

Implications of Entrepreneurship Education as a Field of Study for Advancing Research and Practice

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Abstract

Entrepreneurship education is very important theoretically, but also practically. Thus, it is interpolated into university study programmes. In this study, we will explore how the implications of entrepreneurship education as a field of study for the advancement of research and practice. To do this, we draw on entrepreneurship education practices that have been analysed by previous researchers. This reflection will enable a better understanding of the current state of entrepreneurship education theory and practice. This research is qualitative in nature. Data collection techniques include listening and recording important information to conduct data analysis through data reduction, data display, and conclusion drawing. The results of this study show that entrepreneurship education into a study programme does not only teach students futuristic thinking, but real action. Students need to know how classroom learning can inspire entrepreneurial practice. This condition has theoretical and practical consequences because it can demonstrate the purpose of entrepreneurship education which is job creation. Entrepreneurship education is very important because entrepreneurs should have a great social impact. This situation is influenced as well as affecting the cognitive, affective, and behavioural studies of entrepreneurship theory.

Keyword: Education, Entrepreneurship, Research, Practice

Abstrak

Pendidikan kewirausahaan memang sangat penting secara teoritis, melainkan juga secara praktek. Maka, topik ini diinterpolasikan menjadi program studi perguruan tinggi. Dalam penelitian ini, kami akan mengeksplorasi bagaimana implikasi dari pendidikan kewirausahaan sebagai bidang studi untuk kemajuan penelitian dan praktik. Untuk melakukan hal ini, kami mengacu pada praktik pendidikan kewirausahaan yang telah dianalisis oleh para peneliti sebelumnya. Refleksi ini akan memungkinkan pemahaman yang lebih baik tentang kondisi teori dan praktik pendidikan kewirausahaan saat ini. Penelitian ini bersifat kualitatif. Teknik pengumpulan data meliputi menyimak dan mencatat informasi penting untuk melakukan analisis data melalui reduksi data, display data, dan penarikan kesimpulan. Hasil studi ini menunjukkan pendidikan kewirausahaan menjadi program studi tidak hanya mengajarkan mahasiswa berpikir futuristik, melainkan aksi nyata. Mahasiswa membutuhkan usaha, bagaimana pembelajaran di kelas dapat menginspirasi praktik kewirausahaan. Kondisi ini memiliki konsekuensi teoritis dan praktis karena ia dapat mewujudkan tujuan pendidikan kewirausahaan yaitu penciptaan lapangan kerja. Pendidikan kewirausahaan sangat penting karena wirausahawan harus memiliki dampak sosial yang besar. Keadaan ini dipengaruhi sekaligus mempengaruhi kognitif, afektif, dan perilaku studi teori kewirausahaan.

Kata Kunci : Pendidikan, Kewirausahaan Riset, Praktik

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INTRODUCTION

The field of study known as "entrepreneurship education" focuses on imparting the know-how necessary to found and sustain a company (Haddad et al., 2021). More students are now seeking out opportunities to learn about entrepreneurial behavior, which is distinct from simply starting a company (Rosado-Cubero et al., 2022). The study of entrepreneurship is thus recommended as a means of stimulating students' interest in and preparation for the wide range of job options available to them (Killingberg et al., 2021). Students gain exposure to a wide variety of business-related fields, from small-business administration to corporate entrepreneurship (Abun et al., 2022). As a result, educating future business owners is valued not just for the practical skills it imparts, but also for the information it provides about how to better the world and people's everyday lives (Azzaakiyyah, 2023).

During the current COVID-19 catastrophe, an entrepreneurial mindset one in which one takes some initiative and responsibility for one's actions is crucial (Ausat & Suherlan, 2021). To put it another way, this means highlighting the importance of self-respect and motivation for success in a person's ability to alter a previous course of action (Diawati et al., 2023). Over the past decade, entrepreneurial classes have become increasingly popular at universities and colleges across the country (Amalia & von Korflesch, 2021). Various studies attest to the significance of business education in shaping students' worldviews (Lindh, 2017). More than half of those who take an entrepreneurial course say they want to start their own business when they graduate (Zhang & Cain, 2017). Supporting this is research showing that students who received entrepreneurship instruction had a more favorable attitude toward the field (Kubberød & Pettersen, 2017).

The necessity of including lessons on invention and looking to the future in entrepreneurship curricula has increased the difficulty of these courses (Weng et al., 2022). Consequently, educators have shifted their emphasis to preparing students for the challenges they will inevitably face by fostering a growth mindset (Rissanen et al., 2019). For this reason, it is important to incorporate community learning into authentic settings where students can apply what they are learning (Daniel et al., 2019). An important component of any entrepreneurship education is teaching students how to use their business acumen to create positive change in the world (Buana et al., 2017). The term "entrepreneurial intention" refers to the "definite and deliberate choice to launch a new venture" (Elliott et al., 2020). This allows students to put into practice the concepts of entrepreneurship, which give them the ability to take calculated risks. Entrepreneurial principles can be analyzed differently in the context of health, technology, and social problems, according to a recent review article on entrepreneurship research (Gupta et al., 2020). In this study, we will explore how the implications of entrepreneurship education as a field of study for the advancement of research and practice. To do this, we refer to entrepreneurship education practices that have been analysed by previous researchers.

