



Original Article

Does Our Entrepreneurship Practicum Work? Evidence from Hybrid and Offline Students

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Abstract: This study analyzes the impact of the theory of planned behavior dimensions and entrepreneurship education on entrepreneurial intention. The study was conducted among students who enrolled in offline and hybrid entrepreneurship practicum courses. The sample consisted of 54 respondents who took the offline entrepreneurship practicum and 84 who took the hybrid entrepreneurship practicum. Partial least square and Mann-Whitney analyses were utilized for data analysis. The findings indicate that only perceived behavioral control among the dimensions of the theory of planned behavior has a positive impact on entrepreneurial intention. The study also found that entrepreneurship education has a significant effect on entrepreneurial intention, but it does not moderate the influence of the dimensions of the theory of planned behavior on entrepreneurial intention. Moreover, there are no significant differences in entrepreneurial intention between students who took entrepreneurship practicum offline and those who took it in a hybrid format.

Keywords: Attitude; Subjective norm; Perceived behavior control; Entrepreneur education; Entrepreneurial intention.



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1. Introduction

Entrepreneurship has been a key focus of the government's economic policy in Indonesia, for the past two decades. This approach gained momentum following the economic crisis that hit the country in 1998, as policymakers sought to stimulate economic growth and create new job opportunities. According to data from the Central Bureau of Statistics, Indonesia had 7 million unemployed people in 2019, while the number of entrepreneurs in the country was only 3% (Badan Pusat Statistik, 2021). This suggests that entrepreneurship has significant potential to reduce unemployment in Indonesia. Providing a stimulus to generate interest in establishing new businesses is vital in developing countries such as Indonesia. Entrepreneurship plays a significant role in accelerating economic growth through innovative business ideas and creating new enterprises. As the number of businesses grows, it is expected to increase employment opportunities and market competition (Ozaralli & Rivenburgh, 2016). Despite the potential benefits of entrepreneurship, most economic growth drivers in Indonesia are still dominated by existing companies, with new enterprises lagging (CNN Indonesia, 2019).

The Indonesian government has implemented several programs to increase the number of entrepreneurs in the country. The 1000 Startup Movement, launched in 2018 by the Ministry of Communication and Information, seeks to encourage the growth of digital businesses in the e-commerce sector in Indonesia (Rizkinaswara, 2018). However,

young individuals with a creative and entrepreneurial mindset are essential for these programs to achieve optimal success. This is why entrepreneurship education, from basic to higher education, has been incorporated into Indonesia's education system since 1995 (Susilaningsih, 2015). Additionally, the Ministry of Education and Culture launched the Student Entrepreneurship Program in 2009 to promote entrepreneurship among students further (Hendarman, 2011). Previous studies have also supported the benefits of education, particularly entrepreneurship education, in developing and enhancing the skills and qualities of an entrepreneur through education and training (Ajzen, 2012; Bryant, 2006; Chen et al., 1998; Krueger et al., 2000; Kundu & Rani, 2008). However, despite these initiatives, Indonesia's entrepreneurial population's growth has been slow over the past three decades. Therefore, evaluating the effectiveness of programs launched, especially Entrepreneurship Practicum, is necessary to generate students' interest in entrepreneurship as a career path upon graduation.

An entrepreneur seeks to create value through economic activities by identifying and exploiting new products, processes, or markets. On the other hand, entrepreneurship refers to the range of activities carried out by an entrepreneur (Stokes et al., 2010). Entrepreneurship education aims to equip students at all levels of education with the knowledge, skills, and motivation required for successful future entrepreneurship in various contexts (Fiore et al., 2019). However, evaluating the benefits of entrepreneurship education is challenging. A series of previous studies emphasized the difficulties faced in evaluating the benefits of entrepreneurship education. Previous studies have noted a lack of empirical research that supports the effectiveness of formal entrepreneurial initiatives and SME (small and medium enterprises) courses in increasing the likelihood of starting a business (Henry et al., 2005). Similarly, another researcher stated that the actual contribution of entrepreneurship education remains uncertain (Matlay, 2005). Nonetheless, research has shown that students who have taken a hybrid entrepreneurship practicum have a higher intention to entrepreneurship (Suryawirawan, 2019). As such, this study aims to determine if the effect of entrepreneurship education on students' entrepreneurial intention is greater for those who take a full Entrepreneurship Practicum course offline compared to those who take the hybrid course.

