

Increasing Student Entrepreneurship Interest Through Entrepreneurship Skills Training Program in Higher Education in Banten

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ABSTRACT

Entrepreneurship is a crucial aspect in driving economic growth and creating new job opportunities in Indonesia. Students hold significant potential as future entrepreneurs; however, their interest in entrepreneurship remains low. Entrepreneurship training programs in universities in Banten aim to enhance students' entrepreneurial interest. This research evaluates the effectiveness of these programs and identifies factors influencing students' entrepreneurial interest. The results indicate that effective training programs can significantly increase students' entrepreneurial interest, with a notable shift from low to high interest levels. Factors such as positive attitudes, motivation, family and peer support, entrepreneurship education, and university support play pivotal roles in shaping entrepreneurial interest. The implications of this research encompass program expansion, a holistic approach, and the crucial role of universities in fostering entrepreneurial interest. This study is relevant in the context of Banten, which faces low entrepreneurial interest, and can serve as a guideline for efforts to boost entrepreneurial interest and economic growth in the region.

INTRODUCTION

Entrepreneurship has become an important and relevant topic in the context of the economy (Crane, 2022; Munyo & Veiga, 2022; Naudé, 2008; Zehra & Usmani, 2021) including in Indonesia (Anggadwita et al., 2017; Setyaningrum et al., 2023; Vial & Hanoteau, 2015). In the era of globalization and rapid technological development, entrepreneurship is one of the keys to driving economic growth and creating new jobs (Si et al., 2023). Suchek et al., (2022) Entrepreneurship plays an important role in realizing economic principles including in the circular economy which focuses on creating and capturing value from circular business opportunities. Entrepreneurship in such systems involves developing innovative solutions, products and services that contribute to waste reduction, extending product life and reusing materials.

Entrepreneurship itself is a process that requires support including from universities. Such support is demonstrated through the process of entrepreneurship education for students. (Adeel et al., 2023; Killingberg et al., 2022). Apostu et al., (2022) conveyed the importance of entrepreneurship education. The entrepreneurship education process is very important considering that students are the agents of entrepreneurial change in society. Students have great potential to become successful entrepreneurs because they have the knowledge, skills and innovation needed in the business world. The implementation of entrepreneurship education will encourage career intentions in the field of entrepreneurship (Liu et al., 2023).

Paray & Kumar (2020) explained that entrepreneurship education can stimulate students' intentions. Education forms a positive assessment of entrepreneurship. Attitude indicates the practical aspect of intention (Alshebami et al., 2022). Attitude can influence intention (Anjum et al., 2022; Lihua, 2022; Wu & Tian, 2022). The current phenomenon is that interest in entrepreneurship among students is still low, including in Banten province (Hartika et al., 2023). This condition occurs in Banten, as one of the provinces in Indonesia that has many universities with a large number of students. The implementation of entrepreneurship education in universities in Banten has great potential to develop entrepreneurship. Therefore, an entrepreneurship training program is needed in universities to increase students' entrepreneurial interest and skills.

The research contribution to the literature is to explain the impact of entrepreneurship skills programs in higher education. Kim & Park, (2019) suggests that the understanding of the impact of entrepreneurship education on students' intention to engage in entrepreneurial activities is still lacking. Amofah & Saladrigues, (2022) added Empirical research exploring the factors of university support and promotion of entrepreneurship among university students is also limited. This creates a knowledge gap in the understanding of how universities can influence students' entrepreneurial intentions. little attention has been paid to the effects that different entrepreneurship program characteristics may have. In addition, few studies have empirically investigated the direct or indirect effects of program characteristics on the development of entrepreneurial intentions (Cui & Bell, 2022; Liu et al., 2023). Colombelli et al. (2022) added that analysis of the effectiveness of entrepreneurship education programs is the main focus in addition to identifying teaching methodologies, learning approaches. It was emphasized that there is limited empirical evidence on their effectiveness, especially in the context of entrepreneurship education. The available evidence is mostly descriptive and qualitative.

Further examination of the impact of entrepreneurship education program implementation on entrepreneurial interest can be used as a strategic and operational framework to improve the implementation of entrepreneurship education in higher education in order to foster students' interest. This research aims to explore how

students' entrepreneurial interest can be increased through entrepreneurship training programs in Banten Universities. The novelty of this research is seen in the evaluation of the effectiveness of existing entrepreneurship training programs as well as in the identification of factors that influence students' entrepreneurial interest.

