

How To Fostering Students' Entrepreneurial Intention? A Systematic Review based On Entrepreneurship Education

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Abstract: The purpose of this study is to summarize and critically analyze research on the role of entrepreneurship education on students' interest in entrepreneurship in higher education. Specifically, our article focuses on the view of goals, patterns of placement, and theoretical basis used in entrepreneurship education research and entrepreneurial interest. This publication showcases 15 articles published on Scopus within the last three years providing a systematic review with PRISMA guidelines (preferred reporting items for systematic reviews and meta-analyses). Our study shows that most of the related research analyzes the influence of entrepreneurship on entrepreneurial interest whereas, only a small proportion of research developed an entrepreneurship education model for entrepreneurial interest but has yet to reach the practical stage. As a result, authors suggest that it is necessary to conduct research on entrepreneurship education based on a sustainable entrepreneurship ecosystem, namely the development of a comprehensive entrepreneurship learning model that enhances the collaboration of theoretical learning and direct practical learning thus, achieving a future continuity of programs fostering student interest in becoming an entrepreneur.

Key Words: Entrepreneurial Intention, Entrepreneurship Education, Systematic Review

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1 Introduction

The era of globalization has had an impact on all sectors, one of which is the labor sector. The existence of technology is currently thought to be able to replace the role of humans, [1], [2], so there is a possibility of unemployment, [3], [4]). In general, the number of tertiary education graduates is always increasing, but not in balance with the number of available jobs, [5], [6]) so unemployment is an important problem to solve.

Unemployment and entrepreneurial interest are closely related. Many people choose to become entrepreneurs when they experience unemployment because entrepreneurs have the potential to create jobs and generate income. In addition, the interest in entrepreneurship can also help reduce the unemployment rate in a country, because entrepreneurship can open new jobs that can be filled by people who previously did not have a job. Entrepreneurship and the increasing number of entrepreneurs are widely considered to play an important role in economic growth, employment, and technological progress, [7], [8]. Entrepreneurship can be defined as the process of

doing something (being creative), being different (innovative), and taking risks (becoming a risk taker), [7]. In this scenario, the creative entrepreneur pays attention to the current situation, mainly focusing on details he has neglected, and he can develop new ideas, by combining available resources, [9]. Innovative entrepreneurs show creative ideas whereas risk-taking entrepreneurs agree to support ideas, even if there is a possibility of failure, [7].

Several factors can increase interest in entrepreneurship, including Entrepreneurship education and training: Entrepreneurship education and training can provide the knowledge and skills needed to start and develop a business. Entrepreneurship education can contribute to an interest in entrepreneurship by providing the knowledge and skills needed to start and develop a business, [10]. Entrepreneurship education usually includes material such as how to develop business ideas, how to find and use capital, how to manage finances and human resources, and how to follow applicable rules and regulations. By having the right knowledge and skills, a person will be more confident to start a business and be better able to

face the challenges faced in running a business. This can increase interest in entrepreneurship and create new jobs. In addition, entrepreneurship education can also create a conducive atmosphere for entrepreneurship. Through activities such as business competitions, panel discussions, and visits to successful companies, students can learn how to think and act like entrepreneurs. This can increase interest in entrepreneurship and create a healthy business climate.

2 Problem Formulation

Research question. this research analysis answers the following research questions:

RQ1 What are the research objectives of articles investigating entrepreneurship education in fostering entrepreneurial interest?

RQ2 What is the pattern of dissemination of entrepreneurship education studies in fostering entrepreneurial interest in various countries?

RQ3 What theories are the basis for entrepreneurship education research in fostering entrepreneurial interest?

3 Methodology

3.1 Search Strategy

Data collection in this study followed the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) guidelines. Literature search spanning 2020 to 2022 using the Scopus database. The search uses a combination of keywords and subject terms related to the concept of entrepreneurial interest "entrepreneurial", "intention", "entrepreneurship", and "education". There were 612 articles found in the initial search without any data criteria. The study selection chart of PRISMA 2020 framework is presented in Figure 1.

3.2 Criteria Category

The inclusion criteria for this review were (a) focusing on students' interest in entrepreneurship and entrepreneurship education (b) speaking English (c) being empirical research in the form of journal articles (d) published between 2020 and 2022 (e) the database used was Scopus.

