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Industrial Expert Moderatory Impacts to the Entrepreneurial
Intention of Students in Entrepreneurship Courses:
A Case Study of Public University in Indonesia

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Abstrak

Pendidikan kewirausahaan telah berkembang pesat. Para ahli telah beralih dari perdebatan apakah wirausaha dilahirkan atau dikembangkan, hingga bagaimana mengembangkan masyarakat menjadi wirausaha. Salah satu pengembangannya adalah dengan menciptakan berbagai bidang pendidikan kewirausahaan. Menambah tenaga ahli pada mata kuliah kewirausahaan merupakan salah satu cara yang dinilai efektif untuk mendorong niat berwirausaha di kalangan mahasiswa. Penelitian ini bertujuan untuk mengetahui dampak keberadaan para ahli – sebagai moderator terhadap niat berwirausaha, dalam mata kuliah kewirausahaan. Hasilnya, minat berwirausaha akan meningkat melalui mata kuliah kewirausahaan. Oleh karena itu, meskipun berdampak, namun pengaruh moderator para ahli terhadap niat berwirausaha pada mata kuliah kewirausahaan tidak memberikan dampak yang signifikan.

Kata Kunci : *Mata Kuliah Kewirausahaan, Pakar, Niat Berwirausaha*

Abstract

Entrepreneurship education has been developed enormously. Scholars have move from the debate whether entrepreneur was born or developed, to how to develop the people to be entrepreneur. One of the developments is by creating numerous was in entrepreneurship education. Adding experts in entrepreneurship courses is one of the ways that was considered effective to push the entrepreneurial intentions among the students. This study aim to investigate the impact of experts' existence – as moderator to the entrepreneurial intentions, in the entrepreneurship courses. The result found that the entrepreneurial intensions would be improved in the entrepreneurship courses. Therefore, although it has impacts, the moderator effect of experts to the entrepreneurial intentions in the entrepreneurship courses did not significantly have impacts.

Keywords: Entrepreneurship Courses, Experts, Entrepreneurial Intentions

INTRODUCTION

The development of entrepreneurship education is still growing from time to time. Scholars have come up with huge numbers of research on entrepreneurship education. Each scholar has a unique point of view that would enrich entrepreneurship education. One of the points of views is the expert additional onto the entrepreneurship courses' classrooms. (Katz, 1995)stated that it could be a very useful method to enhance the classroom, however, it would be important to identify their roles, how match the practitioners to the classroom by assessing the sufficient capabilities to be impactful to the students.

In the same paper, (Katz, 1995) stated that the experts have multifaceted roles. Choosing the right experts would give benefits to the classrooms. (Wu & Chen, 2019) highlight the importance of experts that have entrepreneurial experiences. Meanwhile (Neumeyer & Mckenna, 2016) focused on the point of view that the experts could be crucial on their role to validate the hypotheses in term of understanding the market while they were about to define the right solutions for the market's problem.

In the classrooms, by the lecturers, the students would obtain much of theories from their lecturers, while they could get their practice, which would be useful for the students in term of enhance their specific entrepreneurial behavior and cognitive skills (Mitchell & Chesteen, 1995).

According to numerous scholars, experts were considered to have impacts on the students. They mainly play a significant role to influence the students by improving their entrepreneurial intentions (Dong et al., 2023). However, experts seem to have different points of views on the impacts of the experts inside the entrepreneurship courses, mainly to their intentions of being entrepreneurs in the future. The existence of the industrial experts

was mentioned to have positive impacts to the entrepreneurial intentions of the students (Müller S., 2008). In contrary, (Chen et al., 2013) stated that although it has impact, yet it is not considerable as the main aspect that has positive impacts on the entrepreneurial intentions.

(Fellnhöfer, 2015) stated that although research on this matter have been varied, it would still require more research on each teaching methods in entrepreneurship classrooms, including the need to prove the impact of experts inside the classrooms.

Alongside the experts have stated, we have applied the expert's existence in our entrepreneurship course classrooms. We inserted the industrial experts into the entrepreneurship courses in the expectation that the experts could give the different insights that were taken from the real-world experience.

The question that remains is: do the industrial expert's existence in the entrepreneurship classrooms have impacts to the students, mainly in their entrepreneurial intentions? We expected that the experts have moderatory impacts to the students' entrepreneurial intentions, comparing what they have prior the experts, and after the experts.

