

# The Role of Entrepreneurial Experience in Empowering Higher Education Students in Greater Jakarta

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## Abstract

It was the outbreak of the covid-19 epidemic that prompted Indonesia's economy to shift from an industrial civilization to a more entrepreneurial culture. Higher education institutions are being pressed harder than ever to do more than just teach. Academia has so broadened its goal to include entrepreneurial activity, known as academic entrepreneurship, in response. As the academic's research or the college's entrepreneurial environment grows, there is an increasing desire to promote academic entrepreneurship. Entrepreneurial experiences and entrepreneurial attitude among Greater Jakarta's higher education students will be the focus of this article. The researchers conducted a survey of students at Jakarta's higher education institutions in order to achieve their goal. The Rasch Model Analysis is used to quantify the major variations in entrepreneurial orientation based on entrepreneurial experiences. The Cross Tabulation is used to analyze the key impacts between entrepreneurial experiences and entrepreneurial attitude. First, there is a considerable variation in entrepreneurial attitude among higher education students in Greater Jakarta based on their entrepreneurial experiences. Second, entrepreneurial experiences and entrepreneurial attitude have a strong correlation among Greater Jakarta's university students. Entrepreneurial orientation among higher education students may be boosted by entrepreneurial experiences produced by higher education institutions, according to practical implications based on this study. It may help them become more creative and forward-thinking. Students in higher education who want to be entrepreneurs or intrapreneurs might benefit from a course on entrepreneurship.

## Keywords

Entrepreneurial experience, Entrepreneurial orientation, Higher Education, Entrepreneur and Entrepreneurial education

## 1. Introduction

The emergence of the covid-19 epidemic has prompted Indonesia's economy to shift from an industrial to an entrepreneurial one. One of the most recent trends in business is the rise of the entrepreneurs (Rahim 2021). As the informal sector grows, there is a huge rise in the number of entrepreneurs. Indonesia's vast market potential about 68.75 percent of the present population is the Millennial generation (26%), and Generation Z (28%), both contribute to this number. For the same period of time, the government would aim to boost entrepreneurship by fostering the development of MSMEs and the enhancement of business capability and human resource quality (Natalia 2021).

Entrepreneurship has been the subject of much discussion in recent years. Because of its essential role in stimulating the economy and providing job possibilities as well as for product and market innovation, scholars have expressed an overwhelming desire to study entrepreneurship (Anwar and Saleem 2019; Shah, et al. 2020).

Higher education institutions have been increasing to look for new business applications for their research in recent decades. It has led academia to broaden its scope of research and education including as a catalyst for innovation and transformation (Pedro, et al. 2018). These institutions are able to take use of scientific and technological advancements in their entrepreneurial endeavors, called the phenomenon of "academic entrepreneurship" (Pedro et al. 2018). A rising number of universities are encouraging academic entrepreneurship, with faculty members launching spinoff firms based on their research (Pedro et al. 2018). However, universities are also providing an atmosphere for student entrepreneurship (Pedro et al. 2018) and the entrepreneurial research has become more popular among academics and researchers (Anwar and Saleem 2019).

A person's entrepreneurial orientation (personality qualities) must be expected in order to embark on a path of entrepreneurship (Muhammad Naveed 2021). Entrepreneurial orientations are characteristics that encourage entrepreneurial behavior. Many studies have focused on Miller (Cho and J.-H. Lee 2018), whose entrepreneurial orientation has been the subject of much attention. According to Miller, entrepreneurial orientation is defined as an individual's willingness to take risks, innovate, and be proactive (Cho and J.-H. Lee 2018). Theoretically, entrepreneurial orientation is a burgeoning notion in management and related fields (Naveed et al. 2021). Few studies have used the Rasch Model approach to examine higher education students' entrepreneurial experiences and their entrepreneurial orientation.

Entrepreneurship experiences are critical in influencing students' entrepreneurial orientation and intention. Entrepreneurship education is utilized to improve entrepreneurial orientation among higher education students in order to foster entrepreneurial behavior (Naveed et al. 2021). Entrepreneurial experiences are becoming more popular in business schools (Naveed et al. 2021). Business schools have begun a variety entrepreneurial program, as well as entrepreneurial internship possibilities for students to get entrepreneurial experiences. Previous studies revealed that students with entrepreneurial experience had distinct entrepreneurial orientation (Naveed et al. 2021). Furthermore, entrepreneurial experiences play an important part in the development of people' entrepreneurial ability to successfully provide creative solutions to societal issues (Mutlutürk and Mardikyan 2018; Naveed et al. 2021; Pedro et al. 2018; Sutanto et al. 2018).