Previous research has revealed that students' interest in pursuing entrepreneurship is low, as many still prefer to work (Atmaja & Margunani, 2016) despite being exposed to entrepreneurship education during their college years. This could be attributed to the fact that entrepreneurship curricula still place too much emphasis on theory rather than on practical and innovative activities, which may not effectively foster an entrepreneurial mindset in students. Hence, the Entrepreneurship Practicum course serves as a bridge between theory and practical application of entrepreneurial concepts. The Entrepreneurship Practicum course is specifically designed for vocational students to provide them with the necessary knowledge and skills to meet the demands of the job market in line with the strategic plan of the Directorate General of Vocational Education 2020-2024 (Kebudayaan, 2020), particularly in the area of entrepreneurship. This is further supported by previous studies that have found extracurricular activities, optional courses, and practicum activities related to entrepreneurship to be influential in shaping a person's entrepreneurial intentions (Arranz et al., 2017; Karimi et al., 2016; Piperopoulos & Dimov, 2015).

Entrepreneurship as an educational program has been found to build a person's awareness of the potential of entrepreneurship as a positive career choice (Anderson & Jack, 2008). Empirical studies have also shown a positive effect of education on a person's intention to become an entrepreneur (Suryawirawan, 2019; Yang, 2016). However, previous study found no difference in entrepreneurial intentions between students who took entrepreneurship practicum and those who did not (Suryawirawan, 2019). There is a suspicion that there is no difference in the study due to the hybrid format of practicum lectures during the COVID-19 pandemic. To investigate whether the format of lectures or the curriculum of the entrepreneurship practicum course is responsible for this finding, this study was conducted on students who took full offline lectures. This is done to see whether hybrid lectures are indeed the cause of the absence of differences in entrepreneurial intentions between students who take entrepreneurship practicum and those who do not or indeed from the curriculum of the entrepreneurship practicum course that must be improved.

Attitude refers to an individual's inclination to evaluate something positively or negatively (Eagly & Chaiken, 1993). It is influenced by the perceived outcome, wherein a more positive outcome tends to result in a better perception and a higher intention to engage in the activity that leads to that outcome (Shook & Bratianu, 2010). In this study's context, the outcome referred to is entrepreneurial intention. Thus, if an individual has a positive view of starting a business, their attitude towards entrepreneurship will also be positive. Based on previous studies, the subjective norm is measured by asking respondents to what extent their family, friends, and colleagues support their activities (Ajzen, 2001; Liñán & Chen, 2009). This perception is called subjective norm, as it tends to be subjective (Fishbein & Ajzen, 1977). Thus, the support of family, friends, and colleagues significantly influences the actions that will be taken, including entrepreneurial intention. The greater the support from the people around the respondent, the higher their intention to start a business will be.

Perceived behavioral control and behavioral intention can predict an individual's achievement of something (Ajzen, 2012). Perceived behavioral control is a direct predictor of behavior and intentions because it increases a person's willingness to expend greater effort to succeed in a particular endeavor (Armitage & Conner, 2001). From this, it can be inferred that in the context of this study, perceiving that one can establish a business will increase their motivation to

overcome any obstacles and achieve their goal, even if it requires additional effort. The theory of planned behavior states that a person's intention, which will then be followed by action, is influenced by their attitude, subjective norm, and perceived behavioral control (Ajzen, 2012; Bird, 1988; Katz & Gartner, 1988). In other words, it can be concluded that in this study's context, establishing a business is strongly influenced by these three factors. A review of previous studies has shown a significant effect of attitude, subjective norm, and perceived behavioral control on entrepreneurial intention (Aloulou, 2016; Dinc & Budic, 2016; Suryawirawan, 2019; Yang, 2016). This study aims to investigate the impact of the theory of planned behavior on the intention to set up a business among students who have taken a full offline entrepreneurship practicum course, with the moderation of entrepreneurship education.