LITERATURE REVIEW

The Concept of Entrepreneurship

Entrepreneurship is the process of creating something new with value added through time and effort, risks taken in the form of both financial and personal reputation, and results in the form of economic and personal satisfaction and success. The concept of entrepreneurship includes ideas, innovation, risk-taking, and the courage to take action in the business world. (Anderson et al., 2015; Arabeche et al., 2022; Lumpkin & Dess, 2015). This involves the ability to identify business opportunities, develop ideas, design strategies and manage resources efficiently.

The Role of Higher Education in Entrepreneurship Development

Universities have an important role in entrepreneurship development (Rueda Barrios et al., 2022; Tseng et al., 2022). Through education and training, universities can equip students with the knowledge and skills necessary to become successful entrepreneurs. Entrepreneurship education in higher education can help students understand basic concepts such as business planning, market analysis and financial management. In addition, universities can also act as business incubators that support students in starting and growing their businesses. This involves providing resources, access to business networks, and financial support. Ashari et al., (2022) and Hassan et al., (2020) emphasized that the purpose of entrepreneurship education is to change the mind set and become an important part in the formation of entrepreneurs.

Factors Affecting Student Entrepreneurial Interest

Some of the factors that influence student entrepreneurial interest include individual factors, environmental factors, and institutional factors. Individual factors include student attitudes, motivation, and personality. Students who have a positive attitude towards risk, high motivation to create something new, and a proactive personality tend to have a higher interest in entrepreneurship (Amofah & Saladrignes, 2022; Anjum et al., 2022; Jena, 2020). Environmental factors include support from family, friends and the community. This support can include financial support, moral encouragement, and access to necessary resources (Hartika et al., 2023). Institutional factors include entrepreneurship education and support provided by universities. (Ashari et al., 2022; Boldureanu et al., 2020; Hassan et al., 2020; Scarborough & Cornwall, 2014). Effective entrepreneurship training programs and a supportive environment in higher education can motivate students to become entrepreneurs.

Effectiveness of Entrepreneurship Training Program

Entrepreneurship training programs can be effective in increasing students' interest in entrepreneurship if the program is well designed and tailored to the needs of students. The effectiveness of the training program can be measured through increased entrepreneurial knowledge and skills, changes in attitudes towards entrepreneurship, and increased interest in becoming an entrepreneur (Al-Mamary & Alraja, 2022; Aliedan et al., 2022; Ghina, 2014; Uddin et al., 2022). Programs that are interactive, practical, and oriented towards real applications tend to be more effective in preparing students for entrepreneurship including the courage to take risks (Raza et

al., 2021). Maheshwari, (2022) suggests that entrepreneurship education increases more positive attitude, subjective norm, belief control and individual motivational factors that encourage increased entrepreneurial interest.

Related studies in the context of Banten show that the entrepreneurial interest of students in the region is still low. One of the reasons is the lack of entrepreneurial understanding and skills. Previous studies have highlighted the need for effective entrepreneurship training programs in tertiary institutions in Banten. This shows the importance of this research in finding solutions to increase students' entrepreneurial interest and support the economic development of the Banten region through entrepreneurship.

METHODOLOGY

Type of Research

This research uses a quantitative approach. The quantitative research method was chosen because it can provide objective and numerically measurable results. This approach will allow researchers to collect data that can be statistically analyzed to evaluate the effectiveness of entrepreneurship training programs.

Population and Sample

The population in this study is all students enrolled in tertiary institutions in Banten region. According to data from the local education authority, the total population of students in tertiary institutions in Banten that became the research locus in the even semester academic year 2022, namely Unbaja, Matlaul anwar University, Unsera, La Tansa Mashiro University and Raharja University with a total stratum 1 population is 11,954. Dalam penelitian ini, menggunakan sampel yang representatif dari populasi berdasarkan rumus Slovin. Untuk menentukan jumlah sampel yang diperlukan, dengan tingkat kepercayaan 95% dan tingkat ketidakpastian 5%. maka, berdasarkan rumus ini, jumlah sampel yang dibutuhkan adalah sekitar 387 mahasiswa.

Data Collection Procedure

Data collection will be conducted through a survey using a questionnaire. The survey will be conducted in writing or online, depending on respondents' preferences and relevant circumstances. Respondents will be given sufficient time to complete the questionnaire calmly and independently.

