

# POTENTIAL OF PRACTICE-BASED ENTREPRENEURSHIP LEARNING MODEL IN FOSTERING ENTREPRENEURSHIP ATTITUDES

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## Abstract

Currently, entrepreneurship learning has been recognized, particularly on its significant impact on the inculcation of entrepreneurship skills in educational program. Despite number of studies have been carried out to evaluate the implementation of entrepreneurship learning in higher education, the fact indicates the practices is merely preoccupied on the theory and design of entrepreneurship. This study focused to reveal the other side of the implementation of entrepreneurship education in higher education and aimed to determine the implementation of practice-based entrepreneurship learning in fostering students' attitudes toward entrepreneurship. In-depth study through observation, interview and documentation, was done during entrepreneurship lectures that are designed in accordance with practice-based learning model. The findings of this study indicate that the students' attitudes toward entrepreneurship improved during the practice-based entrepreneurship learning. They were relatively optimistic during the learning program. Furthermore, they had initiative attitude to facilitate entrepreneurship practice and achievement motive to gain better results, particularly to follow-up their design and experiences. Leadership skills also enhanced as indicated by their courage to be different with innovation and product creation, as well as to take risks.

Keywords: Entrepreneurship learning, entrepreneurship practice, entrepreneurship attitude.

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## 1. Introduction

Nowadays, entrepreneurship becomes one of the major concerns in the global economic development. In 2014, more than 206,000 entrepreneurs from 73 economic units and 3936 national entrepreneurial experts from 73 economic units were involved in a survey aimed to obtain the Global Competitiveness Index Report for the Economic Development Index. The Global Entrepreneurship Monitor reported that approximately 50% of the national workforces have considered building their own private enterprises as a desirable career path (Global Entrepreneurship Monitor (2013) and Global Entrepreneurship Monitor (2014)). Entrepreneurship is perceived to offer a wide range of employment for a lot of people to promote economic growth through taxes, ideas, and innovations generated by entrepreneurs (Viktorii et al., 2017). It is also a gradual process affected by both exogenous and endogenous factors, such as a friendly business environment, availability of basic support factors, ability to acquire desired resources, and capacity to run and manage business concepts (Mueller, 2008; Morris et al., 2001).

The expansion of the entrepreneurship role as a major concern in the global economic development should be recognized seriously by higher education institutions which are aimed to prepare and produce graduates into society as economic actors. Entrepreneurship Education is perceived to have a vital role in preparing all learners in relation with their entrepreneurship skills (Hegarty, 2006). The implementation of entrepreneurship education in higher education aims to inspire entrepreneurial culture and students' enthusiasm, as well as to create entrepreneurs with formal education and new business (the U.S. Department of Commerce, 2013). In other words, it is expected that the outcome of such education will be highly educated entrepreneurs with the potential to create further employment opportunities. According to Cheng et al. (2009), entrepreneurship education brings significant benefits to graduates and communities in terms of encouraging the community as a whole to be more responsive to new technological changes. Heinonen and Poikkijoki (2006) also affirmed that entrepreneurial behavior is an innovative approach serving as a viable platform for economic development in any society.

Many studies have been done to determine particular formulations on education as well as entrepreneurship learning. Nevertheless, most of them merely investigated: (1) Do previous experiences (from parents and self-

experience in the community) affect the outcomes of entrepreneurship learning in higher education in terms of values, characteristics, and entrepreneurial intentions? (Ramayah et al., 2012); (2) The entrepreneurial characteristics (Mueller, 2008); (3) What is the impact of educator profiles on entrepreneurship education? (Steiner, 2013); (4) The benefits of program aimed at improving entrepreneurship attitudes and intentions (Souitaris et al., 2007). In fact, few studies discuss the concrete measures in entrepreneurship education and learning to foster students' attitude toward entrepreneurship.

This study aimed to determine the implementation of practice-based entrepreneurship learning in fostering students' attitudes toward entrepreneurship. It was done through in-depth study through observation, interview and documentation during the entrepreneurship lectures. The main focus of this study was to explore thoroughly: (1) self-confidence; (2) initiative; (3) achievement motives; (4) leadership; (5) courage to take risks, as the embodiment elements of entrepreneurship.

## THEORETICAL FRAMEWORK

Entrepreneurship education is basically carried out based on conventional approach. In addition, it is relatively conveyed through formal learning in the classroom where the continuity of the course requires the attendance of teachers (Garavan & O'Connell, 1994; Gibb, 1987). Currently, however, entrepreneurship learning is inversely proportional to the real world, since in reality the entrepreneurs have to rely on their knowledge and experiences. In fact, they make decisions based on their intuition and information (Garavan & O'Connell 1994). Due to its significance, entrepreneurship education should be implemented in a less formal and more flexible way, for providing chances for students to learn by doing, explore new concepts, and use their intuition and values. Students in entrepreneurship classes need a new learning style that involves a deeper self-aspect of attitudes, and entrepreneurial values (Chuanyin, 2016).

