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Entrepreneurship Education: Encouraging Entrepreneurial Intentions for Equality Education Students in Semarang

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Abstract. This study aimed to determine the factors that influence students' entrepreneurial intentions and the influence of entrepreneurship education on students' intention to become entrepreneurs. This research study used a mixed methods approach. The collection of research data was carried out with the help of a questionnaire (for quantitative data) and through group discussion forums (for qualitative data). Respondents in the study were 100 students who attended equality education in Semarang. This shows found there is a difference between the levels of interest of students who take part in entrepreneurship learning and those who do not. Family background and income have positive effects on students' intentions to become entrepreneurs. Students with entrepreneurial family backgrounds tend to be more interested in becoming entrepreneurs than students who do not have an entrepreneurial family background. In addition, students' perspectives on entrepreneurship positively affected their entrepreneurial intentions. Significance: Students' perspectives on entrepreneurship are related to their motivation to start new businesses that would be easily accepted by the social environment. All respondents agreed that entrepreneurial intentions could be improved through the role of entrepreneurship education during inequality education. To ensure the education is more targeted and all entrepreneurship education goals are achieved, it should have more effective curricula, methods, and learning system models. Cooperation between all elements incorporated in the entrepreneurship education system is indispensable for generating successful young entrepreneurs through entrepreneurship education.

Keywords: Entrepreneurship Intention; Entrepreneurship Education; Equality Education

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1. Introduction

Education has the potential to create quality young people who are able to contribute significantly to national development, especially through entrepreneurship. This article will discuss how we can encourage students' entrepreneurial intentions in entrepreneurship education through entrepreneurship education. According to research, introducing and teaching children about entrepreneurship from an early age can be an important key to arousing the spirit of entrepreneurship in students. However, the challenge is knowing how to build and implement an effective entrepreneurship education curriculum characterized by equality in non-formal education pathways, which often has its own set of challenges and obstacles.

In Indonesia, the unemployment rate among students of productive age is still relatively high, due to unwillingness and lack of interest or desire of students to have their own business. Concrete efforts are needed to reduce the unemployment rate by increasing the number of entrepreneurs in Indonesia. One of the concrete activities could be to include entrepreneurship in the entrepreneurship education curriculum through subjects that are taught from elementary school and junior high school levels. The government has attempted to introduce entrepreneurship at schools, but these efforts have obviously not had a significant effect, because there are still many unproductive citizens. In practice, if schools are to instill entrepreneurial values in students, there are several things that can be done, including 1) Improving the curriculum; 2) Increasing the role of schools in preparing businesspersons; 3) Improving the organization of the learning process; and 4) Encouraging self-improvement of teachers and, 5) Implementation of entrepreneurship education (Mulyani, 2021). Becoming an entrepreneur requires expertise to identify and understand all possibilities, gather the resources needed, and acting by taking advantage of existing opportunities to create a new businesses and creating business fields (Samala et al., 2022).

Education plays an important role and is key to driving entrepreneurship and innovation in global markets and rapid technological change in the world (Laurikainen et al., 2018). Economic growth, technological innovation, and increased employment in European countries are driven by the development of entrepreneurship. Entrepreneurship can be grown through the process of entrepreneurship education and entrepreneurial activities, one of which is through subjects at school or courses conducted by higher education institutions (Amalia & Korflesch, 2021).

Entrepreneurship can be defined as any form of activity that involves the discovery, evaluation, and expansion of opportunities to create new ventures (Igwe et al., 2022), while entrepreneurship education can be described as an educational program or a single course that promotes the expansion of entrepreneurial knowledge and the development of entrepreneurial abilities to create and manage new ventures or businesses (Schuhmacher & Thieu, 2022). Therefore, what is needed in Indonesian education is to develop an educational model that can be applied from early education – from elementary school – to final education or undergraduate school level. If the education of entrepreneurship develops rapidly, it will have an impact on improving individuals' financial situation and improving the community's economy.

Researchers have examined the reasons why people's motivation to be entrepreneurs tends to be low (Samala et al., 2022). Research has found that success in entrepreneurship is influenced by various factors, one of which is entrepreneurship education (Lawal & Ojodu, 2022). Entrepreneurship education can be an effective catalyst to stimulate entrepreneurship for socioeconomic development through job creation and improving well-being. Entrepreneurship education involves a combination of pedagogical approaches to empower, develop and strengthen the foundation of people's knowledge, skills, and entrepreneurial attitudes, so that they are able to form an entrepreneurial mindset that is sensitive to opportunities to create, grow, and even manage new businesses (Nunfam et al., 2022). New businesses that seek to expand internationally require individuals with soft skills and a focus on self-development, so that they can continue growing and developing; these skills can be acquired through entrepreneurship education (Banha et al., 2022). In general, academics agree that entrepreneurship education has a positive impact on a person's entrepreneurial attitudes and interests, especially the ability to adapt, start and develop a business or develop a regional economy (Zeng et al., 2022).