Many previous studies conducted to examine about entrepreneurial experiences and entrepreneurial orientation (Pedro et al. 2018) use data from Brazilian universities to study the entrepreneurial phenomenon. The study figured out an increasing interest in promoting scientific academic entrepreneurship, universities also provide a good atmosphere for student entrepreneurship training, information exchange, testing ideas, and learning. (Anwar and Saleem 2019) studied entrepreneurial qualities among university students in India. The study was comparing the levels of entrepreneurial characteristics between entrepreneurially oriented and non-entrepreneurially oriented students. (Räty et al. 2019) conducted a study with the goal to analyse whether or not Finnish university students have entrepreneurial intention and how they place themselves in relation to entrepreneurship based on their self-perceived talents. The results show that entrepreneurship in an academic environment is viewed as a very limited category to which only a few distinct people have access. Entrepreneurialism and its associated skillsets, such as theoretical and critical thinking, are at odds with university ideals like objectivity, which is highly prized in academia. Preliminary studies show an advantage for businesses with a strong entrepreneurial orientation over those without one. It is argued here that companies may benefit from entrepreneurship (Kurniawan et al. 2019; Manzano-García and Ayala-Calvo 2020). According to previous studies, entrepreneurial activities at educational institutions have a significant impact on the development of an entrepreneurial mindset among students (Hoffman and Peters 2021; Ismail et al. 2015; Kurniawan et al. 2019; Sahoo and Panda 2019).

Innovativeness, risk-taking, and pro-activeness are three of the most prevalent characteristics of entrepreneurial orientation (Almeida et al. 2019; Gochhait and Pokharnikar 2020). Studies show that students' experiences with entrepreneurship and the context in which they learn about it have an impact on their ability to engage in entrepreneurial orientation. Students' activities and interpersonal perspectives demonstrate their entrepreneurial orientation. As their entrepreneurialism develops, it will become clearer (Cho and J. Lee 2018; Gochhait and Pokharnikar 2020; Sahoo and Panda 2019).

The following methods will reach the research's aim. First, a review of existing research will help us understand about the impact of entrepreneurial experiences to entrepreneurial orientation. Then the researchers developed the research instrument. After doing reliability and validity analysis, the next analysis will test the research's hypotheses. Rasch Model analysis and Chi Square analysis will be used to examine the association between entrepreneurial experiences to entrepreneurial orientation among higher education students in Greater Jakarta Indonesia.

### **1.1 Objectives**

The research aims to examine the differences of entrepreneurial orientation among higher education students based on the entrepreneurial experiences. Also, it aims to assess the relationship of entrepreneurial experiences on entrepreneurial orientation.

## **2. Literature Review**

### **2.1 Entrepreneurial Experience**

Entrepreneurial experience at universities consists of supplemental programs or activities in which students, stakeholders, mentors, and other interested players engage in entrepreneurial activity. Typically, they include peer-to-peer coaching, mentorship, the organization of business plan or pitch contests, and the facilitation of social networking through a variety of events and workplaces (Haneberg and Aaboen 2020; Watson et al. 2015).

According to (Preedy et al. 2020), entrepreneurial experience participation is vital for participants, since they engage in a variety of activities that contribute to the development of their entrepreneurial aptitude. It also affords participants the opportunity to become members of a community of entrepreneurs. Three types of entrepreneurial experience exist: experiential learning, social learning, and self-directed learning. Entrepreneurial experience enhances the experiential and social learning possibilities available to student (Okonkwo et al. 2019) investigated the effect of students' mandatory involvement in entrepreneurial experience at Nigerian higher education institutions (HEIs) on their development of an entrepreneurial orientation for startup after graduation. The study found that entrepreneurial experience correlates favorably with entrepreneurial orientation, including opportunity detection, opportunity evaluation, innovative problem solution, self-efficacy, and network formation and use.