2. Materials and Methods

This study employed a non-probability purposive sampling method to select participants. The participants were vocational students from College X who had taken full entrepreneurship practicum courses offline in 2022. Furthermore, data from previous research examining hybrid entrepreneurship practicum in 2021 will also be utilized and compared in this study. Previous research suggests that an R-square value of at least 0.25 is considered sufficient to explain a variable (Chin, 1998; Falk & Miller, 1992; Ketchen, 2013). Based on the previous statement (Ketchen, 2013), a recommended sample size with a statistical power of 80% for studies with at most four arrows pointing to one variable is 53 respondents with a significance level of 10% and an R2 of at least 0.25. Therefore, the researchers need a minimum of 53 respondents to carry out the testing. In this study, the assessment of respondents' statements was measured using a modified 4-level scale to address the weakness of the 5-level scale. Respondents often use the middle point or neutral option in the 5-level scale when unsure of their choice, which can lead to central tendency bias. Eliminating the middle point can provide a clearer understanding of the direction of respondents' answers (Kulas, 2008; Tsang, 2012). Additionally, two analytical tools were used in this study: Mann-Whitney U-Test in SPSS and PLS (Partial Least Square) in Smart PLS. Based on the theoretical explanations provided in the previous section, this study posits the following hypotheses:

H1: Entrepreneurship education of students who take lectures offline positively affects their entrepreneurship intention.

H2: The attitude of students who take offline lectures positively affects their entrepreneurship intention.

H3: Subjective norm of students who take offline lectures positively affects their entrepreneurship intention.

H4: Perceived behavioral control of students who take offline lectures positively affects their entrepreneurship intention.

H5: The effect of attitude, subjective norm and perceived behavioral control on the entrepreneurial intention of students who take offline lectures is moderated by entrepreneurship education.

H6: The entrepreneurial intention of students who take offline lectures is higher than those who take hybrid lectures.

The research framework is illustrated in Figure 1.

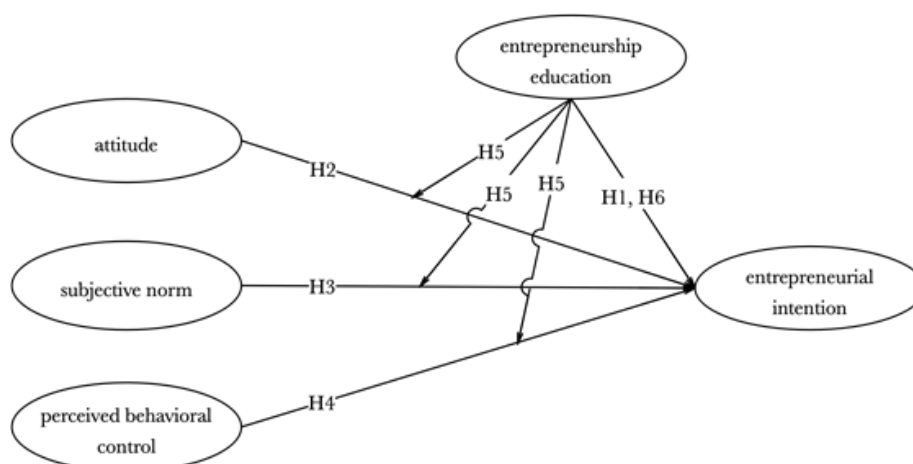


Figure 1. Research Framework

3. Results

After distributing questionnaires via Google Forms, a total of 62 responses were received from vocational students who took Entrepreneurship Practicum courses in 2022. Responses that were incomplete or showed central tendency were eliminated, leaving 54 eligible responses for further analysis. This number meets the sample size criteria established in the previous section. The demographic characteristics of the respondents are presented in the table below:

Table 1. Result of Demography Profile of Respondent

Demography	Category	Frequency	Percentage
Age (years)	18-19	19	35,2%
	20-21	28	51,9%
	22-23	4	7,4%
	24-25	2	3,7%
	26-27	1	1,9%
	Total	54	100%
Gender	Male	17	31,5%
	Female	37	68,5%
	Total	54	100%

Table 1 shows out of the 54 research respondents, 28 of them (51.9%) were between the ages of 20-21 years, 19 (35.2%) were aged 18-19 years, 4 (7.4%) were aged 22-23 years, while only 2 (3.7%) and 1 (1.9%) were aged 24-25 years and 26-27 years, respectively. Most of the research respondents were female, with 37 people (68.5%), while male respondents were 17 people (31.5%). Hypothesis testing is carried out based on the results of the path diagram in Figure 2 and Table 3. The research hypothesis is accepted if the path coefficient is positive and the t statistic > 1.28 (one-tailed and p-value < 0.10).

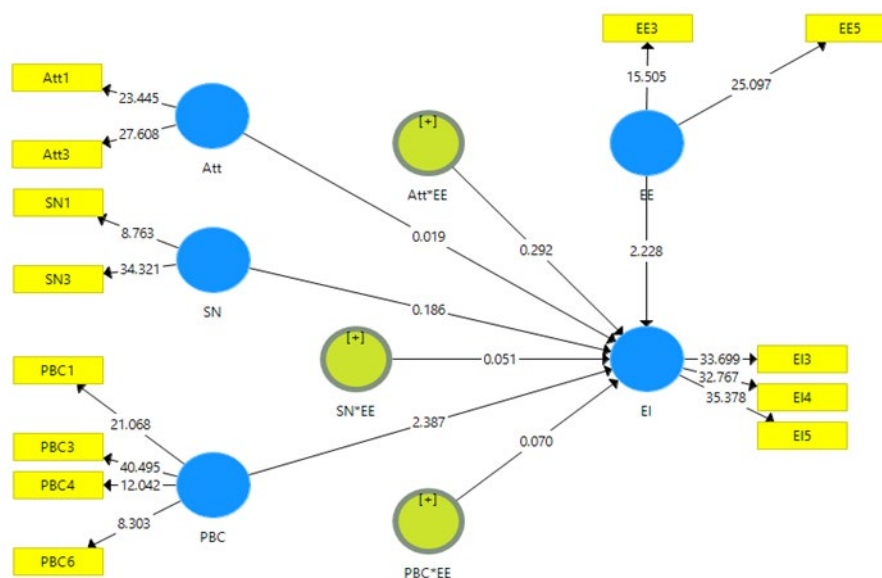


Figure 2. Result of Path Diagram

Table 2. Result of Hypothesis Testing (Path Coefficients)

Path Analysis	Coefficients	t-Statistic	P-value
EE → EI	0,332	2,228	0,013*)
ATT → EI	0,004	0,019	0,493
SN → EI	0,036	0,186	0,426
PBC → EI	0,521	2,387	0,009*)
ATT * EE → EI	0,068	0,292	0,385
SN * EE → EI	-0,010	0,051	0,480
PBC * EE → EI	-0,018	0,070	0,472

Table 2 captures the path coefficient of entrepreneurship education's effect on entrepreneurial intention, which is 0.332 with a t statistic of 2.228 > 1.28 and a p-value of 0.013 < 0.1. These results conclude that entrepreneurship education significantly positively affects entrepreneurial intention. This means that higher entrepreneurship education will significantly increase entrepreneurial intention. Based on these results, the hypothesis that entrepreneurship education of students who take lectures offline positively affects their entrepreneurship intention (H1) is accepted. The path coefficient for the effect of attitude on entrepreneurial intention is 0.004, with a t-statistic of 0.019 < 1.28 and a p-

value of $0.493 > 0.1$. These results indicate that attitude does not have a significant positive effect on entrepreneurial intention. Therefore, a more positive attitude does not significantly increase entrepreneurial intention. Hence, the hypothesis that the attitude of students who take offline lectures positively affects their entrepreneurship intention (H2) is rejected based on these results. The path coefficient for the effect of subjective norm on entrepreneurial intention is 0.036, with a t statistic of $0.186 < 1.28$ and a p-value of $0.426 > 0.1$. These results indicate that subjective norms does not have a significant positive effect on entrepreneurial intention. It means that a higher subjective norm does not significantly increase entrepreneurial intention. Therefore, the hypothesis that subjective norm of students who take offline lectures positively affects their entrepreneurship intention (H3) is rejected.

