

## THE ROLE OF ENTREPRENEURSHIP EDUCATION IN A DISRUPTIVE AGE

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ARTICLE INFO	ABSTRACT
<p><b>Keywords :</b> <i>Entrepreneurship Education, Entrepreneurship Motivation, Entrepreneurship Skills</i></p> <p><b>How to cite :</b> <i>Alif Fianto, Achmad Yanu., Asiyah, Siti., Rinuastuti, Baiq Handayani., (2020). The Role Of Entrepreneurship Education In a Disruptive Age, 9(2), 149-160</i></p> <p><b>DOI :</b> <a href="http://dx.doi.org/10.29303/jmm.v9i2.529">http://dx.doi.org/10.29303/jmm.v9i2.529</a></p> <p>Dikumpulkan : 11 Mei 2020 Direvisi : 20 Mei 2020 Dipublikasi : 12 Juni 2020</p>	<p><i>This study aims to determine (1) the influence of entrepreneurship education on entrepreneurship motivation of management student and (2) the influence of entrepreneurship education on entrepreneurial skills of management education student. This research is associative causal research with a quantitative approach. The variables of this research are in entrepreneurship education as independent variables, motivation and entrepreneurial skills as the dependent variable. The sample of population in this research is management education student respondents for about 213 students in East Java, Indonesia. Data collection techniques in this research using questionnaires and documentation. Data analysis method used was Structural Equation Model-Partial Least Square. This research finds that entrepreneurship education have a positive and significant effect towards entrepreneurship motivation and this research also finds that entrepreneurship education have a positive and significant effect towards entrepreneurship skill. From those findings, this research concludes that entrepreneurship education have a significant role in the disruptive age.</i></p>
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### 1. INTRODUCTION

The development of increasingly complex market competition and advancing technology that is taking place quickly and dynamically has produced disruptive innovations that require anticipation as well as adaptation from business owners in various business sectors (Ratten & Usmanij, 2020). This age of disruption is a phenomenon when people change the activities carried out early in the real world to switch to cyberspace (Zhang & Wang, 2019). This age is then called to produce disruption which is an innovation that drives new markets or damages existing markets and then breaks the status quo (Rei, Marques, Ferreira, & Braga, 2020). The improvement of digital technology that

results in disruption of innovation does not always have a good impact on all business performers, especially small and medium-sized businesses. For companies that are not ready, disruption only shifts the conventional distribution of company income quickly into the hands of new companies that are already doing business digitally. If conventional companies struggle on their own to face the era of disruption, then this digital technology can be a killer weapon for conventional companies with a large workforce. Moreover, the era of disruption is certainly not only triggered by technological innovation but also other factors such as global economic anomalies, business uncertainty, pandemic events and various other triggers.

Upward this was launched by business owners to develop a business strategy that was run to be far more innovative (Ndou, Mele, & Vecchio, 2018). Business owners are also required to be able to adapt while identifying various current situations that present various developments such as in the aspect of technology (Jena, 2020). If a company is not ready to manage these changes can result in defeat in market competition (Alaref, Brodmann, & Premand, 2019). This innovation disruption creates new challenges in doing business such as increasing cost efficiency, improving product and service quality, business process reengineering, product and process innovation, production and distribution speed, and other challenges that are not easy (Fianto, 2020a; Santoso, Shinta, & Fianto, 2019b).

Innovation disruption is seen as efforts to develop new products or services in unexpected ways (Ikawira & Fianto, 2014; Jafar, Fianto, & Yosep, 2014; Pinasti, Fianto, & Hidayat, 2015). Such as by creating new types of consumers with different markets while lowering prices from conventional markets (Riyanto, Andriyanto, Riqqoh, & Fianto, 2019; Santoso, Shinta, & Fianto, 2019a; Santoso et al., 2019b; Santoso, Shintawati, & Fianto, 2020).

The innovation disruption is certainly driven by human resources who play a strategic role to develop the company's core competencies so as to have sustainable competitive advantages (Alaref et al., 2019). In this effort, human resources have become a key element in winning market competition (Ndou et al., 2018; Rei et al., 2020). Entrepreneurship education is seen as having a strategic role in creating human resources that besides having an entrepreneurial spirit but also have the ability to adapt in creating simultaneous business innovations in the face of an era of disruption of innovation (Alaref et al., 2019; Ratten & Usmanij, 2020; Zhang & Wang, 2019). Entrepreneurship education is also considered to be able to encourage solutions to overcome the problem of unemployment (Jena, 2020; Rei et al., 2020). Unemployment is a serious problem in Indonesia which is still difficult to overcome (Ratten & Usmanij, 2020). Government programs to reduce unemployment have not been able to reduce unemployment significantly (Rei et al., 2020). The reason for the large population and population growth are increasing, not accompanied by an increase in employment (Zhang & Wang, 2019). Open unemployment according to the highest education attained is also still relatively high (Ndou et al., 2018). It can be said of unemployment prevalent in the educated population (Alaref et al., 2019).

