40857 as its standard deviation. This result was taken by 119 respondents of business house competition in UMSurabaya.

Table 1 Result of descriptive statistics for three group variables.

Variable	Mean	Std. Dev.	Freq.
Independent			
Theory of Planned Behavior	3.4370	0.48431	119
Mediating			
Entrepreneurship Education Program	1.4496	0.43079	119
Dependent			
Entrepreneurial Intention	3.3866	0.40857	119

The influence between Theory of Planned Behavior (attitude, subjective norms, perceived behavior control) entrepreneurial education programs, and entrepreneurial intention.

Analysis of the correlation between the independent variables (Attitude, Subjective Norms, and Perceived behavior control), mediating variable (Entrepreneurial Education Programs) and Dependent Variable (Entrepreneurial intention). Partial Correlation was conducted to examine the effects of moderating variables to influence the correlation between attitude, subjective norms and perceived behavior control on students' entrepreneurial intention. The data collected from Business House competition programs.

Table 2 Correlation between TPB and EI towards boosting their Family Business while Controlling with EEP

Control variable		EI
None	Correlation	0.352
	Sig.	.012
EEP	Correlation	0.637
	Sig.	.023

** . Correlation is significant at the 0.01 level (2-tailed).

This correlation was used to evaluate the strength of the influence between the TPB and students' entrepreneurial intention directly without Entrepreneurial Education Programs (EEP) as a mediating variable. From table 2 shown there was a positive and significant influence between the theory of planned behavior and students' intention without mediating by EEP. The influence is positive 0.352 with significance is 0.012 ($s < 0.05$). The result is weak, positive correlation between the theory of planned behavior and students' entrepreneurial intention. It is indicates that controlling for Entrepreneurial Education Programs influenced the weak of the influence. Therefore, we reject the null hypothesis and accept the hypothesis alternative where there is an influence between the theory of planned behavior and students' entrepreneurial intention without controlling by participating in Business House Competition as an Entrepreneurial Education Programs.

H0: There is no influence between the theory of planned behavior and students' entrepreneurial intention without mediating by participating in Business House as an Entrepreneurship Education Programs.

HA: There is influence between attitude and students' entrepreneurial intention while controlling by participating in Entrepreneurship Education Programs.

Table 2 was also used to evaluate whether the control variable impact on the strength of the influence between the TPB and students' entrepreneurial intention. From table 2 shown there was a positive and significant influence between the theory of planned behavior and students' intention while mediating by EEP. The influence is positive 0.637 with significance is 0.023 ($s < 0.05$). The result of the zero-order correlation yielded that there was a strong and positive correlation between the theory of planned behavior and students' entrepreneurial intention. It indicates that controlling for Entrepreneurial Education Programs influenced the strength of the influence. Therefore, we reject the null hypothesis and accept the hypothesis alternative where there is an influence between the theory of planned behavior and students' entrepreneurial intention while controlling by participating in Business House Competition as an Entrepreneurial Education Programs.

H0: There is no influence between the theory of planned behavior and students' entrepreneurial intention while mediating by participating in Business House as an Entrepreneurship Education Programs.

HA: There is influence between attitude and students' entrepreneurial intention while controlling by participating in Entrepreneurship Education Programs.

CONCLUSION

The findings of this study indicate that the theory of planned behavior (TPB) has a positive and significant effect on Entrepreneurial intention both directly and through mediating Business house competition as Entrepreneurial education program (EEP), but the magnitude of the influence through EEP mediation in the form of business house competition is greater or stronger ($0.637 > 0.352$). Therefore, it can be concluded that business house competition as an entrepreneurial education program is very beneficial for increasing student entrepreneurship intention, especially for strengthening the student family business.

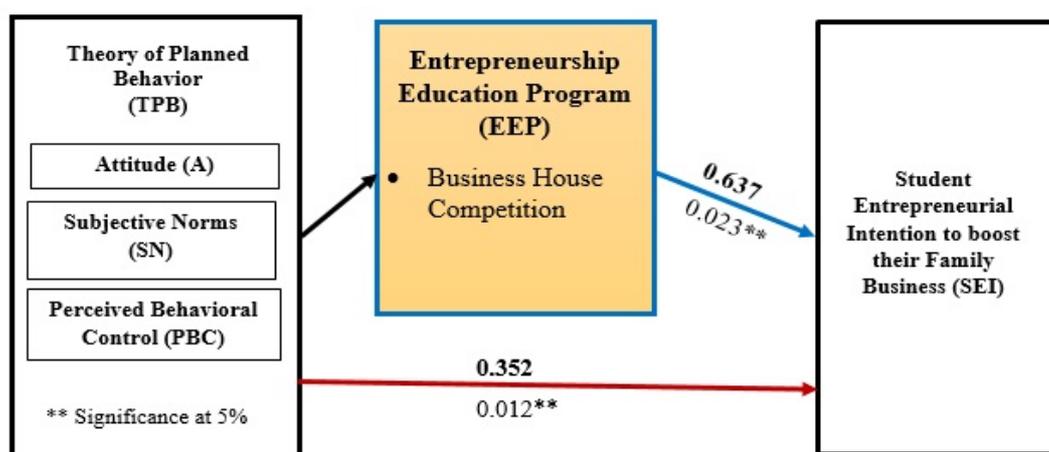


Figure 2 Research Finding

Base on figure 2 this study found evidence that TPB had a positive effect on SEI of 0.352 significantly (0.012 below 0.05) directly. Meanwhile, if TPB is mediated by EEP in the form of Business House Competition, the influence of TPB on SEI is greater, which is a positive 0.637 significantly (0.023 smaller than 0.05).

It is recommended for future researchers, they should include more elements to relate to the students' entrepreneurial intentions on improving their family business to get a better view of the study. These are because there will be more factors that can increase students' entrepreneurial intentions. Besides, for future researcher can also expand their research to more university students, which can get a better overall view of the factors to increase the students' entrepreneurial intentions. we also liked to recommend future researcher to do in qualitative research to get more detail of the organizer of Entrepreneurship Education Programs and also students who are participating in the program. Thus, the future researcher can get more personal views on the organizer and students.

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