In addition, (Fauchald et al. 2022) discovered that entrepreneurial experiences from entrepreneurship studies are utilized in the early phases, whereas experiences connected to venture development procedures are utilized afterwards. This means that when entrepreneurial experiences connect theoretical information to business experiences from venture development processes, they assist student entrepreneurs better comprehend both theoretical knowledge and the venture creation process itself. A large body of previous research has demonstrated that entrepreneurial experience increases entrepreneurial orientation (Almeida et al. 2019; Carpenter and Wilson 2022; Naveed et al. 2021). These studies demonstrate an association between entrepreneurial experience and entrepreneurial orientation. Additionally, students with entrepreneurial experience might have a greater entrepreneurial orientation.

Entrepreneurship Education may influence or interact with other aspects to create a better environment for entrepreneurship (Amofah and Saladrignes 2022). Entrepreneurial orientations are influenced by a wide range of human characteristics such as age, gender, educational attainment, indirect experiences, and personal experiences. The function of higher education in creating an atmosphere that fosters entrepreneurship will lead to the formation of new entrepreneurial mindset (Amofah and Saladrignes 2022; Linton and Klinton 2019).

However, entrepreneurship growth and altering people's attitudes toward entrepreneurship is a challenge for all nations. One strategy for increasing the degree of entrepreneurship is to offer individuals with entrepreneurship experiential education (Shah et al. 2020). Entrepreneurship education offers students with the motivation, knowledge, and abilities required for entrepreneurship (Shah et al. 2020). The goal of entrepreneurship education is to prepare students to gain skills, ideas, and management talents, capabilities, and experiences (Amofah and Saladrignes 2022; Linton and Klinton 2019; Shah et al. 2020). It also assists students in developing favorable attitudes based on entrepreneurship (Iqtidar A. Shah 2022; Kwaku Amofah 2022; Imran Anwar 2018; Raquel Ferreras-Garcia 2021). Entrepreneurship education and training should be based on the actions, real experiences, and reflections of entrepreneurs themselves (Ferreras-Garcia et al. 2019; Linton and Klinton 2019).

Many academics asserted that entrepreneurship can be learned and taught (Cho and J. Lee 2018). Entrepreneurship experiential education allows students to study the factors that lead to entrepreneurship failure and avoid making the same mistakes. It may provide students with opportunities to develop an entrepreneurial mindset. In other words, entrepreneurship experiential education may assist students in identifying role models for becoming entrepreneurs or in developing a good entrepreneurial mentality (Cho and J.-H. Lee 2018; Ferreras-Garcia et al. 2019; Linton and Klinton 2019).

## 2.2 Entrepreneurial Orientation (EO)

Entrepreneurial orientation may be described in three ways: as being innovative, risk-taking, and proactive (Almeida et al. 2019; Gochhait and Pokharnikar 2020). Innovativeness requires looking for opportunities, coming up with new ideas, putting those ideas into practice, and lastly evaluating the results. Risk taking means the readiness to face the uncertainty and the possibility of losing income or assets with a strong commitment. While, proactiveness means self-initiative, role-taking, promoting the incentives, and readiness for change (Cho and J.-H. Lee 2018; Gochhait and Pokharnikar 2020; Kurniawan et al. 2019; Sahoo and Panda 2019).

These three elements form a coherent totality or combination that cannot exist in isolation from one another—innovation is the finest example of entrepreneurship. Risk-taking is one of the EO aspects that refers to the proclivity for taking calculated risks, such as entering uncharted markets and dedicating a significant percentage of cash to risky ventures. Innovativeness is defined as a drive to create new products and procedures, build new methods, and become leaders. Pro-activeness, on the other hand, is a market-shaping mindset that entails offering new products or services in anticipation of possible demand and influencing the market (Gochhait and Pokharnikar 2020; Mutlutürk and Mardikyan 2018; Sahoo and Panda 2019).

Entrepreneurial orientation is reflected in one's attitudes and values. EO is also a training procedure that allows students to get entrepreneurial knowledge that gives insight, increases awareness, and reveals a strong mental image of entrepreneurship. Entrepreneurial experience seems to assist students to develop the abilities required for effective performance throughout the entrepreneurial process, based on the idea that entrepreneurship can be taught and learnt (Cho and J.-H. Lee 2018; Sahoo and Panda 2019; Sutanto et al. 2018). This skill set may help future entrepreneurs or intrapreneurs. It will also boost entrepreneurial spirit (Cho and J.-H. Lee 2018; Sahoo and Panda 2019; Sutanto et al. 2018). Furthermore, through integrating students in diverse business activities, experiential education plays an important role in increasing students' entrepreneurial efficacy (Cho and J.-H. Lee 2018; Hoffman and Peters 2021; Sahoo and Panda 2019; Sutanto et al. 2018). After a thorough literature review, the suggested research hypothesis as follows,

*Hypothesis1: There is a significant difference in entrepreneurial orientation among higher education students based on the entrepreneurial experiences*

*Hypothesis2: There is a significant relationship between entrepreneurial experiences and entrepreneurial orientation among higher education students.*

## 3. Methods

The purpose of this study, researchers want to examine the differences of entrepreneurial orientation among higher education students based on their entrepreneurial experiences. Also, it aims to assess the relationship between entrepreneurial experiences and entrepreneurial orientation.

