

Entrepreneurship Education at University: Business as a Coursework or Continued after Graduation

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Abstract

Entrepreneurship education in an academic environment cannot be separated from the academic tasks that need to be carried out, and the activities of running a real business. Students are given the opportunity to build their business from the start and are then accompanied by a facilitator. The purpose of this research is to see the motives of business students, whether students do business as an assignment, or continue after they graduate from college. This study uses an online survey with open-ended questions to 234 business students who are currently undergoing a program at a business incubator at a private university in Bandung, Indonesia. The results of the study show that 62% of students want to continue their business after graduation, the remaining 38% want to make business in college as a learning task only. This research is useful for entrepreneurship education actors, especially at universities, to see the patterns that occur in helping student businesses develop.

Keywords

Entrepreneurship education, entrepreneurial ecosystem, business incubator, students

1. Introduction

There is a demand for universities to continue to consider social and economic issues to make changes from product commercialization to industrial relations (Gibb et al. 2013). Universities help to activate innovation and assist in creating new opportunities (Kirby, 2002). Universities can increase the entrepreneurial spirit of the activities and tasks carried out during lectures. Programs from experts also help students understand the current state of the industry (Carey and Naudin, 2006). Universities play a role in the establishment of new businesses through their entrepreneurship education (Davey et al. 2016). Support from the entrepreneurship education program can influence students' intentions to become entrepreneurs (Shahab, 2019).

One of the important things that helps new companies to develop is educational institutions (Haines, 2016). Entrepreneurs can be formed through entrepreneurship education programs. Research shows that there is a positive impact of the program, and the variety of programs has grown (Kuratko, 2005). Education that aims to teach attitudes, character and business skills, in addition to building a business (Fayolle, 2006). Another goal is to form entrepreneurs who have leadership, problem solving, managerial abilities and increase self-confidence to become entrepreneurs (Gamede, and Uleanya, 2019). A good measurement of the performance of the entrepreneurial ecosystem at universities is needed. It aims to explore the activities that have been carried out, find out the needs and motivate the people involved (Gabriela, 2021).

This study aims to evaluate the program that is run on entrepreneurship education at the University. In practice, there is a task for students to build a business during lectures. The purpose of this research is to find out whether the business that is run in college will be continued after graduating from college or not. The results of this study are useful for stakeholders at the university to determine the effectiveness of the programs that have been carried out so far, as well as to determine the business motivation of students.

2. Literature Review

The entrepreneurial ecosystem focuses on connecting and managing the entrepreneurial environment both formally and informally (Shwetter, 2019). The character of a good ecosystem is that there are entrepreneurs who lead, involve everyone, and there are mentoring sessions from dedicated experts or mentors because this is an important part of

ecosystem development (Feld, 2012). There are several stages in the ecosystem, the first is a conception where program participants must know about the market and the resources needed in doing business ranging from finance to human resources. The development stage is the stage where ideas are implemented and make improvements from the existing feedback. Then there is the maturity stage where entrepreneurs start to build a differentiator in their business (Nicotra et al. 2018).

Incubators can help business development and innovation of university students (Theodoraki and Messeghem, 2018). Business incubators, industry relations and opportunities to get funding are important in increasing business capacity (Guerrero and Espinoza, 2021). In its activities, the business incubator facilitates starting from human resources, assistance in access to funding, managerial and access to technology (Somsuk and Laosirihongthong, 2014). Some of the core programs that are key are teaching and innovation, support systems and program implementation. This process needs to pay attention to the monitoring and evaluation stages in order to give consideration to policy makers so that they can make an impact (Liu et al. 2021).

Universities need to develop new things from service, teaching and see the needs of the community. (Clark, 2004). Academic and business development at universities is important to increase competency capacity and business skills (Guenther and Wagner, 2008). The importance of entrepreneurship education is the formation of character, habits and skills (Rae, 2005). There are several characters in business orientation, such as daring to innovate, being able to see opportunities, daring to take risks, and daring to compete (Lumpkin and Dess, 1996). Evaluation of teaching and learning processes is important to measure the impact of entrepreneurship education (William and Kluev, 2010).

3. Methodology

The research method used in this study is a qualitative method. This research involves business students at a private university, Bandung, Indonesia. The method used in this research is the coding process of open-ended survey data. The first stage of coding data is then developed in the second coding stage to get the themes. The next stage of analysis is cross-case analysis.

4. Data Collection

Respondent data was collected from 234 business students who are members of the business incubator at the university. The data is divided into 2, namely those who continue after graduating college and those who do business only for coursework only and not continued after graduation. 145 students want to continue their business after graduating from college. While the rest do business in lectures only for assignments and are not continued. This data is useful for knowing the motivation of students' business establishment at the university, so that there are patterns that can be studied to improve program services. (Table 1)

Table 1. Data Collection

Options	Freq	%
Continuing after graduating college	145	62%
For coursework only and not continued after graduation	89	38%

5. Results and Discussion

From Table 1, the Figure 1 shows there are 9 main reasons that make students only do their business as assignments. X-axis indicates reasons from students, and Y-axis indicates number of students. Some of the strongest reasons for this category are due to differences in the vision of the team, so they have to disband the business team that has been built. Then the old business was discontinued because there was a change to another business. In addition, there are those who choose to work full time at the company, which is related to another reason, namely, to gain experience in the industry. Apart from being just for assignments, there are also those who continue the business owned by their parents, and also because there is an evaluation that the business that is currently being carried out in college has no prospects.

