

Analysis on the Impact and Needs of Entrepreneurial Ecosystem from Creative Preneurship Students at Binus Bandung

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Abstract

Universities have an important role in implementing Entrepreneurship Education in their programs to develop the potential of their students as entrepreneurs. In developing these entrepreneurs, there is an entrepreneurial ecosystem that is built to ensure the development of the entrepreneurial and business side of students. The purpose of this research is to find out the impact of the ecosystem on students and what things are needed by students to become entrepreneurs and develop their businesses on campus. This study uses a qualitative approach. Data was collected through a survey using open-ended questions from creativepreneurship students from Binus Bandung. A total of 465 students (new entrepreneurs) responded. They are divided into 2 major sections, namely students who underwent an entrepreneurial journey before the covid pandemic, and the second was students who underwent online lectures due to the pandemic. The results showed that there were differences in students who attended college before and during the pandemic. The impact felt by students is related to business knowledge and the experience of doing business. There are several things that would like to be added so that the benefits of the ecosystem can be improved. Also, there are factors that influence student business growth during university studies. This research helps universities to obtain evaluation data and overview for making strategies that are more effective and efficient in helping students develop their businesses. The uniqueness of this research is to see the entrepreneurial ecosystem within the campus with students who have been entrepreneurs since the beginning of college, then look at the aspect of campus provision, and see the needs of students in the midst of the current covid pandemic.

Keywords

Entrepreneurial ecosystem, entrepreneurship education, creativepreneur, entrepreneur

Introduction

Entrepreneurship is one of the economic influences in many countries (Matlay 2008). Entrepreneurship development demands a process to create a new generation of entrepreneurs who can provide solutions for the country or the world. The need for entrepreneurship education continues to grow and increase (Carey and Naudin 2006).

Education has been considered as a good method for developing entrepreneurship and innovation (Lin and Xu 2017). It is a challenge for universities to make continuous improvements in facilitating students to grow their entrepreneurial skills (Binks et al. 2006). Higher education plays an important role because it can be an actor that helps developing countries economically and socially (Farhangmehr et al. 2016). Entrepreneurship education and programs developed by the faculty are focused on helping students and companies to thrive (Mwasalwiba 2010) which should be distributed throughout the university to provide opportunities for all students (Jones et al. 2012).

In the process of supporting entrepreneurship education activities, universities can build an entrepreneurial ecosystem (Spigel 2015). The important role of universities in the entrepreneurial ecosystem is divided into individuals, groups, organizations, community activities, and stakeholders (Brush 2014). This ecosystem allows entrepreneurs to interact with their supporting factors to create new businesses and develop their businesses (Vogel 2013; Spigel 2015). Isenberg (2010) suggests that there are 6 areas in the entrepreneurial ecosystem, namely policy and leadership, availability of funds, quality human resources, market for products, and support from organizations.

This study aims to determine the effectiveness of the entrepreneurial ecosystem available at the University. The focus of the study is on the experience of students getting support from the existing ecosystem. Exploration will be carried out to find patterns that occur in the field.

2. Literature Review

The development of entrepreneurship and entrepreneurship education has encouraged the growth of entrepreneurial creation programs and new businesses (Kuratko 2005). Entrepreneurship education can improve entrepreneurial and innovative skills, as well as the desire to create a business (Storen 2014; Peterman and Kennedy 2003). Universities must develop an entrepreneurial spirit, entrepreneurship as a career, unleash student potential, and cultivate entrepreneurial knowledge (Carey and Naudin 2006). The benefit of entrepreneurship education and training is that it can develop individuals to face challenges in both business and personal life (Henry et al 2005). The general form of entrepreneurship education in higher education includes educational goals, courses, educators, and structural support that can be elements for developing entrepreneurship (Hills 1988; Turker and Selcuk 2009). There are three perspectives raised in this study: objectives, program facility support, and entrepreneurial ecosystem.

2.1 Entrepreneurship Education Goals

The main issue in the goals of entrepreneurship education is the determination of clear goals to be implemented in programs in universities. There are several things that are debated, the first is the transformation from educating "about" and "for" to "through" entrepreneurship (Kirby 2004; Sirelkhatim and Gangi 2015). Second, focus on how to teach students, commercialize university products, and also create companies (Rasmussen and Sorheim 2006). Third, the idea that targets, approaches and evaluators need to be used in entrepreneurship education should be aligned with educators and stakeholders to decide what to teach (Mwasalwiba 2010). The fourth concerns output, whether building a business is the final step or not, because students will still be able to learn and acquire skills related to entrepreneurship (Ilonen et al 2018).

2.2 Program Facilities

Entrepreneurship must be integrated into the curriculum in entrepreneurship education policies (Colette, 2013). In addition, there is a need for program policies to introduce the knowledge, corporate and social sectors. Policymakers are also expected to create platforms for developing new ideas, technologies and applications for businesses. Another policy is to provide facilitators who can help develop ideas and businesses, and involve local businesses to collaborate (O'Connor 2013; Lindh and Thorgren 2016).