The exclusion criteria are (a) studies published before 2020 (b) duplicates (c) document types: proceedings, reviews, books, conference papers, book chapters, review article

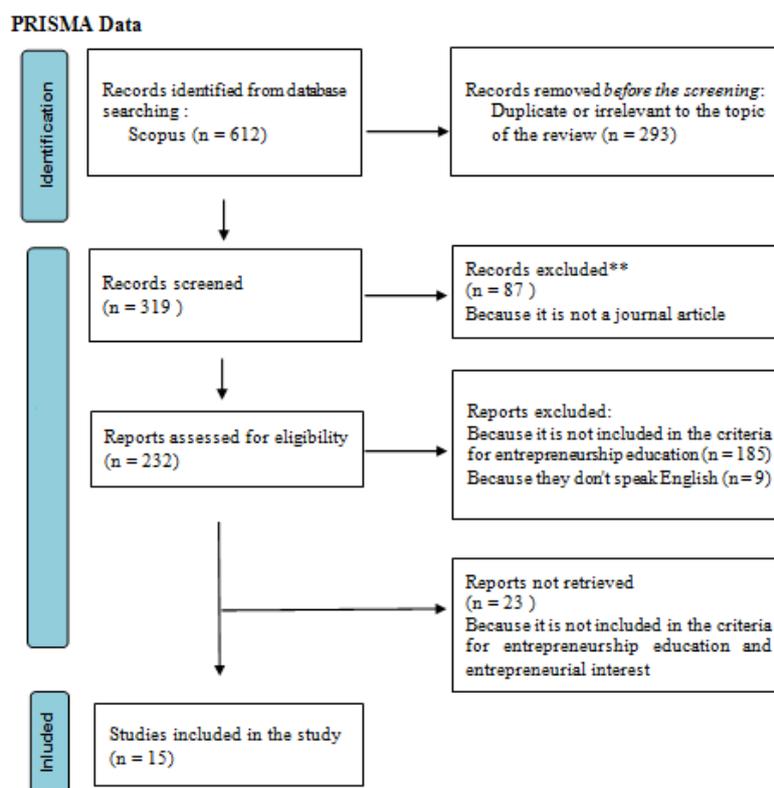


Fig. 1: Study selection chart PRISMA 2020 framework, [11]

4 Problem Solution

RQ1. What are the research objectives of articles that investigate entrepreneurial interest and entrepreneurship education?

The answer to this question (RQ1) is presented in Table 1 as follows:

Table 1. Research objectives of articles

The aim	Source
Investigate the effect of entrepreneurship education on entrepreneurial interest	[12], [13], [14], [15], [16], [17], [18], [19], [20], [21], [22], [23].
Investigate the demographics of entrepreneurship education participants	[12], [13], [14], [15], [16], [17], [18], [19], [20], [21], [22], [23].

The articles that investigate entrepreneurship education and interest in entrepreneurship contain the following data characteristics: Demographic data of students or participants participating in entrepreneurship education programs, such as gender, age, level of education, and others. Data on entrepreneurship education programs that students take part in, such as program duration, materials taught, learning methods used, and others. Data on interest in entrepreneurship before and after students or participants attend entrepreneurship education programs. This is usually measured using a questionnaire or a specific test that measures the level of interest in entrepreneurship students. Data on the results of entrepreneurship education programs, such as the success rate of students in running a business, the success rate of businesses being run, and so on. Data on factors that influence

students' interest in entrepreneurship, such as internal factors such as interests and abilities, external factors such as environment and market conditions, and others.

RQ2. What is the pattern of dissemination of Entrepreneurship Education studies in Growing Entrepreneurial Interest in various countries?

The answer to this question (RQ2) is presented in Table 2 as follows:

Table 2. Pattern of dissemination

Country	Source
Indonesia	[20]
China	[17], [12]
Spain	[13]
Ghana	[21]
India	[14]
Nigeria	[16]
Malaysia	[15]
Jordana	[18]
Brazil	[19]
Morocco	[22]
Yunani	[24]
Iran	[25]
Finlandia	[26]
Belgium	[26]
Netherlands	[26]

The main aspect that influences the application of interest in entrepreneurship is that it depends on the progress of education and the economic conditions of a country. Because entrepreneurship will create new jobs, absorb labor, and encourage independence in society. Therefore, the number of entrepreneurs can be used as an indicator of a country's superiority and competitiveness. The creation of innovations and jobs will help improve the nation's economy and change the state of society and the environment to become more productive, of course, this will greatly help the government in overcoming unemployment, with a reduced unemployment rate will affect the economic growth and income of a country.

RQ3. What theories are the basis for researchers in the role of entrepreneurship education and interest in entrepreneurship?

The answer to this question (RQ2) is presented in Table 2 as follows:

Table 3. Theories are the basis

Theory	Source
Entrepreneurial Education	[13], [14], [17], [18], [19], [20], [21], [22], [24], [26], [25], [23], [12]
Entrepreneurial Intention	[13], [14], [17], [18], [19], [20], [21], [22], [24], [26], [25], [23], [12]
Entrepreneurship	[13], [15], [20], [22], [12]; [19], [16], [17], [26], [18], [21], [25], [24], [23]
Theory Of Planned Behavior	[13], [15], [21], [26]
Attitude Towards Entrepreneurship	[13], [19], [21]
Perceived Behavioral Control	[19], [22]
Role Models/Parental Self-Employed	[13], [21]
Entrepreneurial Opportunity Recognition	[14], [17], [18]
Entrepreneurial Self-Efficacy	[14], [20], [23]
Entrepreneurial Attitude	[14], [15], [21]
Subjective Norm	[15], [19], [22], [26]
Perceived Behavior	[15], [22]
Social Cognitive Theory	[16]
Entrepreneurial Learning	[17]
Psychology Empowerment	[19], [25]
Culture	[19], [21], [12]
Theory Of Planned Behavior (Tpb)	[15], [13]
Entrepreneurial Self-Efficacy As Mediation	[14]
Entrepreneurial Attitude As Moderation	[14]
Multigroup Analysis	[15]
Social Cognitive Theory (SCT)	[16]
Multilevel-Moderated Mediation Model	[17]
Student Psychological Empowerment.	[18]
Sustainable Entrepreneurship Competence (SEC)	[26]
Social Cognitive Theory (SCT)	[16]

Entrepreneurship is an important component of economics, especially for students in universities. However, it is not clear what aspects of entrepreneurship play the most significant, [27]. In research on growing entrepreneurial interest and entrepreneurship education, generally, researchers will use several theories as a basis for their research. Several theories are often used in this research including Learning theory. This theory explains a person's learning process and the factors that influence the process. This theory explains the notion of motivation and the factors that influence a person's motivation. This theory is important in this study because motivation is one of the factors that can influence a person's interest in entrepreneurship. Business success theory. This theory explains the factors that influence the success of a business. This theory is important in this study because the results of the entrepreneurship education program will be measured based on the level of success of the businesses run by students. By using these theories, researchers can analyze the data obtained and identify the factors that influence students' interest in entrepreneurship, as well as evaluate the effectiveness of entrepreneurship education programs.

Other studies have shown that initial intention is indirectly influenced by entrepreneurship education, which means encouragement of motivation and student attitudes are the two main mediating factors, [28]. Other studies demonstrate that initiative education has an impact on increasing entrepreneurship intention through self-blaming students about entrepreneurial skills (perceived feasibility). Entrepreneurship education, on the other hand, does not have a direct influence on students' entrepreneurial intentions. Awareness Entrepreneurship education is a type of education in society universities, which can hurt the community students, [29].

5 Conclusion

The results of a literature review found that the majority of tertiary education institutions have implemented entrepreneurship education, but its implementation has not produced graduates who are capable of independent entrepreneurship. This can also be seen from the factors of the three main research areas namely (1) student entrepreneurship and entrepreneurial intentions (2) support from higher education for entrepreneurship (3) entrepreneurship education and learning. Even with these considerations, universities have not yet

implemented innovation and there are still many steps that need to be taken to increase student entrepreneurship. In the current scenario, few entrepreneurial graduates decide to start a business during or immediately after graduation, [30]. In addition, there is a need to further enhance the development and use of new technologies and address the issue of entrepreneurial sustainability.

Entrepreneurship education can play an important role in fostering interest in entrepreneurship. Entrepreneurship education with an indicator variable know-what (entrepreneurial knowledge), know-why (and values motives), know-who (social interaction), know-how (entrepreneurial skills and abilities) to give effect to the intention of entrepreneurship vocational students, [31] so strategies that can be carried out using a sustainable entrepreneurship ecosystem approach, namely the development of a comprehensive entrepreneurship education learning model, collaboration between theoretical learning and hands-on practical learning and program continuity to foster interest students to become entrepreneurs. This approach focuses on real experiences experienced by students so that they can learn actively and gain useful experiences. Collaboration is also important, between various parties, both universities, village/local government officials, and practitioners, [32]. For sustainable entrepreneurship education to run optimally, the authors suggest that universities carry out penta helix innovation and collaboration between academia, business, society, government, and media. This makes it easier for students to learn or start a business from the practice they have done by experiential learning approach to encourage student entrepreneurship.

Future researchers are expected to be able to focus more on discussing or creating sustainable entrepreneurship education programs by integrating them into the tertiary curriculum with policymakers. Entrepreneurship education in tertiary institutions is related to building an entrepreneurial personality, an entrepreneurial mindset, and entrepreneurial habits that are every time creative and innovative, creating added utility or good values, taking benefit of opportunity, and taking hazards, [33]. Therefore, it is suggested that entrepreneurship education programs be integrated into the school curriculum as a way to increase students' opportunities to run businesses that are in harmony with the principles of sustainability.

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Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)

-Widya Hestiningtyas, Sunyono, Een Yayah Haenilah, Hasan Hariri: investigated research gaps between previous research and the article's sections that have not been investigated in other publications. Moreover, they have overseen the preparation of article drafts until the article is complete.

-Wardani, Hakima Maris drafted the article and finished it.

Istiqomah Nurzafira provided a detailed comparison of articles that have been studied.

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The authors have no conflict of interest to declare.

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