Entrepreneurship Education

Scholars agreed that entrepreneurship education has grown world-wide. It has been considered as the type of must-exist subject all over the world. (Ncanywa & Dyantyi, 2022) stated that it should be inserted due to the requirements to equip the students with certain skills such as risk-taking, decision making, creativity and innovation skills.

Similar idea were stated by (Yacine, 2023). He stated that entrepreneurship education gives the students the possibility to learn more skills that would help them to start their business. It would also assist them to have more entrepreneurial intentions.

It is should be included in higher education to engage the students, educators, practitioners and the community within a comprehensive learning method in order to enhance entrepreneurship education outcome (Kesuma et al., 2023).

(Mendonça et al., 2022) emphasized the statements above by stating that entrepreneurship subjects should be included to enhance entrepreneurial intentions among the students.

Entrepreneurship education has huge benefits for the students. According to (Sitaridis et al., 2023), it gives the student the chances to develop their entrepreneurial skill, mindset and self-efficacy. The statement is similar to another scholar, (Oukil, 2017) that stated

entrepreneurship courses offer the possibility to stimulate creativity, problem-solving skills and fostering the creation of spin-off companies for students.

(Wu & Chen, 2019) stated that entrepreneurship courses have given benefits to the students in term of enhancing their entrepreneurial skills, exploring personal traits, fostering teamwork, and giving them the chance to get connected with industry experts, which would give them the deeper chances to get practical guidance.

It also allows the students to get different types of skills such as opportunity recognition, self-esteem, business management, which eventually, could enhance their employability, capability to foster the innovation culture and, for sure, self-employment(Grecu & Denes, 2017).

The importance of Expert's Influence

Adding the experts would be crucial to enhance the entrepreneurship courses. The expertise approach expertise approach in entrepreneurship education enhances specific entrepreneurial behaviors and cognitive skills which would lead to improved outcomes for entrepreneurs (Teague & Gartner, 2023).

The importance of expert's existence in entrepreneurship classrooms is also considered crucial by (Hunt et al., 2022). They emphasized that the experts emphasize the importance of expert guidance to inspire the students.

Scholars believe that adding experts into the classrooms could enhance learning and foster innovations (VandenBroek, 2022; Winkler et al., 2023). Incorporating experts in entrepreneurship classrooms can provide invaluable real-world insights, practical knowledge, and mentorship crucial for fostering entrepreneurial capabilities among students.

Experts existence in the classrooms are crucial. This statement is supported by (Portuguez Castro & Gómez Zermeño, 2021; Wu & Chen, 2019). (Wu & Chen, 2019) added that experts that have experiences in entrepreneurship would be more beneficial to the students. (Portuguez Castro & Gómez Zermeño, 2021) focused the experts to their role as the judge to asses the proposals of the students.

Entrepreneurial Intention

Entrepreneurial intention is considered as something truly important in term of shaping the form of an organization. Not limited to that, it also important to define the direction of the organization (Bird, 1988). Furthermore, in another journal, (Bird, 1989) stated that entrepreneurial intentions are considered as the link between the entrepreneur as an individual and the venture itself.

Entrepreneurial intention is a critical concept in the 'pre-start' stage of new venture creation. The personal dispositions and contextual factors have a direct significant influence on entrepreneurial intentions in general and in the near future (Qingqing et al., 2021).

According to (Van Gelderen et al., 2008), entrepreneurial intentions could be defined onto two aspects; entrepreneurial alertness and the importance attached to financial security. They also stated that intentions are further shaped by attitudes, perceived behavioral control, and subjective norms.

(Yacine, 2023) mentioned that entrepreneurship education has positive impacts to the entrepreneurial intentions in higher education students

RESEARCH METHOD

Research Type and Design

This research is quantitative research that carries out correlational research and collects cross-sectional data using a survey method that distributes questionnaires to research subjects.

Data Measure and Collection Method

The measurement method uses self-report with a Likert scale. The total number of question items in this questionnaire is 20.

Participants in this research were obtained through convenient sampling which included students that have taken entrepreneurship courses from second semester to fifth semester. Data is measured based on a Likert scale with a scale of 1 to 4 with criteria: (1) Strongly Disagree; (2) Disagree; (3) Agree; and (3) Strongly Agree.