This reflection will enable a better understanding of the current state of entrepreneurship education theory and practice.

METHOD

In this study, researchers conducted library research so that they did not need to go directly to the field during the data collection process, but studied various reference sources that supported the smooth running of the research. Literature was obtained from online media and databases from journal portals that are in accordance with the keywords related to this discussion, namely the implications of entrepreneurship education in the advancement of research and practice. For example, the authors did not rely solely on Emerald Insight, ResearchGate, or Elsevier journal portals in compiling a list of relevant references, but preferred to take a more open approach. In this article, we narrowed the scope of the search to those terms so as not to detract from the main emphasis of this article on the aspect of entrepreneurship education as a study programme. The journals, articles and publications searched were mainly those published between 2015 and now. Only articles that specifically address the implications of entrepreneurship education in research and practice will be used in this analysis.

Qualitative methods were used for this investigation. Listening to and recording relevant information is one method of data gathering, followed by analysis via data reduction, data display, and conclusion drawing to obtain a high-level summary of the findings from the literature review. Triangulation of data sources is used for data authentication.

RESULT AND DISCUSSION

What we call "entrepreneurship education" refers to "any pedagogical plan or educational process for entrepreneurial attitudes and skills" (Bae et al., 2014). According to this definition, educators in the area of entrepreneurship apply novel, forward-thinking, and preventative methods to the classroom. To do so, it is necessary to examine prospective new marketplaces and technological answers. According to (Fayolle & Klandt, 2006), "any pedagogical programme or educational process for entrepreneurial attitudes and skills, requiring the development of particular personal qualities," entrepreneurship education is defined from a pedagogical perspective. Because of this, most definitions of entrepreneurship acknowledge the importance of studying multiple subjects simultaneously that contribute to transformation.

An education in entrepreneurship should include an emphasis on adopting an inter-disciplinary perspective, which involves drawing from a variety of academic disciplines to develop applicable solutions (Fiore et al., 2019). A recent definition of entrepreneurship education was provided by Jones et al. (2019), who defined it as "a set of initiatives operating in universities, colleges, vocational (or trade) schools, high schools, and primary (or elementary) schools, united by a common desire to develop greater capacity for students to become entrepreneurs." This represents the

emphasis placed on entrepreneurship education, with a particular focus on the subject's applicability to real-world settings and the dynamic nature of contemporary society. Therefore, education in entrepreneurship, in contrast to other scientific fields that focus more on theory, provides a promising way to teach others how to deal with the COVID-19 crisis.

These “soft skills” are often overlooked in favor of “hard skills” when determining a candidate's viability in the higher education setting (Clinkard, 2018). Education for entrepreneurs makes an effort to foster continuous learning by teaching both technical and interpersonal skills (Sahtoni et al., 2023). Combining specialized or role-specific hard skills with more general traits like personality is what this term refers to (Ausat et al., 2022). Graduates' employability is a major concern at the start of their professional lives (Kamar et al., 2022). In today's increasingly project-based economy, it is increasingly likely that graduates will need to work more than one employment after finishing their degree (Ausat, 2022). This implies that, as the job market evolves, students will need to acquire new skills (Alibasic et al., 2022). There will also be a need for some people to work numerous jobs due to the growing trend of casual employment (Subagja et al., 2022). The importance of work experience to a college grad's potential employability was discussed (Helyer & Lee, 2014). Since this is the case, internships have been pushed as a means to bridge the gap between classroom and real-world experience (Anjum, 2020). Internships offer a more cost-effective method to gain practical work experience and education.

A reflection of the multifaceted character of the field, entrepreneurship education takes many forms (Boutillier, 2020). Students' natural curiosity and capacity to adapt to new technologies benefit from entrepreneurship education because these traits are also shared by the change agents and opportunity seekers who make up the ranks of entrepreneurs (Borasi & Finnigan, 2010). Much research has been presented on entrepreneurship education at the undergraduate (von Graevenitz et al., 2010), masters (Rauch & Hulsink, 2015), and doctoral levels (Muñoz et al., 2020). Micro, macro, and meso levels of instruction are used because of their corresponding differences in approach to the subject of business. Focusing on global entrepreneurship problems faced by large-scale corporations at the macro level, while putting more attention on small businesses and training aspiring entrepreneurs at the micro level. Courses in entrepreneurship at the meso level typically focus on social entrepreneurship and community-based entrepreneurship as key themes (Bacq et al., 2022). As a result, most studies on entrepreneurship education conclude that it has a beneficial effect on students' entrepreneurial aspirations and mindsets (Jiatong et al., 2021). For instance, research by Kolvereid & Moen (1997) showed that students who took part in entrepreneurship education courses were more likely to launch their own businesses than those who did not. According to research by Peterman & Kennedy (2003), taking entrepreneurship courses can spark an interest in starting one's own business. Most studies show a positive correlation between entrepreneurship education and behavior, but this is not the case in all. In their research on college students, Oosterbeek et al. (2010)

discovered that students' desire to start their own businesses diminished after taking an entrepreneurial course. Similar results were reported by Mentoer & Friedrich (2007), who discovered that taking part in entrepreneurship education had no bearing on students' desire to start their own business.