This study used a quantitative technique to conduct empirical research on the entrepreneurial orientation of among higher education students based on their entrepreneurial experiences. The questions used to assess entrepreneurial orientation in this research were adapted from (Almeida et al. 2019; Gochhait and Pokharnikar 2020; Al Mamun et al. 2017), and they included 14 indicators with three EO dimensions. Those are innovativeness, risk-taking, and proactiveness.

The primary data was gathered by the distribution of questionnaires containing closed-ended questions on a five-point Likert scale. The validity and reliability of the study instruments were examined using Rasch Model Analysis using the program WINSTEPS 5.1.4.0. Rasch Model can lessen the biased responses associated with self-reported questionnaire (Boone et al. 2014; Sumintono 2014). The study hypotheses were tested using chi square analysis approaches. The chi square test, often known as the chi square test (X squared), attempts to discover the association

between variables included in the row by column. The data used in the chi square test must be in the form of data nominal or ordinal or it might be one of the nominal scale data or ordinal (Hope et al. 1977) with SPSS22.

Table 1. Reliability and Validity Test Results

Research Variables	Alpha Cronbach	Person Reliability	Item Reliability	Item Validity
Entrepreneurial Orientation	0.89	0.87	0.94	14 items - accepted

Source: Primary Data, 2021

The research instruments consist of three-dimensional of entrepreneurial orientation. These include innovativeness, pro-activeness, and risk-taking. The Cronbach's alpha for assessing research instrument reliability is 0.89 as shown in Table 1. It is showing a good interaction between the items and the responses of the respondents (Boone et al. 2014; Sumintono 2014). The person's reliability is 0.87, indicating a consistent response of the respondents. The accuracy of the test item reliability is 0.94, indicating that the items of the research instrument are excellent. The reliability values demonstrate that respondents' responses are consistent, and the quality of the questions are very good for measuring the research variables (Boone et al., 2014; Sumintono, 2014). Furthermore, the validity test findings show that all instrument items can be accepted since there are no outliers and the logit values are less than 1.5 logit (Boone et al. 2014; Sumintono 2014).

#### 4. Data Collection

The study took place in the greater Jakarta area of Indonesia and should be completed at the end of November 2021. The respondents are higher education's students. The questionnaires were sent to 500 higher education students. A total of 360 students answered the survey questions online, but only 324 of the 360 responses. Rasch Model Analysis, especially Person Measure Analysis, was utilized to filter out responses that were biased since the data was gathered from personal references or self-report questionnaires. The MNSQ score that is more than 1.5 and less than 0.5 will be deleted (Boone et al. 2014; Sumintono 2014). The respondents are 67% female students and 33% male students. Those who have got entrepreneurial experience from their university are 39% and the rest have not got it (61%).

### 5. Results and Discussion

#### 5.1 The Rasch Analysis

The research focuses on the entrepreneurial orientation among higher education students based on their entrepreneurial experiences (Table 2). The findings show that students who get entrepreneurial experiences have a stronger entrepreneurial orientation (2.49 logit) since the measured value is greater than the whole mean measure (2.15 logit) at the 0.05 level of significance. Furthermore, students who do not get entrepreneurial experiences have a lower entrepreneurial orientation (1.93 logit), as shown by a lower measure value than the mean (2.15 logit) at the 0.05 level of significance (Boone et al., 2014; Sumintono, 2014). The study hypothesis was accepted at a significance level of 0.05. It means there is a significant difference in entrepreneurial orientation between students who obtain entrepreneurial experiences and those who do not. The study is in line with the previous research that explain the goal of entrepreneurship education is to prepare students to gain skills, ideas, and management talents, capabilities, and experiences. It also assists students in developing favorable attitudes based on entrepreneurship (Amofah and Saladrignes 2022; Anwar and Saleem 2019; Ferreras-Garcia et al. 2019; Linton 2019; Linton and Klinton 2019; Shah et al. 2020).