The path coefficient of perceived behavioral control on entrepreneurial intention is 0.521, with a t-statistic of 2.387 > 1.28 and a p-value of $0.009 < 0.1$. These results indicate that perceived behavioral control has a significant positive effect on entrepreneurial intention. In other words, higher levels of perceived behavioral control are associated with significantly greater entrepreneurial intention. Therefore, we can conclude that hypothesis H4, which states that perceived behavioral control of students who take offline lectures positively affects their entrepreneurship intention, is accepted. The moderating effect of entrepreneurship education on the relationship between attitude, subjective norm, and perceived behavioral control on entrepreneurial intention is not supported by the results as indicated by the t statistic values of 0.292, 0.051, and 0.070, respectively, which are all less than 1.28 and the corresponding p-values of 0.385, 0.480, and 0.472, respectively, which are all greater than 0.1. Hence, the hypothesis that the effect of attitude, subjective norm and perceived behavioral control on the entrepreneurial intention of students who take offline lectures is moderated by entrepreneurship education (H5) is rejected. In this study, a comparison test was conducted between the entrepreneurial intention of students who took offline lectures and those who took hybrid lectures using the SPSS program. The dataset for this test consisted of 54 respondents who took a full entrepreneurship practicum offline and 84 respondents who took hybrid lectures, as reported in previous research (Suryawirawan, 2019).

Table 3. Result of Mann-Whitney Testing

Variable	Mean	Mann-Whitney Significance	Result
Entrepreneurial Intention	Student who took offline practicum class	2,94	0,321 Not Significant
	Student who took hybrid practicum class	3,06	

The Mann-Whitney test was conducted to compare the entrepreneurial intention of students who took offline courses with those who took hybrid courses, and the results showed a significance value of $0.321 > 0.05$ (see Table 3). Therefore, it can be concluded that there is no significant difference in the entrepreneurial intention of students who took offline practicum and those who took hybrid practicum. This leads to the rejection of the hypothesis that the entrepreneurial intention of students who take offline lectures is higher than those who take hybrid lectures (H6).

4. Discussion

This study's first hypothesis (H1) is accepted based on the test results. The findings are consistent with previous studies (Arranz et al., 2017; Piperopoulos & Dimov, 2015; Suryawirawan, 2019; Yaghoubi Farani et al., 2017; Yang, 2016). Therefore, it can be concluded that entrepreneurship education received by students in entrepreneurship practicum positively impacts their intention to become entrepreneurs. The results imply that universities need to develop and improve the quality of entrepreneurship courses at the higher education level to increase entrepreneurial intentions in students. The expectation is that good quality education will raise awareness of the significance of entrepreneurship among students and enhance their entrepreneurial inclination after graduation. The second hypothesis (H2), based on the testing in the previous section, is rejected. These contradict previous studies (Al-Jubari, 2019; Dinc & Budic, 2016; Jalil et al., 2023) and the results of a previous study (Suryawirawan, 2019). Further analysis of students who participated in a full entrepreneurship practicum offline revealed that attitude did not significantly affect their entrepreneurial intentions. One possible explanation for the discrepancy between these results and previous studies is that students in this study may have a less optimistic attitude toward entrepreneurship due to the real impact of the COVID-19 pandemic on the business world in Indonesia. In contrast, previous studies may have been conducted when students had higher expectations for entrepreneurial career choices after graduation. These results suggest that if the government and universities want to encourage more college graduates to become entrepreneurs in the future, they need to provide more positive images and perceptions about entrepreneurial career choices, especially in the aftermath of the COVID-19 pandemic. It is hoped that it can help improve students' attitudes towards entrepreneurship.

