

Perception of Islamic University Students Regarding Entrepreneurship Education and University Support

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Abstract:

Efforts made by Islamic University to reduce unemployment by conducting entrepreneurship education. Islamic University has also attempted to support the success of entrepreneurship education programs among students. This study aimed to analyze Islamic University students' perceptions of entrepreneurship education and college support. This study used a survey method by distributing questionnaires online using Google Forms. The data analysis method was carried out using quantitative descriptive analysis. Respondents in this study were 297 Islamic University students who had participated in entrepreneurship education. The results showed that respondents' perceptions of entrepreneurship education at Islamic University were considered very good. Respondents' perceptions of college support were considered good. Based on these findings, Islamic University needs to improve the evaluation process for the entrepreneurship education program that has been carried out. In addition, Islamic University also needs to increase support, which can be in the form of funding availability, business incubator centers, and special entrepreneurship libraries.

Keywords: *Entrepreneurship, Incubator center, Students*

A. INTRODUCTION

Unemployment of college graduates still needs to be solved in Indonesia. This task is one of the responsibilities of universities. Islamic University, as a higher education institution recognized in the National Education System, is responsible for supporting development in Indonesia. In line with this responsibility, Islamic University also plays a role in 1) educating the nation life that is prosperous physically and mentally, 2) building a religious society with superior character, insightful, capable and skilled and the competence to face the future, and 3) building a society that can adapt to rapid, dynamic, and disruptive changes (Directorate of Islamic Religious Higher Education, 2020).

Islamic University has recently realized the importance of entrepreneurship in order to support the excellence of universities and their students. Islamic University has implemented an Entrepreneurship Education Program aimed at its students. The Entrepreneurship Education Program at Islamic University consists of entrepreneurship courses included in the curriculum, general lectures (stadium generale), seminars, and entrepreneurship training (Fauroni et al., 2016).

Student entrepreneurship activities, competitions between Islamic Universities, have begun to be held. These activities include the Student Creativity Week (PKM) of Islamic University throughout Sumatra and the Invitation to the Student Talent and Interest Development Week (IPPBMM) throughout Java and Madura (Directorate General of Islamic Education, 2021). However, compared to the entrepreneurial activities of students at public universities under the Ministry of Education and Culture, the entrepreneurial activities of Islamic university students still need to catch up. This can be seen from the Student Creativity Program (PKM) between PUs, which has been routinely implemented since 2002 (Ministry of Education and Culture, 2021). Currently, PUs are focused on developing student entrepreneurial activities and building a university-based entrepreneurial ecosystem as a form of university support for entrepreneurial activities. One form of a university-based entrepreneurial ecosystem is the existence of a Business Incubator Center in universities. A total of 69 business incubators registered with the Technology Business Incubator Institute, National Research and Innovation Agency (BRIN) are managed by universities (National Research and Innovation Agency, 2021). Of the 69 university-based business incubators, none are managed by Islamic University. This shows that university support for Islamic University's entrepreneurial activities could have been more optimal.

Based on the explanation above, this study aims to analyze the perceptions of Islamic University students towards Entrepreneurship Education and university support. This study considered the importance of entrepreneurship education and

university support in reducing unemployment among university graduates. Both programs also aim to create an entrepreneurial ecosystem at Islamic University.

This study also serves as an evaluation material for the Entrepreneurship Education program and university support provided by Islamic University.

B. LITERATURE REVIEW

Previous studies have discussed the Entrepreneurship Education program in Higher Education (Setiaji, 2019; Sulung et al., 2020; Utami, 2017). The object of research is not only in state universities (Kusmintarti et al., 2017; Soputan et al., 2020), but also in private universities (Iskandar & Sudarwadi, 2020; Permatasari & Agustina, 2018). The theme that is still a hot discussion among academics is the entrepreneurial intention of students (Abubakar & Yakubu, 2019; Al-Jubari, 2019; Rodrigues et al., 2019; Shi et al., 2019; Zamrudi & Yulianti, 2020). Antecedents proven to predict entrepreneurial intention are attitudes, subjective norms, and perceived behavioral control (Kautonen et al., 2013).

Previous research results state that Entrepreneurship education is also an antecedent of entrepreneurial intention. Entrepreneurship education has increased students' entrepreneurial intention (Adhikusuma & Genoveva, 2020; Anwar et al., 2020; Hoang et al., 2020). However, other findings state that Entrepreneurship education does not affect entrepreneurial intention (Bignotti & Le Roux, 2016; Herman, 2019; Heuer & Kolvereid, 2014). As a result, further analysis is needed regarding students' perceptions of the Entrepreneurship Education they have taken.