Entrepreneurship education should facilitate students into real-life cases (Taatala 2010). "Through" entrepreneurship is a teaching method that approximates best practice (Sirelkhatim and Gangi 2015) and is aligned with action-based. Action-based can result in the sharing of knowledge and experiences among participants (Johannisson 1991). The amount of cooperation will improve students' social skills (Johannisson 2006). To create more entrepreneurs, entrepreneurship education must have educators who have entrepreneurial attitudes and self-efficacy, use innovative or technology-supported approaches, have the ability to assess students' ideas, have links with industry and can provide new ideas and perspectives to students (Kuratko 2005; Carey and Matlay 2010; Pihie and Bagheri 2011). From the evaluation side, the faculty can measure it from several aspects, such as the impact on society (technology transfer, creation of new jobs, assistance to local entrepreneurs), innovation in the program, alumni start-up, graduate innovation and business performance, and student satisfaction with the course. (Vesper and Gartner 1997; Mwasalwiba 2010).

2.3 Entrepreneurial Ecosystem

Moore (1993) put forward the initial term regarding the business ecosystem which is the forerunner of various types of ecosystems in business. Then the entrepreneurial ecosystem first appeared with 6 main areas, namely policy and leadership, availability of funds, quality human resources, markets, and various support from related organizations

(Isenberg 2010). Universities that run entrepreneurship education can provide a good ecosystem and have an important role to build entrepreneurial skills and knowledge. Parts included in this entrepreneurial ecosystem are at the individual level (students, lecturers, staff, administrators), group level (faculties, departments, student groups), organizations (incubators, units), community activities and other stakeholders (government, business).

3. Methodology

This qualitative data will then be processed using the content analysis method. This method is used to explore the meanings, concepts, and themes of the available texts. The main step in carrying out this method is coding and determining the theme. Then proceed with the within case method and cross-case analysis and data presentation. Students' opinions will be collected and analyzed to find out the phenomena that occur in the field and find out the patterns that can be the final findings. This research uses qualitative data analysis software for coding and analysis.

4. Data Collection

Data was collected through an online questionnaire with the type of open-ended question for 465 students. The data is distributed in various batches, to be divided into 2 major categories, those who experience college before the pandemic, and those who study during the pandemic.

5. Results and Discussion

The results of this study are divided into three main parts, namely the impacts of the entrepreneurial ecosystem at the university, then what students need in the entrepreneurial ecosystem and lastly the main factors that support students to develop their businesses. Table 1.

Table 1. Impacts of Entrepreneurial Ecosystem

Theme	Status		Intention to become Entrepreneur (1 = very low, 7 very high)							Total
	Before Pandemic	Pandemic	1	2	3	4	5	6	7	
Pitch Program	1,6%	2,1%	0	0	25,0%	2,8%	2,0%	1,0%	1,9%	1,9%
Sharing Session	3,2%	1,8%	0	0	0	2,8%	3,0%	2,1%	2,6%	2,5%
Soft Skill	4,9%	8,6%	0	0	0	11,1%	8,9%	8,4%	4,8%	6,8%
Attitude	1,3%	5,7%	0	0	25,0%	2,8%	1,0%	3,7%	4,2%	3,6%
Real Business	21,8%	9,2%	0	0	0	13,9%	14,9%	16,8%	14,8%	15,2%
Mentoring	19,2%	2,1%	0	0	25,0%	8,3%	8,9%	7,9%	12,2%	10,2%
Network	13,6%	22,6%	0	0	25,0%	22,2%	15,8%	17,8%	19,0%	18,3%
Basic Knowledge	34,4%	47,9%	100,0%	0	0	36,1%	45,5%	42,4%	40,5%	41,5%
SUM	100,00	100,00	100,00	0,00	100,00	100,00	100,00	100,00	100,00	100,00
N = Documents	234	231	2	0	3	25	74	138	223	930

From Table 1. it can be seen that before and during the pandemic, basic knowledge was the biggest factor in the impact of the student business learning process with a percentage of 41.5%. Then, other factors that have a big influence are networking, undergoing real business experience, and mentoring sessions with experts. In the network aspect, students who underwent lectures during the pandemic felt more impact than those before the pandemic. In the aspect of carrying out real business activities, students who underwent prior to the pandemic felt a real impact because they had the

opportunity to undergo activities before the Covid-19 pandemic which limited their space for movement. One thing that is interesting is that students before the pandemic felt such a big impact from mentoring with experts (real entrepreneurs), because they were already at the end of their college term and were undergoing a program with an incubator. Meanwhile, students who went to college during a pandemic, felt the impact of soft skills and attitude development, compared to those who underwent it before the pandemic. In the table showing the intention to become an entrepreneur, it can be seen that the majority have the intention to become an entrepreneur. In total, scale 6 and 7 have data that dominates.