On the basis of the previous notion, the implementation of entrepreneurship learning should contain effective programs in which at least it should incorporate four components of: (1) learning is conveyed with one or more guiding modules; (2) the instruction to create business plans that cover business plan competitions and suggestions for developing specific business ideas; (3) the interaction with practices that involve direct practice of self-employed or business internships to establish networks with successful entrepreneurs; and (4) the support of higher education that includes market research resources, meeting rooms, technological sets that facilitate knowledge access of entrepreneurs, and preferably the funding support for initial entrepreneur capital (Viktoriia et al., 2017).

Curran and Stanworth (1989) suggested that entrepreneurship education will be capable: (1) to establish practical knowledge for entrepreneurs; (2) to provide education to initiate small business ownership; (3) to facilitate starting a business with new products/services; (4) to construct or renew the skills of small business awareness education. Essentially, entrepreneur is a person who has the ability to notice and assess business opportunities, to gather the resources required to perform specific actions, to take advantage and have the personality, character and willingness to creatively realize innovation into the real world, particularly to reach success or to increase income (Zimmerer, 2002).

Entrepreneurship education has been extensively acknowledged as a major and positive impact for the training and establishment of new commercial enterprises. Despite many studies are linked to the concern, they mostly emphasize on the systematic approaches of entrepreneurship education, which are inappropriate designed, including curriculum, specific pedagogy, institutional support, and psychological assessment. As a consequence, most studies focus merely on evaluating the effectiveness of entrepreneurship education through the adoption of a more systematic framework (Gina et al., 2017).

Based on the theory explicated above, this study intended to explore other findings by investigating the outcomes of the implementation of practice-based entrepreneurship learning in relation with the students' attitudes toward entrepreneurship. Furthermore, several indicators of entrepreneurship attitudes are listed in

Table 1. Indicators for Entrepreneurship Attitudes

Indicator	Sub-indicator
Self-confident	a. Full of confidence
	b. Optimist
	c. Committed
	d. Discipline
	e. Responsible
Initiative	a. Full of energy
	b. Agile, fast and accurate in taking action
	c. Active

Achievement motive	a. Having orientation on results b. Having orientation on the future
Leadership	a. Courage to be different b. Loyal c. Resilient in take action
Courage to take risks	a. Enthusiast for challenges

Source: Suryana (2013).

## 2. Method

This study employed qualitative approach with case study. The selection of participants became the key to ensure the validity of data in which many participants were involved in this study through random sampling on each representative group. One class consists of 20 students of the odd semester that was divided into 5 (five) groups. Meanwhile, there were 10 classes meaning there were 50 groups. In addition to in-depth interviews, this study also completed the required data by conducting a systematic observation and research on supporting documents. Hence, the instruments utilized in this study were interview and observation guidelines.

The completion of data collection stage was followed by codification and validity. The data validity entailed several measures as follow:

- a. Construct Validity
  1. Triangulation  
Triangulation of sources was done to assess the quality of research by utilizing various forms of in-depth interviews, observation, and/or secondary data.
  2. Expert Validity of key participants (course lecturer) who regularly reviewed the draft of interview reports, observations and literature research, and provided valuable feedback to improve the quality of the substance of this study.
- b. Internal Validity
  1. The pattern of recorded interview was transcribed before it was manually encoded. The empirical evidence embodied in the transcript was adapted to the variables of the systematic framework.
  2. Description of the interview results supported by quotations from participants was prepared to improve internal validity.
- c. External Validity. The selection and presentation of relevant literature to support the findings of this case, thus enhancing its external validity.
- d. Reliability
  1. Preparation of the draft of interview and observation guidelines, prior to the data collection, was performed to obtain the participants' consistent responses during the interview and precise observation records. The draft was reviewed by experts (professors) to find feedback.
  2. Development of case study database. Each interview transcript was equipped with complete participant profile, including name, participant code, institution, status, duration and place of interview. The participants must state that they submit the form correctly, as well as complete and sign the attendance form (Ghina et al., 2017).

## 3. Results and Discussion

This study was conducted in six months to observe and uncover the data through interviews with students of practice-based entrepreneurship learning as the participants. The result of interviews on the students' attitudes toward entrepreneurship is presented in Table 2.

Table 2. Results of Interview Students' Attitudes toward Entrepreneurship

Indicator	Description of result
Self-confidence	Optimistic attitude has been fostered during the entrepreneurship practices, commitment and responsibility were evident at the preparation of business plan and subsequently realized those attitudes at the product marketing. Nevertheless, two of ten students had problems with time discipline.
Initiative	Students started to possess initiative attitude. They were enthusiast and active in entrepreneurship practices. However, two of ten students were less enthusiast and active due to the external party that was uncertain about the exact time of bazaar.
Achievement motive	All students have not been satisfied with the outcome during the lecture therefore they

	want to gain more in accordance with their previous experiences. They have aspiration for their future, namely to become teacher, employee of bank and other agencies, and successful entrepreneur.
Leadership	Through practice-based entrepreneurship learning process, leadership is simultaneously improved. It was identified by the courage to be different by making innovation and creation so as to attract consumers. Resilience was indicated by students' various methods to manage emotion, both one-self and member of team, during the activities.
Courage to take risks	Courage to take risks, precisely and accurately, has improved within students since they realize the risks in business. Nevertheless, some of them were less confident in relation with the marketable value of their products, and surprisingly the products were sold-out during the bazaar.