The Entrepreneurship Development Program at the Faculty of Economics, Manado State University, is advanced understanding training on entrepreneurship, business management, marketing management, leadership, product-making practicums, mentoring, and internships. However, it turns out that the program is only enough with the will and high motivation of the students themselves (Soputan et al., 2020). The Entrepreneurship Development Program at Manado State University, which is carried out consistently and continuously, is a strategy to change the behavior of entrepreneurial students into independent entrepreneurs (Soputan et al., 2021).

In addition to the Entrepreneurship Development Program, which is a form of Entrepreneurship Education, university support is an essential factor in the success of entrepreneurship education. This support is in the form of learning opportunities for lecturers and students, curriculum development and learning materials, and financial and non-financial incentives to achieve success in managing entrepreneurship education in universities (Ghina et al., 2017). University support can also be in the form of the availability of funds for entrepreneurship projects, support networks, entrepreneurship centers, a variety of entrepreneurship program options, special libraries that support entrepreneurial activities, and business incubator centers (Fayolle et al., 2006).

The partnership between universities, the public, and the private sectors reflected in the business incubator center has added value to dynamic services and innovations (Fernández et al., 2015). As a form of institutional support, business incubators should also be supported by academics, business actors, politicians, and financial institutions. The existence of a business incubator center is a form of institutional support and cooperation from all stakeholders in the university-based entrepreneurial ecosystem (Matt & Schaeffer, 2018). University business incubators have been shown to reduce the risk of failure (Guerrero et al., 2020) and improve entrepreneurial skills (Sudana et al., 2019).

C. RESEARCH METHODOLOGY

The research paradigm used in this study is positivistic. This study uses a quantitative approach with descriptive techniques. The data in this study were obtained by assessing questionnaires distributed online.

The questionnaire consists of two components. First, the characteristics of the respondents. Second, the respondents' perceptions of Entrepreneurship Education and support from higher education institutions at Islamic University. The questionnaire on students' perceptions of Entrepreneurship Education was compiled based on six indicators: participants, types, objectives, curriculum, methods, and evaluations developed from previous studies (Fayolle et al., 2006; Linan, 2004). Then, the questionnaire for students' perceptions of higher education support was compiled based on six indicators, namely the availability of funds, support networks, entrepreneurship centers, business incubator centers, choice of entrepreneurship programs, and special libraries (Fayolle, 2000; Fayolle et al., 2006).

Data was collected for two months, from September to October 2021. The respondents in this study were Islamic University students. The number of respondents in this study was 297 students determined intentionally (purposively). The respondent criteria are Islamic University students who are still active and have participated in entrepreneurship activities.

The research questionnaire was measured using a Likert scale with 5 answer categories. In this study, each scale was given a weight according to the scale level. The weight is then calculated based on the score. The scale details used in this study are in Table 1.

Table 1. Questionnaire Scale

Score	Scale
Strongly Agree	5
Agree	4
Disagree	3
Don't Agree	2

Strongly Disagree

1

Data analysis for respondent characteristics was carried out with numbers and graphs, as well as tables. Descriptive analysis for respondent perceptions of Entrepreneurship Education and higher education support was carried out by calculating the average score of the respondents' assessment. Before determining the average score, the interval value for descriptive analysis is first calculated as follows:

$$Interval = \frac{Maximum\ Value - Minimum\ Value}{Number\ of\ Classes}$$

Based on the calculation above, the distribution scale of the average score in this study is:

Very Good	: 4.20-5.00
Good	: 3.40-4.19
Not Good	: 2.60-3.39
Bad	: 1.80-2.59
Very Bad	: 1.00-1.79

D. RESULTS AND DISCUSSION**1. Respondent Characteristics**

The respondents in this study were Islamic University students who had participated in entrepreneurship activities. The total number of respondents was 297. Of the total respondents, 239 were female, while 58 were male. Most respondents were second-year students aged around 19-20, 148. Then, there were third-year, final-year, and first-year students, as many as 96, 35, and 18 students. This means that most respondents in this study were female and aged around 18-19 years.