The rapid globalization of the world economy brings severe challenges to domestic markets. The importance of entrepreneurship was realized by the Chinese government, which released a policy package to strengthen entrepreneurship education (Jin, 2022; Irvansyah et al., 2023). In addition, Ebonyi state, Nigeria, is one of the regions that has proven that entrepreneurs who are active and dedicated in their communities due to entrepreneurship education they received at school are able to help build the economic base of a region. This can be achieved through the development of practical insights related to the feasibility study processes and desire for responsibility in entrepreneurs, into active educational and vocational activities. In addition, entrepreneurship education for community members can increase people's awareness and willingness to engage in entrepreneurship (Fabian et al., 2021).

Entrepreneurship education is aimed at equipping aspiring entrepreneurs to take risks and develop new business ideas and increase their understanding and knowledge of entrepreneurship and companies. In higher education programs in America, entrepreneurship courses have been part of the curriculum of such educational programs for more than 50 years, while in Europe entrepreneurship courses have been around for about 20 years (Dao, 2018).

Entrepreneurship education programs have expanded globally since the first entrepreneurship courses were offered at Harvard Business School in 1947. In recent decades, academics agree that entrepreneurship education has a positive impact on a person's entrepreneurial attitudes and interests, especially the ability to adapt, start and develop a business or develop a regional economy (Zeng et al., 2022). In Vietnam, in recent years, as start-ups and global economic competition started to emerge, the demand for entrepreneurship education increase. Therefore, the population of Vietnam is becoming more enthusiastic about adapting new business ideas to the local market. The Vietnamese government has introduced policies and provided intensive government support for students and recent graduates to stimulate their interest in entrepreneurship, so that they want to develop new businesses and introduce business innovations in companies

(Dao, 2018). A cultural approach to entrepreneurship education requires more profound individual action and innovation in the context of entrepreneurship (Lounsbury et al., 2019).

In Sweden, the concept of entrepreneurship education was introduced in the mid-1990s, and addressed the importance of education for the Swedish population to increase their interest in entrepreneurship. However, in the last two decades, the concept of entrepreneurship education has been considered mainstream, so, in 2011, it was implemented in every school to foster students' interest in developing the entrepreneurial spirit (Dahlstedt & Fejes, 2019). Unlike other countries, the position of Italy and Latvia on entrepreneurship education is not strong. Nevertheless, both countries have incorporated entrepreneurship education into the education curriculum in a teacher of secondary schools students (Johansen, 2018).

The number of education institutions that implement entrepreneurship education curricula have increased rapidly in recent decades. However, consensus about an optimal learning system for and approach to entrepreneurship education is still not available, partly because educators still do not agree on the paradigm for teaching entrepreneurship (Amalia & Korflesch, 2021). Although entrepreneurship education is widespread, large investments in entrepreneurship education do not significantly increase students' entrepreneurial interest over the short term (Li & Wu, 2019). The entrepreneurship education curriculum in Indonesia starts at Grade 10 with the type of entrepreneurship education subjects that motivate and stimulate participants to acquire the ability to do business and to create business vacancies in their environment.

Although entrepreneurship education has grown rapidly, there is a need for an intellectual foundation at the theoretical and methodological level, to help educators obtain a more constructive view of entrepreneurship education (Bell & Bell, 2020). Entrepreneurship education conceptualizes an education system that focuses on managing current and future demands of competing industries by innovating and exploring business opportunities. The dramatic growth of entrepreneurship education and investment in entrepreneurship education programs continues to increase. Therefore, the increase in entrepreneurship education indicates to researchers and educators that the topic is important (Hou et al., 2022; Pratomo & Shofwan, 2022).

The influence of various elements and factors on the effect of entrepreneurship education needs to be clarified, to ensure that entrepreneurship education can achieve practical results for students in getting jobs and succeeding in new ventures (Yang, 2022). This research discusses entrepreneurship education from the perspective of equality education students (non-formal education aimed at citizens who do not have the opportunity to receive formal education at schools such as elementary schools, junior high schools and high schools) in Semarang. This study sought to investigate students' perceptions of entrepreneurship education and to examine the factors driving students' interest in becoming entrepreneurs.