Table 2. What Student Needs

Theme	Status		Intention to become Entrepreneur (1 = very low, 7 very high)							Total	
	Before Pandemic	Pandemic	1	2	3	4	5	6	7		
Marketing	11,5%	11,6%	100,0 %	0	0	0	9,1%	13,3%	10,9%	10,9%	11,5%
Real Business	38,5%	50,9%	0	0	0	45,5%	43,3%	53,1%	41,6%	45,2%	
Network	8,3%	14,3%	0	0	0	27,3%	3,3%	9,4%	13,9%	11,5%	
Funding	12,5%	7,1%	0	0	100,0 %	0	10,0%	9,4%	9,9%	9,6%	
Assignments	14,6%	9,8%	0	0	0	0	20,0%	7,8%	13,9%	12,0%	
Mentoring	14,6%	6,3%	0	0	0	18,2%	10,0%	9,4%	9,9%	10,1%	
SUM	100,00	100,00	100,00	0,0 0	100,00	100,0 0	100,0 0	100,0 0	100,0 0	100,0 0	100,0 0
N = Documents	234	231	2	0	3	25	74	138	223	930	

From table 2. It can be seen that the need for real business remains the main one, how students can get hands-on experience in the field, try the business firsthand, and not only theory. Students who dominate are those who study during the pandemic, they still feel the need for bazaars, meet vendors, sell by opening shops. The limitations of the pandemic make them limited in exploring their business. In addition, there are other aspects that students need from universities to add and strengthen what is already there, namely aspects of marketing support for student businesses, business network development, funding for early-stage businesses, assignments that help student business development, and additional sessions. mentoring.

Table 3. Factors that Support Students to Develop Their Business

Theme	Status		Intention to become Entrepreneur (1 = very low, 7 very high)							Total
	Before Pandemic	Pandemic	1	2	3	4	5	6	7	
Finance	3,9%	3,3%	0	0	0	3,7%	3,3%	3,2%	4,2%	3,7%
Time Management	3,9%	10,0%	0	0	0	11,1%	11,1%	7,0%	4,6%	6,7%
Team	6,4%	8,4%	100,0 %	0	0	11,1%	5,6%	8,9%	6,3%	7,3%
Real Business	7,5%	5,9%	0	0	0	11,1%	1,1%	6,3%	8,8%	6,7%
Network	7,5%	13,8%	0	0	0	3,7%	10,0%	13,3%	9,6%	10,4%
Knowledge	6,0%	6,3%	0	0	0	0	5,6%	6,3%	7,1%	6,2%

Mentoring	13,2%	2,5%	0	0	0	3,7%	10,0%	8,2%	8,3%	8,3%
Business Plan	2,8%	3,8%	0	0	0	3,7%	7,8%	1,9%	2,5%	3,3%
Intention & Motivation	12,8%	10,9%	0	0	25,0%	11,1%	7,8%	12,7%	12,9%	11,9%
Ideas	5,0%	4,2%	0	0	25,0%	7,4%	5,6%	3,8%	4,2%	4,6%
Marketing	21,4%	24,3%	0	0	50,0%	25,9%	24,4%	20,9%	22,5%	22,7%
Environment	9,6%	6,7%	0	0	0	7,4%	7,8%	7,6%	9,2%	8,3%
SUM	100,00	100,00	100,00	0	100,00	100,00	100,00	100,00	100,00	100,00
N = Documents	234	231	2	0	3	25	74	138	223	930

From the results of the cross tabulation research in table 3. The data shows that there are several factors that influence the growth and development of student business during college. The biggest factor can be seen in the marketing process, the intention and motivation of the students, and the network. From students who went through before and after the pandemic felt that the marketing process was an important element in developing their business. Then, the intentions and motivation of students also become a big enough influence. And the role of networking also makes it easier for them to access information, data, opportunities and helps in increasing motivation to do business. Another influencing factor for students before the pandemic was mentoring with experts and a supportive environment in terms influential is time management and the team, because they have to do business and lecture online.

6. Conclusion

Students who underwent lectures before the pandemic and during the pandemic felt different impacts between each generation. In terms of perceived impact, it can be seen aspects that have an impact on business and student learning. Students also have a desire to improve several aspects of the current entrepreneurial ecosystem in order to develop their business even better. The limitations that exist in these aspects are due to a pandemic that limits space for movement. In addition, this study also shows the factors that influence the growth and development of student business. This can help universities to strengthen these factors. This research is useful for universities to prepare an entrepreneurial ecosystem that can increase the business capacity of students. This research data can be used as evaluation material and input for developing appropriate strategies to help students develop their businesses. This research is limited to one university that is undergoing an entrepreneurial ecosystem to produce entrepreneurial graduates. The next research proposal is to develop a strategy to improve every aspect of the entrepreneurial ecosystem.

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Biographies

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