Based on the Study Program, most respondents were Faculty of Islamic Economics and Business students, with as many as 211 students. Furthermore, followed in turn by students at the Faculty of Tarbiyah and Teacher Training, Faculty of Da'wah and Communication Sciences, and Faculty of Sharia and Law as many as 68, 10, and 8 students. The study programs of respondents from the Faculty of Islamic Economics and Business include Islamic Economics, Islamic Banking, Zakat and Waqf Management, and Islamic Business Management. The study programs of respondents from the Faculty of Tarbiyah and Teacher Training include Mathematics Education, Islamic Religious Education, Biology Education, Elementary Madrasah Teacher Education, Arabic Language Education, Social Science Education, and Islamic Education Management. The study programs of respondents from the Faculty of Da'wah and Communication Sciences include Islamic Broadcasting Communication, Da'wah Management, and Islamic Community Development.

Meanwhile, the study program of respondents from Islamic Economic Law. The respondents in this study were Islamic University students who had participated in entrepreneurial activities. One hundred eighty-one respondents participated in entrepreneurial activities through entrepreneurship lectures included in the curriculum. Meanwhile, 35 respondents participated in entrepreneurship seminars, and nine others participated in entrepreneurship training. 16 respondents participated in entrepreneurial activities other than lectures, seminars, and training. These other activities include entrepreneurship competitions, business planning competitions, and entrepreneurship bazaars. 56 respondents participated in more than one type of entrepreneurial activity. Figure 1 explains the entrepreneurial activities of the respondents in this study.

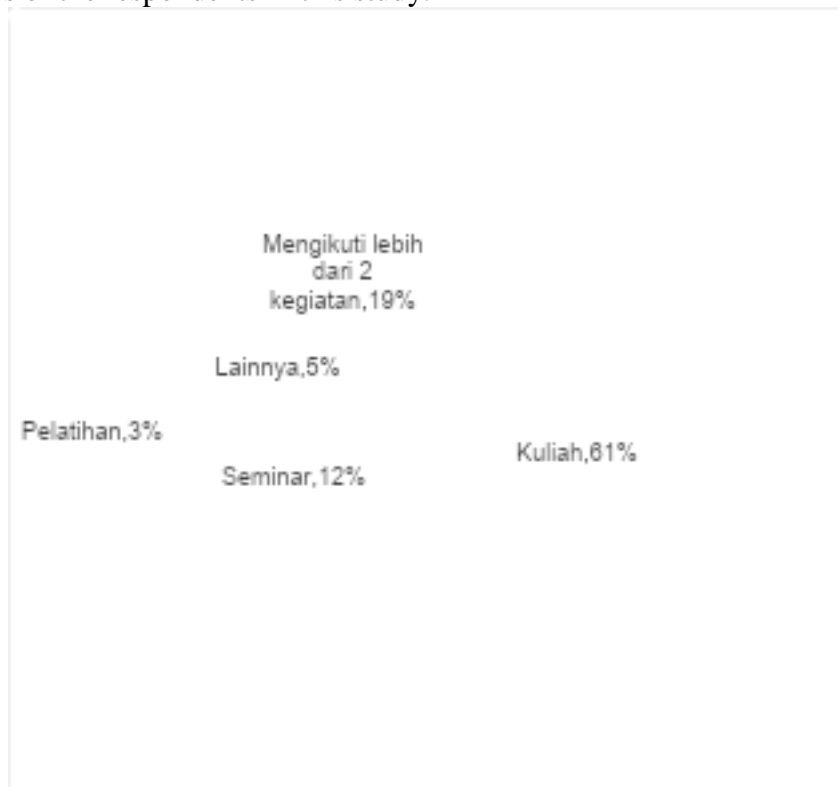


Figure 1. Student Entrepreneurship Activities at Islamic University

Based on Figure 1, entrepreneurship lectures are the most entrepreneurial activity carried out at PTKIN. This means that entrepreneurial activities have been carried out for students in the four faculties where respondents study.

2. Respondents' Perceptions of Entrepreneurship Education

The results of the descriptive analysis of the assessment of respondents' perceptions of Entrepreneurship Education are in Table 2.