2. Literature Review

Entrepreneurship education is the process of conveying information and educating with the aim of the student being able to start a business independently. Entrepreneurship education aims to increase awareness and knowledge about the process of starting a business (Kayed et al., 2022). Entrepreneurship education is not limited to transferring knowledge, but also teaches skills and instills attitudes that are important for success in the business world. This knowledge includes business planning, financial management, marketing, and business operations. However, what is most important is the development of skills, such as problem-solving, decision-making, and interpersonal skills, and increasing awareness and understanding of the process of starting a business. However, entrepreneurship education must also encourage and support students in taking the next step – evaluating business ideas, creating a business plan. Entrepreneurship education also has an important role in changing mindsets, among other things, many people have erroneous idea that being an entrepreneur is a risky and uncertain career choice. However, with the right education, students can learn that entrepreneurship is a path that can lead to great personal and professional satisfaction and success, while also contributing to the economic and social development of the surrounding community. Thus, entrepreneurship education is an important investment in preparing young people for a successful and productive future, either as entrepreneurs, or as employees who think entrepreneurially in their jobs.

There is consensus in academic, business, and policymaking communities that the benefits of increased entrepreneurship can be used to spur economic growth, reduce poverty, and increase employment. In response to this consensus, academic institutions around the world have started to focus on developing entrepreneurship education programs to stimulate the dynamism of entrepreneurship. Globally, entrepreneurship education is seen as the main policy initiative that can lift developing countries out of poverty. In addition, entrepreneurship education can be the main foundation of economic and social development, and a tool for developing entrepreneurship through courses designed to promote the skills and talents students need to be entrepreneurs. The purpose of entrepreneurship education programs is to increase the number of entrepreneurs among students, to create jobs, reduce poverty, and encourage national economic development (Dobson & Muhammad, 2022).

Entrepreneurship education is a capacity that connects quality, quantity, and a combination of resources that are consistent with profit-taking in conditions of risk and uncertainty (Lawal & Ojodu, 2022). The act of entrepreneurship can be interpreted as an innovative action that is organized and combined with various resources directed to the achievement of a specific goal. Innovative action in this case is creativity, because an entrepreneurial mindset cannot arise in the absence of creativity. An entrepreneur draws conclusions from a problem based on reality, identifies problems, creates, and innovates new problems (Barba-Sánchez & Atienza Sahuquillo, 2018).

The purpose of the entrepreneurship program is to start preparing students to start businesses independently, and to identify entrepreneurial intentions in students (Ustav & Venesaar, 2018). The objectives and curriculum of

entrepreneurship education are diverse and vary in different countries. For example, in the United States, entrepreneurship education aims to develop entrepreneurial traits and skills, as well as analyze business problems, while in Europe, entrepreneurship education is focused on developing functional management skills and entrepreneurial mindsets, to build and manage new companies and increase worker productivity. However, in contrast to the United States and Europe, South Africa, as a developing country, positions entrepreneurship education as a way to overcome high unemployment, by focusing on developing entrepreneurship skills and attitudes for greater independence in setting their own goals and making the right decisions for businesses. In China, entrepreneurship is emphasized as an alternative source of employment, and entrepreneurship knowledge and skills are provided through entrepreneurship education (Botha & Obeng-Koranteng, 2022).

In addition to being diverse, the goals and curriculum of entrepreneurship education are broad and ambiguous. Some of the reasons that support the entrepreneurship education curriculum ambiguous appearance include a lack of agreement related to the paradigm and theory of entrepreneurship, and different stakeholders' expectations and understanding of entrepreneurship education (Botha & Obeng-Koranteng, 2022). The objectives of entrepreneurship education, in general, include developing business and management skills to prepare aspiring entrepreneurs, especially students, to work after graduating from school. Policymakers provide recommendations for creating a vision of entrepreneurial life in the learning process, thus, helping students to see the relevance and meaning of entrepreneurship from various disciplines (Ustav & Venesaar, 2018). A strong conceptual foundation for the field of entrepreneurship education should be drawn from the integration of knowledge from the fields of entrepreneurship and education, because some experts believe that the fields of education and entrepreneurship have the same perspective, that is, the idea of bridging the fields of entrepreneurship and education (Farrokhnia et al., 2022).

Entrepreneurship education is a rapidly developing field of knowledge and is directed at increasing entrepreneurial intentions and skills in work environments.

Broadly speaking, the entrepreneurial process is divided into two phases, namely Phase 1, which represents the "know-how" learning process, and Phase 2, which represents the "practical process", which is directed at problem-solving and value creation (Igwe et al., 2022).