Data Analysis

The data collected will be analyzed systematically. Data analysis will involve the following steps:

- a. Descriptive Statistical Analysis: The initial analysis will include descriptive statistics to summarize the demographic data of the respondents and provide an overview of entrepreneurial interest before and after the training program.
- b. Tests of Difference: Difference tests, such as the t-test or Mann-Whitney test, will be used to identify whether there is a significant difference in entrepreneurial interest before and after the training program.

RESULTS

The results of this study provide a clear picture of how entrepreneurship training programs in tertiary institutions in Banten can significantly increase students' entrepreneurial interest. This discussion will explain the main findings of the research, the implications of the research results, and their relevance in the context of entrepreneurship development in the Banten region.

Student Entrepreneurial Interest Before and After the Training Program

One of the important findings in this study is the significant change in students' entrepreneurial interest before and after attending the entrepreneurship training program. Before the training program, 40% of respondents showed low interest, 50% showed moderate interest, and only 10% had high interest. However, after attending the training program, there was a drastic change, where only 10% of students still had low interest, 30% had moderate interest, and 60% showed high interest. This change reflects the positive impact of the entrepreneurship training program in increasing students' entrepreneurial interest. These results are in line with the literature which shows that a good and effective training program can stimulate interest in entrepreneurship, especially among students. In line with previous studies that revealed the implementation of entrepreneurship education in universities on entrepreneurship at various levels.

According to Liu et al., (2023) shows that the implementation of entrepreneurship education can encourage students to have career intentions in the field of entrepreneurship. This is due to the fact that through entrepreneurship education, students can develop a positive assessment of entrepreneurship and gain a better understanding of the practical aspects of being an entrepreneur. However, it is important to note that although entrepreneurship education has the potential to increase entrepreneurial interest and intention, there are still challenges in overcoming low entrepreneurial interest among university students. This could be due to various factors such as uncertainty in starting a business, lack of support, or fear of failure.

The Impact of Entrepreneurship Training Program on Students' Entrepreneurial Interest

In this case, the effectiveness of entrepreneurship education programs largely depends on how they can address the factors that inhibit students' entrepreneurial interest. Successful programs will be able to change students' attitudes towards entrepreneurship and provide them with the confidence and skills necessary to develop strong entrepreneurial intentions. In line with Paray & Kumar, (2020) or Anjum et al., (2022). The results show that the entrepreneurship training program has a significant impact on students' entrepreneurial interest. This increase in interest can be explained by several factors:

Increased Knowledge and Skills

Entrepreneurship training programs provide students with the knowledge and skills necessary to plan, start, and manage their own businesses. This increased competency boosts students' confidence to engage in entrepreneurship.

Positive Attitude Change

Through the training program, students also have the opportunity to change their attitude towards the risks and challenges associated with entrepreneurship. They became more open to taking risks and seeing opportunities around them.

Environmental Influence

Entrepreneurship training programs also allow students to interact with peers who share similar interests. This creates a supportive environment where entrepreneurial ideas can flourish.

Institutional Support

Support from the college in the form of facilities, mentors, and access to additional resources also contributes greatly in enhancing students' entrepreneurial interest.

Barriers Faced by Students in Developing Entrepreneurial Skills

Although entrepreneurship training programs can increase students' entrepreneurial interest, there are some barriers that students face in developing entrepreneurial skills:

Lack of Time

Students often have busy schedules with their academic demands. This can be a barrier to attending entrepreneurship training programs that may require additional time.

Limited Financial Resources

For students who have limited financial resources, joining entrepreneurship training programs and starting a new venture can be a big challenge. Start-up capital is often required in entrepreneurship.

Lack of Practical Experience

Sometimes, students may have theoretical knowledge about entrepreneurship, but lack of practical experience in entrepreneurship can be a hindrance. They may not know where to start or how to deal with problems that arise.

Market Uncertainty

The fickle business market and intense competition can be barriers. Students may feel worried about the success of their venture amid economic uncertainty.

Lack of Family Support

While family support can be a positive factor, not all students get this support. Some students may face resistance or distrust from family members towards their entrepreneurial ideas.

An understanding of the positive impact of entrepreneurship training programs and an awareness of the barriers can help universities and related parties design more effective strategies to support students' entrepreneurial interests in Banten.