The unemployment rate of educated scholar also feared that status will continue to increase if the university as an education institutions do not have the ability to direct students and alumni to create jobs after graduation (Ratten & Usmanij, 2020). Coupled with the low motivation of Indonesian youth in entrepreneurship is now become serious concern of various parties including government, education, industry, and also society (Rei et al., 2020). This phenomenon adds to the burden of the government in reducing unemployment (Zhang & Wang, 2019). One of solutions adopted to address unemployment is to create self employment. Entrepreneurship education will able to assist the government in creating new jobs (Ratten & Usmanij, 2020). The course is applied in the form of the

theory and practice of entrepreneurship. Entrepreneurship education in the form of the theory given in class for debriefing before students plunge into self-employment, whereas in the form of working practices through the activities of established companies that are managed by the students according to the group (Astiti, 2014).

Based on observation and experience, only a small proportion of students who continue the business (Astiti, 2014). The original motivation of students in conducting due entrepreneurs want to get value and eligible college, so that entrepreneurship motivation is still low (Astiti, 2014). Most of the students are still afraid to hangout in the field of entrepreneurship because it was not yet have the skills to manage the business and overshadowed the risk of the failure or loss. If students know the benefits of entrepreneurship, that they can create jobs for others and generate huge income.

This entrepreneurship education has a more crucial urgency in education in management science. This view is due to education in management science focusing on the action or development of conveying or gaining understanding to grow the associates of the executive or management of an organization or business, managers or employers communally, or training in aspects of theories, practices, techniques or science of managing, controlling and developing, in the skillful or resourceful use of materials, financial resources and time. In all businesses and organizations nevertheless of scope this is the act of getting individuals together to achieve sought after aims and purposes using accessible properties proficiently and excellently succeeding ethical strategies, struggling to generate truthfulness and viable organizations caring for their communities as much as possible. On the other hand, management education focuses on organizing higher education in management sciences. This is because management education is one discipline of higher education by which students are taught to be business leaders, business managers and also business administrators. It focuses on the process of imparting or acquiring knowledge to develop the members of the executive or administration of an organization or business, managers or employers collectively, or train in the techniques, practice, or science of managing, controlling or dealing, in the skillful or resourceful use of materials and time.

This research took the initiative to carry out further research to find the motivation and skills of students of economics education in entrepreneurship that focus on the influence of Entrepreneurship Education towards Entrepreneurship Motivation and Entrepreneurship Skills of Management Students in East Java, Indonesia. This research also focuses on student motivation and entrepreneurial skills are still low in management education. Therefore, there are factors that can influence student motivation and entrepreneurial skills, with entrepreneurship education. This research is an effort to reassess the results of previous studies, especially research produced by Astiti (2014) which also examines the impact of entrepreneurship education on entrepreneurship motivation and skills. However, in this study using the Structural Equation Model approach with Partial Least Square as an analysis tool while using different target observations including business program students at universities in East Java. With such a new and different approach it is expected to produce a stronger generalization ability for the entrepreneurship education research that has been produced.

## **2. LITERATURE REVIEW**

### **2.1. Entrepreneurship Education**

Entrepreneurship education is tool to reduce unemployment and poverty and become a ladder towards the dream of every community to be financially independent, have the ability to build the prosperity of individuals, while participating in building the

welfare society (Fianto, 2020a). The success of entrepreneurship education unattainable for granted, but must go through the stages (Santoso et al., 2019b). In general, success is the ability to pass and overcome failure without loss of enthusiasm. In this context, the success of an output or the results obtained from a study that entrepreneurship education (Santoso et al., 2020). Criteria for success of an entrepreneurship education, is to have a high self-reliance, have high creativity, risk-taking, action-oriented, have high leadership character, entrepreneurship skills, understand the concepts of entrepreneurship and has a hard-working character (Fianto, 2020b).