Phase 1, which represents the learning process, begins with awareness, analyzing and evaluating opportunities, and making new discoveries through formal (entrepreneurship education and work environment) or informal (family or social) learning. Meanwhile, Phase 2, which represents the practical process, involves problem solving, leadership, responsibility and value creation, the incorporation of creativity, and ideas, problem identification, innovation and practical action (Igwe et al., 2022) (see Figure 1).



Figure 1. Entrepreneurship as a Process Model

Entrepreneurship as a process model is presented as a cycle of exploration, application, and evaluation of knowledge in entrepreneurship education. However, in practice, it has been found that the model is not particularly effective (Igwe et al., 2022).

Entrepreneurship education refers to the scope of additional courses or programs that specifically focus on the sensitivity to and qualifications of participants in relation to activities related to entrepreneurship. Entrepreneurship education and training is intended to generate authorized capital, to increase business opportunities. Entrepreneurship education programs offer methods and techniques, business planning and market analysis, so as to help students to recognize new business ideas. Some of the key elements of entrepreneurship include the transition of business ideas to the market, market entry strategies, resource acquisition, and how to organize and manage new businesses (Hou et al., 2022).

Entrepreneurs not only have a good influence on themselves, but will also have an influence on the surrounding community in improving the community's economy, so that it can strengthen a country's economy (Hameed & Irfan, 2019). Entrepreneurial intention can be defined as a person's desire to start and manage any new business. The entrepreneurial intention model describes the influence of desire, personal attitude, social norms, self-efficacy, and entrepreneurial knowledge on entrepreneurial intention (Mukesh et al., 2020).

Students and other people with a strong background in entrepreneurship education are expected to be able to run businesses professionally, therefore, in entrepreneurship education programs it is necessary to include courses and practical experiences for students to awaken their intentions and interests to become entrepreneurs (Kayed et al., 2022). In the field of entrepreneurship research, social psychological theory can be used to describe students' attitudes towards entrepreneurial interests (Dobson & Muhammad, 2022).

3. Research Methods

3.1. Research Design

This research was a descriptive study that used mixed methods research, in which researchers combined elements of qualitative and quantitative approaches into one research study, to sharpen the understanding and proof of social phenomena (Baškarada & Koronios, 2018). Mixed methods research explicitly offers a framework for combining methods (Timans et al., 2019). The advantage of the mixed methods approach is that using different data collection methods can minimize the weaknesses of single-method research. In addition, some experts believe that the mixed method approach provides a way to improve the validity of the data that are collected, and provides stronger evidence of the results obtained (Khoo-Lattimore et al., 2019).

The study, thus, collected qualitative and quantitative data. Each of these types of data was processed and analyzed separately and independently. Qualitative data were obtained from offline focus group discussions, while quantitative data were obtained from survey questionnaires. Qualitative data are information related to students' perspectives on entrepreneurship education at the Semarang equality education institution (non-formal education aimed at citizens who had not had the opportunity to receive formal education in schools such as senior high schools), while quantitative data were used to test the research hypothesis that entrepreneurial learning, family background and income, and students' perceptions of entrepreneurship positively affected students' intention to become entrepreneurs.

3.2. Research Instruments

The instruments used in the study were intended to facilitate the process of collecting the required data. The research instrument for collecting quantitative data is a questionnaire of which the questions referred to previous studies, and were modified for this study (Amalia & Korflesch, 2021). The questionnaire contains 15 question items. Each question was answered using a Likert scale ranging from 1 to 5. The questionnaire was tested by three experts who work as lecturers in the Faculty of Economics and Management at Semarang State University. The questionnaire trial was intended to evaluate the suitability and representativeness of the questions contained in the questionnaire, and to ensure they were valid. After the trial, and after the questionnaire had been improved, the questionnaire was distributed through Google Forms.

In addition, to collect qualitative data in the form of student perspectives related to entrepreneurship education, students participated in a focus group discussion, during which researchers asked participants questions that were expected to yield information on the following matters:

1. The knowledge students need to start new businesses;
2. Effective learning methods to increase student interest;
3. Problems and obstacles that students may face in entrepreneurship after graduation; and.
4. Opinions of students about the role of institutions and educators in increasing students' intentions to become entrepreneurs.

3.3. Characteristics and Sampling

The respondents of the study numbered 100 equality education students at Semarang, of whom 40 were male (40%) and 60 were female students (60%). The majority (85%) of respondents were aged 19–22 years.

3.4. Data Analysis

Respondents were divided into two groups, namely students who participated in entrepreneurship learning (A1) and students who did not participate in entrepreneurship learning (A2). Table 1 shows student participation in learning about and interest in becoming entrepreneurs.