The third hypothesis (H3) is rejected based on the tests carried out, which is not in line with past research (Al-Jubari, 2019; Dinc & Budic, 2016; Jalil et al., 2023; Suryawirawan, 2019) and the previous study (Suryawirawan, 2019),

which show that subjective norm has a positive effect on entrepreneurial intention. This study suggests that reasons similar to those of the previous hypothesis could cause the results. It is not only the students themselves but also their closest social circle's perception of entrepreneurship as an unpromising career after the COVID-19 pandemic. These findings indicate that if Indonesia's economy continues to improve from its current recovery period, it could positively influence the students' perceptions of their closest circle's assumptions about entrepreneurship as a promising career choice. This study's fourth hypothesis (H4) is consistent with previous studies (Al-Jubari, 2019; Dinc & Budic, 2016; Jalil et al., 2023; Suryawirawan, 2019). The results indicate that students perceive establishing a business as easy, and this perception positively influences their entrepreneurial intentions. This is in line with the era of digitalization, which has made it easier to start a business. With various online marketplaces in Indonesia, anyone can easily set up a business in any field.

Based on the test results, this study's fifth hypothesis (H5) is not supported. This is consistent with previous research that found no moderating effect of entrepreneurship education on the relationship between attitude, subjective norm, perceived behavioral control, and entrepreneurial intention (Suryawirawan, 2019). The findings of this study suggest that, similar to previous research (Suryawirawan, 2019; Yang, 2016), entrepreneurship education has a limited effect on enhancing entrepreneurial intention. Thus, it can be concluded that the education provided to students is insufficient to increase the impact of attitude, subjective norm, and perceived behavioral control on their intention to become entrepreneurs. This could be due to their attitudes and perceptions about entrepreneurship as a career choice after the COVID-19 pandemic which has not been significantly affected by the entrepreneurship education they received.

The statistical test results concluded that this study's sixth hypothesis (H6) was rejected. In addition to these results proving that there is no difference between students who take full offline lectures and those who take hybrid lectures, it can also be concluded that there is no difference in entrepreneurial intentions between students who take offline, or hybrid and students who do not take Entrepreneurship Practicum at all as stated in previous research (Suryawirawan, 2019). This result implies that the Entrepreneurship Practicum obtained by students cannot increase their intention to become entrepreneurs. Therefore, it can be concluded that there is a need to improve the Entrepreneurship Practicum curriculum in the universities studied. Based on research results, it is necessary to update the existing material by following the current technological developments. Providing digital marketing material through various widely used social media platforms, such as Instagram and Tiktok, can provide students with experience in carrying out the creative process. This is expected to improve their attitudes and perceptions regarding entrepreneurial activities and increase their intention to make entrepreneurship a career choice after graduation.

5. Conclusions

This study has established the relationship between the dimensions of the theory of planned behavior (TPB), namely attitude, subjective norm, and perceived behavioral control, as well as entrepreneurship education and the entrepreneurial intention of students who take full offline entrepreneurship practicum. The findings highlight the importance of entrepreneurship education and perceived behavioral control in shaping students' entrepreneurial intentions. Moreover, the results reveal that the attitude and subjective norm of students who take full offline entrepreneurship practicum do not significantly impact their entrepreneurial intention due to the impact of COVID-19. Additionally, the study indicates that entrepreneurship education cannot enhance the influence of the theory of planned behavior dimensions on students' entrepreneurial intention. The lack of significant differences in entrepreneurial intention among students who take offline or hybrid entrepreneurship practicum or do not take it at all suggests that the current entrepreneurship practicum curriculum needs improvement. Future research could examine the effects of curriculum changes or diverse entrepreneurship practicum curricula on students' entrepreneurial intention, particularly in the post-COVID-19 era. It would also be valuable to investigate the impact of other variables beyond the scope of this study on entrepreneurial intention among students in the current context. More research can be conducted in other universities to determine the effectiveness of their existing entrepreneurship practicum curriculum. Further research on other variables outside this study is also needed to identify factors determining entrepreneurial intention, especially for students in the post-COVID-19 pandemic era.

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