The analysis of the interview results on five attitudes during the practice-based entrepreneurship learning implied that those attitudes have been inculcated since learning activities with practice-based entrepreneurship learning model indirectly and gradually encourages the development of entrepreneurship attitudes. Actually, the growth of entrepreneurial attitude during the program was also influenced by peers in group who mutually shared positive energy since the design of practice-based entrepreneurship learning requires a group to devise business plan, as well as produce, promote and sale the products collectively.

In addition to interviews, participative observations were also carried out during the theoretical and general explanation conveyed by supervisor, general lectures, business plan activity, production process, and product promotion at the exhibition bazaar. The results of observations are presented in Table 3 below.

Table 3. Results of observation on entrepreneurship attitudes

Indicator	Description
Full of confident	<ul style="list-style-type: none"> <li>a. Observation revealed students' optimistic attitude in attending practice-based entrepreneurship learning.</li> <li>b. Commitment to focus mainly on business plan and production was demonstrated by students. However, drawback was encountered due to some of them could not obtain facilities to process their products.</li> <li>c. Students had less discipline earlier, but it was improved at the end of the lecture.</li> <li>d. Responsible attitude was shown during the observation.</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>a. Students were enthusiast to attend the practice-based entrepreneurship.</li> <li>b. Agility might be less demonstrated at first, but they showed this attitude at the end of the course.</li> </ul>
Achievement motive	<ul style="list-style-type: none"> <li>a. Students' orientation on the results was indicated during the class. They were convinced their business plan and products would be accepted and sold out, and gained profits.</li> <li>b. Authors observed they have aspirations for their future.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>a. Loyalty among the members had not been constructed in the early of activities, but along with their regular interaction, they have been dependable as a team.</li> <li>b. The experiences of devising business plan, producing, and selling products at bazaar have improved leadership in students.</li> </ul>
Courage to take risks	<ul style="list-style-type: none"> <li>a. At the end of observation, students indicated their endurance in facing challenges by applying (producing, promoting and selling products) in accordance with their business plans.</li> </ul>

Based on the comparison between the results of observation and interviews, the students indicate the progress of entrepreneurial attitudes during the practice-based learning. They seem optimistic in carrying out the practices and perceive that this attitude could support the business to obtaining satisfactory results. In addition, their responsibility is also noticeable, as the students both at lectures and at practices.

Initiative is embodied in the students' full of energy as indicated by their enthusiasm and agility during practice, production and product sale. Nevertheless, some students were less energized and less active since they could not determine the precise time to start production process due to the uncertainty of bazaar's committee.

Achievement motive for better outcomes is indicated by students' attitude in which they have not satisfied with the activities undertaken at the practice-based entrepreneurship learning. Basically, they have eagerness to

continue the activities. Entrepreneurs become an aspiration for their future, in addition to being a teacher and employee of a bank or other institutions.

Leadership begins to develop in student as shown by their courage to innovate and create products from raw goods to finished goods. Innovations and creations are highly recommended by lecturers thus students realize that instead of only selling products, an entrepreneur should be able to find opportunities, in terms of time and trend within community. Most students have courage to take risks that may occur any time, since an entrepreneur cannot estimate when they will face risks in dealing with such business.

#### 4. Conclusions

Entrepreneurship is a major topic for students at higher education. Entrepreneurial orientations, including creativity and motivation to take strategic risks, innovation and new ways to face the future challenges, are required by current students (Hamidi et al., 2008; Ward, 2004; Fillis, 2010; Gielnik et al., 2012). In addition, the capability to solve problems, communicate and work in interdisciplinary teams is also an important basic skill (Mangan, 2004; Frank, 2007; Elijah et al., 2011). Entrepreneurial orientation through direct activities focused on creativity, risk-taking and proactive, communication and teamwork, is a vital aspect to promote the students' entrepreneurship attitudes (Gielnik et al., 2012).

Entrepreneurship education encourages entrepreneurial success through the behavior of challenge intention and challenge implementation (Fiet, 2001). Therefore, it is suitable for higher education to implement paradigm shifting towards alternative entrepreneurship learning, particularly to provide real experience to students. This study offers the implementation of non-conventional entrepreneurship learning, namely practice-based entrepreneurship learning, which indicates the outcomes of this method successfully foster the students' entrepreneurship attitudes.

It is expected that in the future, this study will be continued with an advanced innovation to maintain the sustainability of this research as a reference on devising the appropriate entrepreneurship learning in various interest circles. However, this study has limited scope as it was performed on one university hence it is recommended that further study will be done with a wider coverage area. In addition, it is also recommended that in prior to their entrepreneurship course, the students should take internships at small-medium enterprises as their real and early experiences in this field.

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