Table 2. Comparison Results

Category	Entrepreneurial Orientation
All Higher Education Students	2.49 logit
With Entrepreneurial Experience	1.93 logit
Without Entrepreneurial Experience	2.15 logit
Significance Probability Value	
0.006	

Source: Primary Data, 2021

## 5.2 The Chi-Square

The second analysis is Chi-Square Analysis, which use SPSS22 to examine the relationship between the independent variable and the dependent variable (Hope et al. 1977). The chi square test, often known as the X squared test, seeks to discover the association between variables included in the row by column. The data used in the chi square test must be nominal or ordinal, or it might be one of the nominal scale data or ordinal (Hope et al. 1977).

Table 2. Chi-Square Table

Entrepreneurial Experience (EE)	Entrepreneurial Orientation (EO)		Total
	Low	High	
Without EE	129	69	198
With EE	59	67	126
Total	188	136	324

Source: Primary Data, 2021

The chi-square table (Table 2) demonstrates that there are still many students who have not acquired EE and that EO is low. Students who get EE, on the other hand, have a high EO. As a result, EE is vital in experiential learning since it helps to empower EO as a mindset. Entrepreneurship education helps students gain skills, ideas, and management talents and experiences. Study supports scholars' opinion that explained EE promotes favorable entrepreneurial attitudes by fostering innovative thinking (Amofah and Saladrignes 2022; Anwar and Saleem 2019; Ferreras-Garcia et al. 2019; Linton and Klinton 2019; Shah et al. 2020).

## 5.3 The Validation

The chi-square test (Table 3) proves the second hypothesis, is statistically accepted since the significance level is less than 0.05 ( $0.001 < 0.05$ ) It means that *there is a significant relationship between entrepreneurial experiences and entrepreneurial orientation among higher education students*. The study is related to the previous research that explain the goal of entrepreneurship education is to prepare students to gain skills, ideas, and management talents, capabilities, and experiences. It also assists students in developing favorable attitudes based on entrepreneurship (Gabriel Linton 2019; Iqtidar 2022; Kwaku Amofah 2022; Imran Anwar 2018; Raquel Ferreras-Garcia 2021).

Table 3. Chi Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	10.618 <sup>a</sup>	1	0.001		
Continuity Correction <sup>b</sup>	9.878	1	0.002		
Likelihood Ratio	10.597	1	0.001		
Fisher's Exact Test				0.001	0.001
Linear-by-Linear Association	10.585	1	0.001		
N or Valid cases	324				

Source: Primary Data, 2021

## 5.3 The Discussion

First, it was expected that entrepreneurial experiences are significantly associated with differences in entrepreneurial orientation among college students. This study discovered a substantial difference in entrepreneurial orientation between students with entrepreneurial experience and those without. Based on the premise that entrepreneurship can be taught and learned, this is also consistent with our prior findings, which indicated that entrepreneurial experience appears to benefit students in developing the skills necessary for effective performance throughout the entrepreneurial process.

This study's second question intended to identify the association between entrepreneurial experiences and entrepreneurial orientation among college students. The association between entrepreneurial experiences and entrepreneurial orientation among college students was shown to be substantial. The link between entrepreneurial

experiences and entrepreneurial orientation is confirmed by comparison with the findings of other studies. It also explains why there may be a large variation in entrepreneurial orientation based on entrepreneurial experiences, as suggested by the first hypothesis.

These outcomes may be explained by the fact that the entrepreneurial experience enabled students to refine their practical entrepreneurial abilities in areas of interest, something that cannot be achieved through classroom activities. Moreover, this entrepreneurial experience was clearly related to the three EO aspects. Students were encouraged to generate company concepts and prototypes through creative thought (innovativeness dimension). Moreover, they risked market validation for their product or service (risk-taking dimension). The students were ultimately motivated by the ambition to produce income and grow their firm (pro-activeness dimension). Students with entrepreneurial experience are more confident, goal-oriented, and courageous in their decision-making.

Therefore, it is feasible that research supports the notion that university education enriched by students' entrepreneurial experiences might foster an entrepreneurial orientation. Entrepreneurship is essential to Indonesia's economy success. It was demonstrated by MSMEs, which account for 99 percent of all business units, and has a capability to employ around 97.30 percent of the labor force. However, due to a lack of an entrepreneurial orientation, Indonesian entrepreneurs are unable to develop swiftly. The contribution of MSMEs has been same for more than a decade, indicating that they are not rising.