Learning about entrepreneurship can be accomplished through a variety of classroom and extracurricular endeavors (Pocek et al., 2022). Therefore, measuring the impact of business education on conduct requires a comprehensive and protracted strategy. Increasingly, entrepreneurship education is seen as a plan with multiple components that can adapt to different settings. Course content (such as lecture materials, guest speakers, online resources, delivery modes, etc.) and course objectives (such as learning introductory concepts and theories as opposed to learning specific skills) are just a few examples of the "several components" that make up entrepreneurship education programmes (Ahmed et al., 2020). Course material may shift to accommodate the COVID-19 setting, while course objectives may stay the same if they are aligned with the aims of the business (Gillis & Krull, 2020).

Different ideas can be used to investigate the correlation between entrepreneurship coursework and aspirations (Welsh et al., 2016). In order to improve one's employability, human capital theory recommends that one take courses in entrepreneurship (Muhamad et al., 2023). This implies that learning about specific topics equips people with particular competencies and knowledge (Ausat, 2023). Human capital is associated with increased chances of success in business (Unger et al., 2011) and (Nur'aeni et al., 2022). Another approach to figuring out how people learn new abilities through entrepreneurship programs is the Enterprise Self-Efficacy Theory. Self-efficacy among entrepreneurs is what sets them apart from managers (Chen et al., 1998). This means that students can benefit from a more self-reliant and daring mindset thanks to entrepreneurship education. This gives them faith in their own abilities as company owners (Gadzali et al., 2023).

According to Jena (2020), an individual's perspective on entrepreneurship education is made up of three major parts: their thoughts, feelings, and actions. Students' attitudes, information, and mental processes make up the cognitive element. People's beliefs about the effects of entrepreneurship education on success lead them to hold a variety of opinions on the topic (Stamboulis & Barlas, 2014). What this implies is that one's perceptions, which are based on their beliefs, can alter the way they take in information and use it to shape their education. The context and one's attitude toward education both affect the veracity of one's detailed ideas (Kunz et al., 2021). As a result, it is important to take into account the context when evaluating a person's attitude toward learning. Different social strata give rise to distinct sets of values in the minds of their members. As a result, there is a disparity in how people view business classes. Attitudes toward learning can also be affected by one's social context, which includes one's relationships at home, in the classroom, and on the job (Getie, 2020).

The affective component refers to a person's sentiments and emotions in relation to education and how they feel about receiving it. This indicates that some people will have a unique response to the educational elements that they are presented with. Intuition-related factors are extremely essential to take into account if one wishes to raise the level of perceived interest in educational opportunities for entrepreneurs. Some people will exhibit themselves in different ways, which may have an effect on the experience of being an entrepreneur (Abbasianchavari & Moritz, 2021). Additionally, classes will be graded differently according to how much worth is perceived to have been created by the student. This is due to the fact that students come to study entrepreneurship for a variety of different reasons and motivations.

The behavioral aspect refers to an individual's reaction to their educational experience, which means that people will behave differently depending on the mode in which they acquire knowledge (Heimlich & Ardoin, 2008). There are some students who are motivated to study entrepreneurship because of the potential financial rewards, while others are motivated by variables other than money, like making a positive impact on society. Therefore, the expected response to education regarding entrepreneurship is dependent on the hopes and dreams of the students (Syam et al., 2018). Students will have different perspectives on the importance of entrepreneurship education depending on whether or not they are required to take the course as part of their curriculum. If students decide to learn about this subject, it indicates that they will most likely have more favorable emotions toward the experience.

CONCLUSION

Entrepreneurship education that is interpolated into the study programme is not only aimed at making students able to think futuristically to become entrepreneurs, but more than that. Students need real action. How the results of learning in the classroom can encourage action to start a business. If done as soon as possible, they tend to succeed before those who only procrastinate. This condition certainly has implications in theory and practice because he is able to provide tangible evidence of all the understanding of entrepreneurship education which boils down to being a job creator. In essence, an entrepreneur must have a big share in society, which is why entrepreneurship education as a study programme is very important. This condition also has implications for entrepreneurship theory research, cognitive, affective and behavioural. The cognitive component includes students' beliefs, knowledge and thought processes. Individuals have different beliefs about entrepreneurship education because of their thoughts about its impact on performance. The affective component relates to the feelings and emotions one has towards education. This means some individuals will react differently to learning stimuli. Whereas the behavioural component involves the response one has to education, meaning that individuals will act differently depending on how they learn. If all the research

components of this theory are integrated, interpreted and executed well, individuals will become strong and useful entrepreneurs.

This research is expected to be a reference for anyone who has an interest in the topic of education and entrepreneurship. In addition, it can also be used as a topic of discussion and research in management and business administration study programmes so that the science of entrepreneurship education is more developed and applicable, especially for students.

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