Entrepreneurship education is also need to be taught as a separate independent disciplines, for several reasons (Astiti, 2014), among others (1) entrepreneurial contain the intact body of knowledge and real, that there are theories, concepts, and complete the scientific method; (2) entrepreneurship is a discipline that has its own object, namely the ability to create something new and different and (3) entrepreneurship is a tool to develop the values in entrepreneurship education, among others, independent, creative, risk-taking, action-orientation, leadership and hard work.

## **2.2. Entrepreneurship Motivation**

Entrepreneurship motivation is a strong push from inside a person to begin to actualize our potential in creative thinking and innovation to create new products and added value to the common interest. Entrepreneurship will appear when someone dared to develop businesses and new ideas. Makes one daring to develop business and entrepreneurial ideas through a strong motivation . Two things must be interconnected in order to create a strong entrepreneurial and resilient as well as quality. Each entrepreneur motivation though in a different form. Motivation is defined as a driving source for entrepreneurs to take action in order to achieve your goals and expectations. Motivation has three functions in human life (Astiti, 2014), namely (1) to encourage people to do, the driving motivation of each activity to be undertaken by entrepreneurs; (2) for direction deeds and (3) selecting the action that must be done to achieve the goal.

## **2.3. Entrepreneurship Skills**

Entrepreneurial skills is the ability to use ideas and creativity through training and learning to create and produce something of value-added for the benefit of themselves and others. In addition to provision abilities, entrepreneurs also need to have knowledge and skills (Fianto, 2020b, 2020a; Riyanto et al., 2019; Santoso et al., 2019a). Knowledges that must be possessed of entrepreneurship include (1) a basis of knowledge about the business that will be initiated and existing business environment; (2) a basis of knowledge about the role and responsibilities; and (3) stock of knowledge about management and business organization(Astiti, 2014). Provisions must possess entrepreneurial skills include (1) the provision of conceptual skills in managing strategy and take into account the risks; (2) the provision of creative skills in creating added value; (3) provision of skills in leading and managing; and (4) the provision of skills to communicate and interact.According toAstiti (2014), skills must be owned by entrepreneurs including (1) conceptual skills in managing strategy and calculate risk; (2) creative skills in creating added value; (3) skill in leading and managing; (4) the skills to communicate and interact, and (5) business engineering skills that will be done. According toAstiti (2014),to become an entrepreneur takes some skill as follows: (1) creative thinking skills; (2) the skill in making decisions; (3) skills in leadership; (4) The managerial skills and (5) in the mix of interaction skills between humans (human relations).

**3. RESEARCH METHODS**

This study uses a quantitative approach, because the data is structured in the form of numbers and analyzed based on statistical analysis in order to show the effect on the motivation of entrepreneurship education in entrepreneurship and entrepreneurial skills in the Management Study Program in East Java, Indonesia. This study is also a type of associative causal research, for analyzing the causal relations between the variables X and Y variables causally. This research was conducted in several universities that have Management Study Program in 2019. In this study, the independent variable is Entrepreneurship Education (X), while the dependent variable was the Entrepreneurship Motivation (Y1) and Entrepreneurial Skills (Y2).

Indicators of entrepreneurship education including (1) entrepreneurship education design, (2) teaching methods of entrepreneurship education, (3) entrepreneurship educational facilities and (4) environmental conditions for lectures in entrepreneurship education. Indicators of entrepreneurship motivation among other (1) passions and interests into business, (2) hope and aspiration to become entrepreneurs, and (3) encouragement environment. Indicators of entrepreneurial skills include (1) creative thinking skills, (2) skills in decision making, (3) skills in leadership, (4) managerial skills, and (5) social skills among people. Figure 1 shows the relationship between variables and its indicators.

The population in this study were all students of Management Program Study in the East Java, Indonesia, which has followed the subjects of entrepreneurship and entrepreneurial practicum. Data collection techniques used in this study were questionnaires and documentation. In analyzing the data, the techniques used include descriptive analysis prerequisite test analysis and SmartPLS version 3.0 as a data analysis technique.

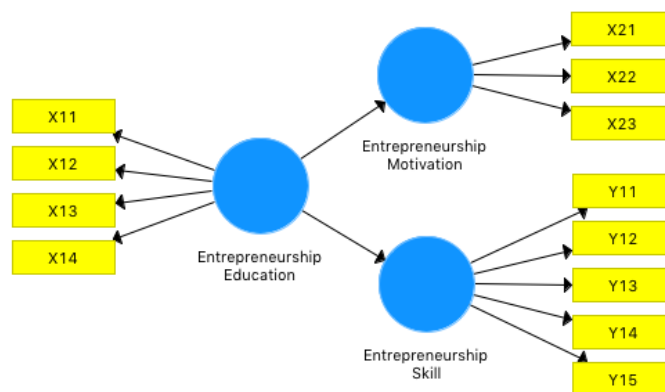


Figure 1. Conceptual Framework  
Source: Prepared by the author

**4. RESULTS**

**4.1. Descriptive Statistics**

This study used a questionnaire as a research instrument and was given to 250 respondents who were management department students at various universities in East Java, Indonesia. Of the 250 existing questionnaires, this study has succeeded in collecting 213 questionnaires that have a completeness that is deemed eligible. The identities in this study include Gender, College Class and City of Origin. Table 1. Respondents Profiles