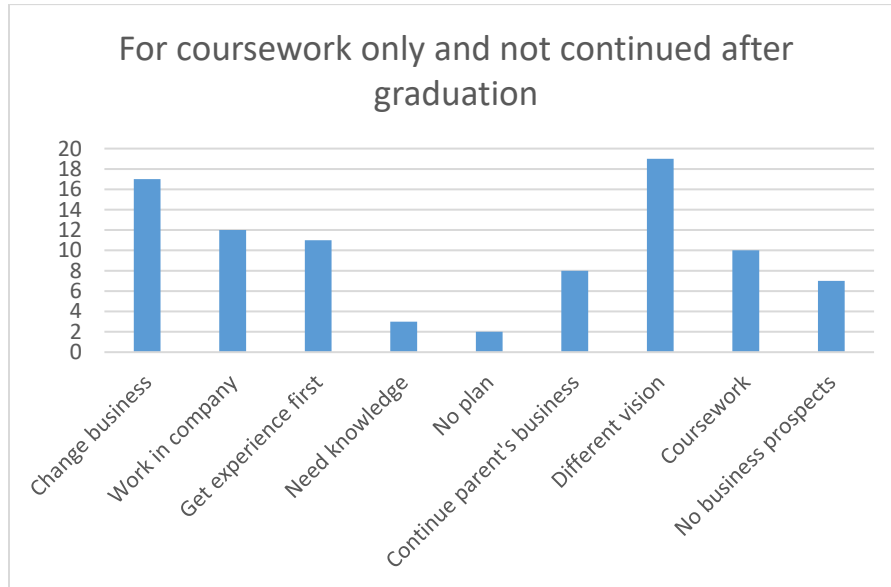


Figure 1. For coursework only and not continued after graduation

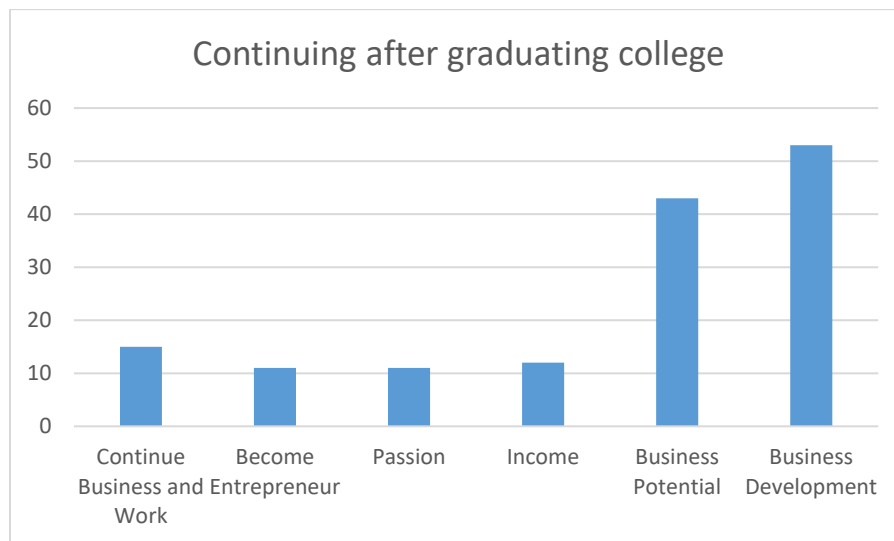


Figure 2. Continuing after graduating college

From the Figure 2 it can be seen that there are 6 main reasons for students who will continue their business in college. X-axis indicates reasons from students, and Y-axis indicates number of students. After graduating from college, they are committed to continuing what they have started in college. There are 2 main reasons that dominate. Business development and business potential are factors that influence students in continuing their business. This happens because they have seen the potential of the business they are living, and they will take business development to the next stage. The business they are running now has regular customers, good awareness, stable sales, and opportunities for the next stage of development. As seen in the graph, there are other reasons that determine students to continue the business they run in college, namely continuing the business while working, because they want to become entrepreneurs, because the business already provides income, and doing business is their passion. This study confirms that measurements of entrepreneurship education must be carried out to determine the needs and motivations of students (Gabriela, 2021).

6. Conclusion

To sum up, this research provides an overview of entrepreneurship education at universities. How do students run a business and the stages they will do in the future. Overall, most businesses will continue after graduating from college because it has provided both technical and non-technical benefits. The existence of business potential and business development plans are the strongest reasons for students to continue the business that is being carried out in lectures. This research provides benefits to knowledge about entrepreneurship education to provide another perspective on the effectiveness of the program. In addition, entrepreneurship education implementers can maximize the program by knowing the motivations of business owners to provide optimal services.

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Biography

Puji Prabowo is a creativepreneur lecturer, and also a sociopreneur who has been working for 10 years. He is also a coach for business incubator at Binus University. He is enthusiastic about the entrepreneurial ecosystem, entrepreneurial skills, innovation, creative ideas, and business development.

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