This research has significant implications for fostering an entrepreneurial orientation among Indonesian entrepreneurs. University curriculum must include more entrepreneurship experience. They must be equipped with proactiveness, creativity, and a willingness to take risks in order to expand the firm swiftly in the future. In MSME trainings, entrepreneurship experience can also be emphasized more. The trainings should not only give theory, but also provide hands-on practice with mentor feedback. By utilizing this strategy, Indonesian MSMEs will be able to develop their entrepreneurial orientation and scale their businesses more successfully.

However, the survey is unable to identify students or participants who perform well in business. This is an essential topic for further study. Future research must investigate the impact of entrepreneurial experiences on business performance. In addition, more study may be useful in explaining the methodologies and skills of entrepreneurial experiences in order to improve entrepreneurial orientation.

## 6. Conclusion

The outburst of the covid-19 pandemic has urged Indonesian economy to have a transition from an industrial society to an entrepreneurial society. Entrepreneurship is regarded as a phenomenon that has received the greatest attention in recent years. Among scholars, there is a strong desire to investigate the entrepreneurial phenomena not only because of its unavoidable importance in boosting the economy and creating job possibilities. Higher Education Institutions have come under growing pressure to go beyond their traditional function.

As a result, academia has expanded its mission to engage in entrepreneurial activities, referred to academic entrepreneurship. There is a growing interest in supporting academic entrepreneurship, based on the academic's research or colleges provide an atmosphere for student entrepreneurship. The purpose of this paper is to examine *the differences and the relationships* between entrepreneurial experiences and entrepreneurial orientation among higher education students in Greater Jakarta. To accomplish the purpose of this study, the authors carried out a survey targeting higher education students in Greater Jakarta.

Rasch Model Analysis is used to measure the significant differences in entrepreneurial orientation based on entrepreneurial experiences. The following analysis is The Cross Tabulation to examine the significant relationship between entrepreneurial experiences and entrepreneurial orientation.

The research findings are first, there is a significant difference in entrepreneurial orientation based on entrepreneurial experiences among higher education students in Greater Jakarta. Second, there is a significant relationship between entrepreneurial experiences and entrepreneurial orientation among higher education students in Greater Jakarta. Practical implications based on this research is entrepreneurial orientation among higher education students can be empowered through entrepreneurial experiences developed by the higher education institutions. It can promote their innovativeness and proactiveness. Entrepreneurship education could be effective for higher education students whether they want to be a real entrepreneur or intrapreneur in business organizations.

The research needs further analysis in assessing the impact of entrepreneurial experience and entrepreneurial orientation. It is also beneficial to relate the academic performance to build the intrapreneurship spirit among the students.

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## Biographies

**Dr. Maria Grace Herlina, S.Sos., MM** is a Senior Faculty Member in the Management Department of Bina Nusantara Business School. She also works as the Deputy Head of the Management Program. Her love of teaching has encouraged her to devote her expertise and experiences to improving the next generation for many years by teaching, studying, and producing scientific publications. She has done various local and international studies, and she has published multiple scientific articles in international journals that are Scopus indexed. Human resource management, organizational behavior, entrepreneurial behavior, and knowledge management behavior are among her knowledge areas.

**Banu Rinaldi, SE., MBA**, is a Lecturer, Researcher, and Coach/Mentor specializing in entrepreneurship through his position as Faculty Member and Business Advisor at the Business Creation Program – Bina Nusantara Business School. Additionally, he is a practitioner/entrepreneur in the food industry and actively involved in MMSME communities. Banu is an enthusiast for MSME development and entrepreneurship, as evidenced by his prior experiences and numerous research/publications. Entrepreneurial orientation, export development, digital business transformation, and sustainability performance related to small and medium-sized business are among his areas of expertise.

**Dr. Ir. Hardijanto Saroso, MMT., MM.**, is a Senior Faculty Member of the Bina Nusantara Business School Undergraduate Program in Management Department. He also works as the Dean of BINUS Business School Undergraduate Program. He was a professional practitioner in media and investment industry for more than a decade. He is an expert in Strategic management, Business Analytic, Management Technology and Sustainability Management. He has conducted numerous local and international researches, and he has published numerous scholarly articles in Scopus-indexed international journals.