Research Samples

The 164 respondents for this research. The participants were taken from the students that have taken entrepreneurship courses (entrepreneurship ideation, entrepreneurship prototyping, and entrepreneurship market validation. The samples are taken from various study programs, as entrepreneurship courses are considered mandatory courses that should be taken by all students.

Specific respondent population criteria (a). at least one entrepreneurship course: (b). had experiences on having experts in their entrepreneurship courses.

Data Analysis Method

This research is going to investigate the impacts of experts to the change of the entrepreneurial intentions among the students. Each class in every course of entrepreneurship courses has at least twice expert sessions.

Researchers used Google Form to gather the data. The researchers distributed the link to students in their classrooms which consists of 180 in total. Only 184 questionnaires were returned.

The data then are being analyzed by Jamovi 2.3. First, the data would be tested on its distribution. Then, researchers continued to analyze the moderation impact of the experts to the entrepreneurial intentions.

RESULT AND DISCUSSION

Based on the result of the statistical analysis, at the beginning, we found that our data were not normally distributed. This is shown by Shapiro-Wilk p value <0.01 . This condition would require different treatment for further analysis (table 1).

To be able to analyze the result, the data should be treated as non-parametric data. This would give us the chance to analyze the data furthermore, in order to find out the impacts of the experts as moderation factor of entrepreneurial intentions prior the entrepreneurship courses, and after the entrepreneurship courses.

Table 1: Descriptive Statistics

Descriptives		
	IKA_TOT	IKAh_TOT
N	164	164
Missing	0	0
Mean	20.8	19.4
Median	21.0	19.0
Standard deviation	3.00	3.27
Minimum	10	6
Maximum	25	25
Shapiro-Wilk W	0.944	0.941
Shapiro-Wilk p	$< .001$	$< .001$

To get the result, we used the moderation analysis using GAMLj modul in Jamovi, considering that we are treating this data set as non parametric. By using this, we get these results respectively (table 2 and 3).

Table 2: Anova Omnibus test

ANOVA Omnibus tests					
	SS	df	F	p	η^2p
Model	1266.363	3	143.084	< .001	0.728
IKA_TOT	13.314	1	4.513	0.035	0.027
EKS_TOT	7.167	1	2.429	0.121	0.015
Interaction	0.428	1	0.145	0.704	0.001
Residuals	472.027	160			
Total	1738.390	163			

Table 3. Fixed Effect Parameter Estimates

Fixed Effects Parameter Estimates								
Names	Estimate	SE	95% Confidence Interval		β	df	t	p
			Lower	Upper				
(Intercept)	19.43902	0.1341	19.1741	19.7039	0.000	160	144.935	< .001
IKA_TOT	0.47284	0.2226	0.0333	0.9124	0.435	160	2.124	0.035
EKS_TOT	0.39533	0.2536	-0.1056	0.8962	0.384	160	1.559	0.121
Interaction	0.00436	0.0114	-0.0182	0.0270	0.146	160	0.381	0.704

Based on the result that we see in Table 2, we could see that this model has shown a very significant result. The high F value (143.04) shows that this model is significant. It means that the combination of all variables in this model have given strong variabilities in data.

Nilai F yang tinggi (143.084) menunjukkan bahwa model yang digunakan dalam analisis secara keseluruhan sangat signifikan. Artinya, kombinasi dari semua variabel yang dimasukkan dalam model (yang mungkin termasuk variabel prediktor, interaksi, dan kontrol lainnya) secara bersama-sama memberikan penjelasan yang kuat terhadap variabilitas dalam data.

By the fact that this model has low value of p (<0.01), it means that there are significant relations between the variables.

We go to table 3. This table explains the impact of the moderator variable. The result shows that if the moderator variable (EKS_TOT) was 0, the improvement of IKA_TOT would still have impact to the IKAh_TOT. It means, even without expert, the entrepreneurial intentions on the students would still change due to the entrepreneurship courses.

CONCLUSION

Based on the result, we could state that although the expert has impact as moderator, it might not be that significant. Without experts, the entrepreneurial intentions among the students would still change due top the entrepreneurship courses.

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