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No.	Gender	Frequency	Percentage
1	Male students	87	41%
2	Female students	126	59%
<b>Total</b>		<b>213</b>	<b>100%</b>
No.	College Class	Frequency	Percentage
1	1 <sup>st</sup> year undergraduate students	85	40%
2	2 <sup>nd</sup> year undergraduate students	75	35%
3	3 <sup>rd</sup> year undergraduate students	53	25%
<b>Total</b>		<b>213</b>	<b>100%</b>
No.	City of Origin	Frequency	Percentage
1	Surabaya	98	46%
2	Sidoarjo	58	27%
3	Gresik	32	15%
4	Malang	20	9%
5	Mojokerto	5	2%
<b>Total</b>		<b>213</b>	<b>100%</b>

Source: Authors' Calculation (2020)

Table 1 shows in the "Gender" aspect that female students in this study dominated 126 female respondents or 59%. While the male respondents in the study numbered 87 or 41% of the total respondents. This study also considers the level of education of respondents divided into years of education. 1<sup>st</sup>year students dominated respondents in this study as many as 85 students or 40% of all respondents. While the 2<sup>nd</sup>year students in this study amounted to 75 students or 35% of all respondents and the remaining 53 students or as many as 25% of all respondents were 3<sup>rd</sup>year students. This study also considers the city of origin of the students who are respondents in this study. There are 5 cities of origin of respondents, namely Surabaya, Sidoarjo, Gresik, Malang and Mojokerto. This study got the most respondents from Surabaya as many as 98 students or 48% of all respondents in this study. While the smallest number of respondents came from Mojokerto which was only 2% of the total respondents or only 5 people.

**4.2. Measurement**

The relationship between constructs and indicators needs to be evaluated in the measurement model, which consists of two stages, namely evaluating convergent validity and discriminant validity. Convergent validity is done by evaluating indicators of validity, construct reliability, and Average Variance Extracted (AVE). The indicator of validity can be seen from the factor loading value more than 0.5 with a t value of statistics more than 2.0 so that it can be assessed valid. From the results of the study, it can be seen that all indicators in this study can be declared valid because they meet the prerequisites of evaluating the validity indicators. The results of the evaluation output can be seen in Table 1.

Table 2. Standardized Loading Factor

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
X11 ← Entrepreneurship Education	0.731	0.433	0.094	4.589	0.000
X12 ← Entrepreneurship Education	0.726	0.722	0.046	15.837	0.000
X13 ← Entrepreneurship Education	0.786	0.786	0.032	24.382	0.000
X14 ← Entrepreneurship Education	0.829	0.824	0.030	27.301	0.000
X21 ← Entrepreneurship Motivation	0.737	0.734	0.052	14.102	0.000
X22 ← Entrepreneurship Motivation	0.855	0.853	0.023	36.786	0.000
X23 ← Entrepreneurship Motivation	0.745	0.744	0.047	15.721	0.000
Y11 ← Entrepreneurship Skill	0.874	0.581	0.069	8.325	0.000
Y12 ← Entrepreneurship Skill	0.836	0.830	0.034	24.243	0.000
Y13 ← Entrepreneurship Skill	0.829	0.825	0.034	24.329	0.000
Y14 ← Entrepreneurship Skill	0.752	0.749	0.053	14.280	0.000
Y15 ← Entrepreneurship Skill	0.775	0.773	0.040	19.476	0.000

Source: Authors' calculation

It can be seen from Table 2 that all loading factor values of the indicators used for the measurement of the variables studied in this study are worth more than 0.5 as well as the significance test results of loading factors with t statistics. So it can be interpreted that the indicators in this study have good validity because the loading factor is the correlation between these indicators and their constructs. Table 1 shows that all loading factors have a t-value of more than 2.0, so it is clear that all indicators in this study can be said to have significant validity. Further measurement of convergent validity is constructed reliability by assessing composite output reliability or Cronbach's alpha. Ideal reliability has a composite reliability value of more than 0.70 and AVE value of more than 0.50. Table 3 displays the results of the AVE test and composite reliability, which proves that all constructs in this study can be said to be reliable because they have a composite value of more than 0.70 and AVE value of more than 0.50.