Table 2. Respondents' Perceptions of Entrepreneurship Education

Indicator	Average	Explanation
Entrepreneurship Education Participants	4.32	Very Good
Entrepreneurship Education Type	4.41	Very Good
Entrepreneurship Education Objectives	4.63	Very Good
Entrepreneurship Education Curriculum/Content	4.47	Very Good
Entrepreneurship Education Method	4.28	Very Good
Entrepreneurship Education Evaluation	4.10	Good
Average	4.38	Very Good

Sources: Research results (processed, 2023)

Based on Table 2, it can be explained that the average respondent's assessment of the statement on the Respondent's Perception of Entrepreneurship Education is measured based on indicators of Entrepreneurship Education participants, types of entrepreneurship education, objectives of entrepreneurship education, curriculum/content of entrepreneurship education, methods of entrepreneurship education and evaluation of entrepreneurship education. The average value of the respondents' perception assessment of entrepreneurship education is 4.38, included in the outstanding category. This means respondents perceive that Entrepreneurship Education at Islamic University is included in the outstanding category.

The highest average assessment for respondents' perceptions of entrepreneurship education indicates that the purpose of entrepreneurship education is 4.63, which is included in the very good category. In addition, four other indicators are also included in the very good category, namely participants, types, curriculum/content, and methods of entrepreneurship education. The lowest average assessment is the evaluation indicator of Entrepreneurship Education of 4.10. This means that the evaluation of entrepreneurship education still needs to be improved, not only limited to written exams.

The evaluation of entrepreneurship education at Islamic University is currently more dominant in the form of written exams. Improving evaluation criteria is needed to increase the effectiveness of the Entrepreneurship Education program at Islamic University. Alternative evaluations of entrepreneurship education conducted such as business plan feasibility evaluation, product prototype evaluation, and entrepreneurship bazaar.

3. Respondents' Perceptions of Higher Education Support

The results of the descriptive analysis of respondents' perceptions of Higher Education Support are in Table 3.

Table 3. Respondents' Perceptions of Higher Education Support

Indicator	Average	Explanation
Entrepreneurship Education Participants	4.32	Very Good
Entrepreneurship Education Type	4.41	Very Good

Entrepreneurship Education Objectives	4.63	Very Good
Entrepreneurship Curriculum/Content	4.47	Very Good
Entrepreneurship Education Method	4.28	Very Good
Entrepreneurship Education Evaluation	4.10	Good
Average	4.38	Very Good

Sources: Research results (processed, 2023)

Based on Table 3, it can be explained that the average respondent assessment of the statement on Respondent Perception of Higher Education Support is measured based on indicators of availability of funds, support networks, entrepreneurship centers, business incubator centers, entrepreneurship programs, and special libraries. The average value of the respondents' perception assessment of higher education support is 4.16, included in the good category. This means that respondents perceive that the support of higher education carried out by Islamic University is good. However, if seen from the average score, which is quite good, it means that higher education support can still be optimized.

The highest average assessment for the perception of higher education support is the indicator of choice of entrepreneurship programs, 4.28, which is included in the very good category. Two other indicators in the very good category include support networks and entrepreneurship centers, which have average scores of 4.23 and 4.20. At the same time, the other three indicators, namely special libraries, business incubator centers, and availability of funds, have average scores of 4.14, 4.12, and 4.01, which are included in the good category. This means the three indicators can still be improved because respondents consider them less than optimal.

Special libraries that support entrepreneurship are still very limited in Islamic Universities. Thus, Islamic University needs to encourage and provide facilities in the form of libraries that can support the discovery of ideas, business management, and business development. Next, Islamic University also needs to develop business incubators that can be a means for students to practice running a business before finally jumping straight in as independent entrepreneurs. Furthermore, no less important, support from universities in the form of the availability of funds for entrepreneurial activities also needs to be increased. This is in line with the research of Ghina et al. (2017), which states that financial support is the key to the success of entrepreneurial activities at ITB Business School and Management.

E. CONCLUSION

Islamic University has implemented an Entrepreneurship Education program and provided support for entrepreneurial activities for students. Entrepreneurship

education that has been carried out at Islamic University is in the form of entrepreneurship lectures, entrepreneurship seminars, and training as well as business planning competitions and entrepreneurship bazaars. Islamic University has also provided support to encourage the success of these entrepreneurial activities by compiling various entrepreneurship programs, creating entrepreneurship centers, and providing support networks. Based on the results of respondents' perceptions of Entrepreneurship Education and support from universities, Islamic University needs to improve the evaluation process of the entrepreneurship education program that has been carried out. In addition, Islamic University also needs to increase support, which can be in the form of the availability of funds, business incubator centers, and special libraries for entrepreneurship.

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