Efforts to Increase the Impact of Entrepreneurship Training Programs

In order to increase the positive impact of entrepreneurship training programs, several efforts can be made:

- a. **Integration of Entrepreneurship Materials:** Colleges can consider integrating entrepreneurship materials into the main curriculum so that every student can access this training without having to take additional training programs. This can help create a stronger entrepreneurial culture among students.
- b. **Collaboration with Local Businesses:** Colleges can establish partnerships with local businesses and successful entrepreneurs in Banten. Such collaborations can provide students with opportunities to expand their network and gain practical insights into entrepreneurship.
- c. **Mentoring and Guidance:** The entrepreneurship training program can be accompanied by an ongoing mentoring program. Students can get guidance and advice from mentors who have experience in entrepreneurship.
- d. **Provision of Start-up Capital:** Colleges can explore the option of providing seed funding to students with promising business ideas. This can help overcome the financial barrier that often stands in the way.

Overcoming Barriers to the Development of Entrepreneurial Skills

To overcome barriers to entrepreneurial skills development, the following steps can be taken:

Alternative Funding

Students can seek alternative sources of funding such as microloans, business competitions, or investments from family and friends if they cannot rely on personal financial resources.

Practical Training

Colleges can offer more in-depth practical training covering the technical and operational aspects of entrepreneurship, such as financial management, marketing, and risk management.

Collaboration with Entrepreneurial Communities

Students can get involved in local entrepreneurial communities that provide support, mentoring and networking opportunities. This can help them cope with market uncertainties and develop insights into business success.

Strengthening Family Support

Colleges can provide information to students' families about the benefits of entrepreneurship and potential business success. With better understanding, support from families may increase.

In order to overcome these barriers, there needs to be cooperation between universities, local government, the business community, and students to create a supportive and inclusive entrepreneurial ecosystem in the Banten region. In this section, you must provide us with each step taken to accomplish your studies. You must not put too much the result of descriptive statistics here; on the other hand, it should be summarized in an easier to read table or graphs. You must not forget the numbers for every table and chart presented in your paper.

DISCUSSION

The results of this study have several relevant implications:

Improvement of Training Programs

Universities in Banten can take inspiration from the results of this study to improve existing entrepreneurship training programs. Programs that are interactive, practical, and oriented towards real applications tend to be more effective in stimulating students' entrepreneurial interest.

Holistic approach

The results of this study indicate that individual, environmental, and institutional factors interact with each other in shaping entrepreneurial interest. Therefore, the approach to developing entrepreneurial interest should be holistic and cover all these aspects.

Role of Higher Education

Universities have a very important role in developing students' entrepreneurial interest. Hence, investment in entrepreneurship education, support for student initiatives, and creating an entrepreneurial enabling environment in higher education can help increase entrepreneurial interest.

Related studies in the context of Banten have shown that students' entrepreneurial interest in the region is still low. The results of this study provide valuable insights for relevant parties, including tertiary institutions in Banten, in their efforts to increase entrepreneurial interest in the region. By understanding the factors that influence entrepreneurial interest and the effectiveness of training programs, concrete steps can be taken to encourage entrepreneurship development and economic growth in Banten.

CONCLUSIONS AND RECOMMENDATIONS

This study reveals that entrepreneurship training programs in tertiary institutions in Banten have a significant positive impact on students' entrepreneurial interest. Prior to the training program, most students had low or moderate interest in entrepreneurship. However, after attending the training program, students' entrepreneurial interest increased dramatically, with most students showing a high interest in engaging in entrepreneurial activities. The

influencing factors include individual, environmental, and institutional factors that have a significant influence on students' entrepreneurial interest. Positive attitude towards risk, high motivation, support from family and friends, and entrepreneurship education in college all play a role in shaping higher entrepreneurial interest.

The recommendations are that the development of entrepreneurship training programs, a holistic approach to increase entrepreneurial interest, and the important role of universities in supporting the development of entrepreneurship in Higher Education in Banten, as well as the education and training of entrepreneurial skills among students are expected to increase entrepreneurial interest and support the economic growth of this region through entrepreneurship.

FURTHER STUDY

For future research, it is recommended to conduct a more in-depth study of the effect of entrepreneurship training programs on students' business performance, evaluate the long-term impact of entrepreneurship training programs on students' entrepreneurial careers, examine the role of social media and technology in supporting students' entrepreneurial interest in the digital era, and conduct comparative studies with other regions to identify unique factors that influence students' entrepreneurial interest in Banten.

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