Table 3. Overview of Quality Criteria

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurship Education	0.771	0.795	0.505
Entrepreneurship Motivation	0.777	0.823	0.610
Entrepreneurship Skill	0.811	0.870	0.577

Source: Authors' calculation

Evaluation of the measurement model with discriminant validity is done in two stages, namely measuring the value of cross-loadings and comparing the square of the correlation between constructs with AVE values or the correlation between constructs with roots of AVE. As for the criteria in cross-loadings emphasized on each indicator that measures the construct must have a higher correlation with the construct itself compared to other constructs. The cross-loadings output values are shown in Table 4.

Table 4. Discriminant Validity with Cross Loadings

	<b>Entrepreneurship Education</b>	<b>Entrepreneurship Motivation</b>	<b>Entrepreneurship Skill</b>
X1 1	0.731	0.147	0.136
X1 2	0.726	0.287	0.390
X1 3	0.786	0.388	0.321
X1 4	0.829	0.451	0.429
X2 1	0.343	0.737	0.300
X2 2	0.418	0.855	0.241
X2 3	0.353	0.745	0.318
Y1 1	0.283	0.218	0.874
Y1 2	0.386	0.211	0.836
Y1 3	0.371	0.248	0.829
Y1 4	0.345	0.310	0.752
Y1 5	0.410	0.376	0.775

Source: Authors' calculation

Based on Table 4 on cross-loading, it can be seen that each indicator in this study correlates higher with each construct than the other constructs, so it can be concluded that the indicators in this study have relatively good discriminant validity values. After that, proceed with the comparison test between correlation with AVE root construct shown in Table 4. Likewise, the maximum correlation value of the other variables in this study seems smaller than the AVE value of each. Thus it can be concluded that this study has good discriminant validity.



Table 5. Latent Variable Correlations

	Entrepreneurship Education	Entrepreneurship Motivation	Entrepreneurship Skill	AVE	AVE Root
Entrepreneurship Education	1.000			0.505	0.710345
Entrepreneurship Motivation	0.478	1.000		0.610	0.780712
Entrepreneurship Skill	0.477	0.362	1.000	0.577	0.759291

Source: Authors' calculation

Structural Model Evaluation

The next stage in this study, after testing the measurement model has been fulfilled, then structural model testing can be done. This test includes evaluating the significance of the path relationship and the value of R<sup>2</sup>. The structural model evaluation results that can be seen through the Path Coefficient are shown in Table 6.

Table 6. Path Coefficient (Mean, STDEV, T-Values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Result
Entrepreneurship Education → Entrepreneurship Motivation	0.478	0.482	0.063	7.630	0.000	Accepted
Entrepreneurship Education → Entrepreneurship Skill	0.477	0.483	0.053	8.925	0.000	Accepted

Source: Authors' calculation

Based on Table 6 on the Path Coefficient, it can be seen that a significant path relationship is seen in the effect of entrepreneurship education on entrepreneurship motivation and entrepreneurship skill. This is because the coefficient value of t statistic is more than 2.0. Thus it can be concluded that all hypotheses of direct influence between variables in this study proved to be significant. Figure 2 illustrates the outer model test, which shows that the loading-factor value for all indicators of this study is more than 0.7.

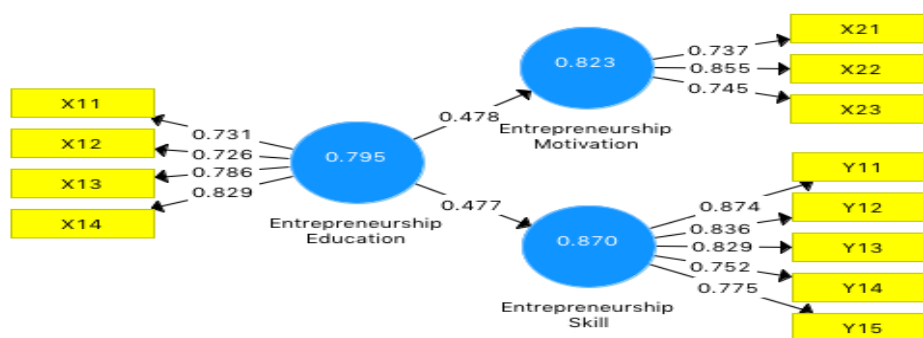


Figure 2. Result of PLS Algorithm Test

Source: Prepared by the author

## 5. DISCUSSIONS

This study successfully revealed that entrepreneurship education has a significant positive effect on entrepreneurship skills. This means that the better the entrepreneurship education, the students can further enhance entrepreneurship skills. These findings are relevant to the findings of Astiti (2014) and opinions that view that entrepreneurship education is a tool to reduce unemployment and poverty and become a ladder towards the dream of every community to be financially independent, have the ability to build the prosperity of individuals, while participating in building the welfare society (Alaref et al., 2019; Astiti, 2014; Jena, 2020; Ndou et al., 2018; Ratten & Usmanij, 2020; Rei et al., 2020; Zhang & Wang, 2019).

The findings in this study are in accordance with the view that states the success of entrepreneurship education is unattainable for granted, but must go through the stages. In general, success is the ability to pass and overcome failure without loss of enthusiasm (Astiti, 2014). In this context, the success of an output or the results obtained from a study that entrepreneurship education. Criteria for success of an entrepreneurship education, is to have a high self-reliance, have high creativity, risk-taking, action-oriented, have high leadership character, entrepreneurship skills, understand the concepts of entrepreneurship and has a hard-working character. These factors are needed by business owners in dealing with this era of disruption. The era of disruption is a phenomenon when people shift activities that were originally carried out in the real world, into cyberspace. This phenomenon is developing in the changing pattern of the business world. The emergence of information technology is one of the most popular impacts in Indonesia. The era of disruption was used as an obstacle and benefit for business people in Indonesia. Because the disruption era is also used as the era of digitalization, where all activities use online connection or internet. This makes business owners must be smart to find loopholes or solutions on how to make this era of disruption as an advantage for them. Actually business owners can make the disruption era a blessing for businesses that entrepreneurs do, but in fact there are still many business people who make the disruption era an obstacle to their business. By the way we do a lot of trials in adapting to the era of disruption, entrepreneurs can take advantage of this era.

This research also proves that entrepreneurship education also influences entrepreneurship motivation. The findings of the influence of entrepreneurship education on the entrepreneurship motivation are relevant to the results of research from Astiti (2014). These findings are relevant to the fact that Entrepreneurship will appear when someone dared to develop businesses and new ideas. Makes one daring to develop business and entrepreneurial ideas through a strong motivation. Two things must be interconnected in order to create a strong entrepreneurial and resilient as well as quality (Alaref et al., 2019; Jena, 2020; Ndou et al., 2018; Ratten & Usmanij, 2020; Rei et al., 2020; Zhang & Wang, 2019). Each entrepreneur motivation albeit in a different form. Motivation is defined as a driving source for entrepreneurs to take action in order to achieve the goals and expectations.

## 6. CONCLUSIONS

Based on the research findings that consistently support all hypotheses proposed in this study, it can be concluded that entrepreneurship education has a positive and significant influence on entrepreneurship skills and entrepreneurship motivations. As a basic part of business and financial turn of events, entrepreneurship education has become

a mainstream subject at instructive foundations, including colleges, secondary schools, and even elementary schools. This prominence has started expanded insightful consideration regarding look at the results of entrepreneurship education. Earlier investigations seem to propose blended impact of entrepreneurship education; question if instructive educational plan alone can change individuals' eagerness to begin their own organizations. This research definitively includes to this going discussion by offering new field-based experiences specifically from East Java, Indonesia. This research also locate that administrative condition assets additionally matter. They are seen to be a higher priority than college controlled assets featuring the significance of considering outer condition factors in entrepreneurship education.

### LIMITATIONS

In this study there are limitations as follows (1) The use of questionnaires in data collection, respondents expected to provide appropriate answers to real conditions, but in reality it is difficult to control; and (2) The use of a questionnaire to measure variables entrepreneurship education, entrepreneurship motivations and entrepreneurial skills are less precise.

### RECOMMENDATION

Based on the discussion of the results of this research, the authors sought to provide advice on entrepreneurship education in Management Study Program as follows (1) need variety in teaching methods are fun, creative and innovative, providing the infrastructure to support entrepreneurial activities, as well as the utilization of entrepreneurial programs such as Student Entrepreneurial Program and Student Creativity Program; and (2) The tendency of entrepreneurship education variables are still in the category of quite low so should be increased through the development of entrepreneurship education model-based learning materials with entrepreneurship, teaching methods varied strategies, innovative and fun.

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