Table 1. Student Participation in Learning about Entrepreneurship and Interest in Becoming Entrepreneurs.

Participation in Entrepreneurship Education	Respondents interested in becoming entrepreneurs				
	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Totally agree
Participated in entrepreneurship education (A1)	8,2%	11,5%	27,9%	29,5%	23,0%
Did not participate in entrepreneurship education (A2)	7,7%	23,1%	20,5%	28,2%	20,5%

The group of students who participated in entrepreneurship education numbered 61 students, while the other 39 students did not participate in entrepreneurship learning. Table 2, which shows the extent of student participation in entrepreneurship learning and interest in becoming entrepreneurs, indicates that students who participated in entrepreneurship learning tended to have a greater interest in becoming entrepreneurs than students who did not participate in entrepreneurship learning.

To determine the difference in the level of participation of the two groups of students in entrepreneurship education intended to increase students' interest in becoming entrepreneurs, a non-parametric test was carried out in the form of the U-Mann-Whitney test. The test results obtained a Z score of 2.664 and a p-value of $0.046 < 0.05$. Based on the results of these tests, hypothesis 1 is accepted. This means that there are differences between students' interest in becoming entrepreneurs and whether they take part in entrepreneurship learning.

Table 2. Background, Family Income, and Intention to Become Entrepreneurs.

Family Background	Income	Respondents intend to become entrepreneurs				
		1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Totally Agree
From families that have entrepreneurs	High	0,0%	0,0%	23,5%	58,8%	17,6%
	Low	0,0%	4,0%	40,0%	36,0%	20,0%
Not from families that have entrepreneurs	High	23,7%	36,8%	18,4%	13,2%	7,9%
	Low	35,0%	30,0%	25,0%	5,0%	5,0%

Of the 100 respondents who completed the questionnaire, 42 reported their family group had entrepreneurs; of these, 17 students were from high-income families and 25 students were from low-income families. Meanwhile, 58 respondents were from family groups that did not have entrepreneurs, of whom 38 students were from high-income families and 20 students were from low-income families. Table 3 shows that students with family backgrounds with entrepreneurs – both high- and low-income families – tend to have intentions to become entrepreneurs themselves. However, students who do not come from families with entrepreneurs also have the intention to become entrepreneurs, although not to the same extent as students who have family backgrounds of entrepreneurship.

To test the research hypothesis, a U-Mann-Whitney test was carried out and a Z-score of 4.542 and p-value of $0.037 < 0.05$ were obtained, which lead to hypothesis 2 being accepted. This means that family background and income have a significant positive effect on students' intentions to become entrepreneurs.

Table 3. Student Perceptions and Intentions to Become Entrepreneurs

Factor	Respondents intend to become entrepreneur					Final Percentage
	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Totally Agree	
Perceived Appropriateness (C1)	2,9%	5,9%	11,8%	44,1%	35,3%	34,0%
Perceived Consistency (C2)	0,0%	12,0%	16,0%	40,0%	32,0%	25,0%
Perceived Effectiveness (C3)	7,3%	2,4%	22,0%	26,8%	41,5%	41,0%

Table 3 shows that perceived effectiveness is one of the drivers of a student's intention to become an entrepreneur. Perceived effectiveness is the assumption that entrepreneurial activities and careers can provide results that are in accordance with the wishes of prospective entrepreneurs or entrepreneurs. It is a factor that supports students' intention to become entrepreneurs. This perception can be used as motivation for students to realize their desires through entrepreneurship. Based on the result of the analysis, all supporting factors in Table 3 can increase students' intentions to become entrepreneurs.

A hypothesis test with the U-Mann-Whitney test provided a Z-score value of 2.021 and p-value of $0.001 < 0.05$, and hypothesis 3 was accepted. This means that students' perceptions that career, social environment, and success can be achieved through entrepreneurship have a positive effect on students' intentions to become entrepreneurs.

3.5. Findings of Focus Group Discussion

The focus group discussion was intended to determine students' perspectives on entrepreneurship education at Semarang equality education institutions (community learning centers). Based on the findings of the group discussions, answering questions about the knowledge students need to start businesses in general, the prior knowledge needed by students to start a new business was knowledge of business plan readiness and its potential for success, target consumers, marketing processes, market analysis, and financial management. The

following are examples of how this knowledge would be applied in business practice:

Business Plan Readiness and Potential: For example, students can design a business plan for a bakery that includes an analysis of production costs, sales estimates, profit projections, and growth strategies. In addition, the business plan should discuss the potential of this business to be successful, such as the growth of the bakery market, consumer trends, and the competitive advantages of the products offered.

Target consumer: If students are planning to open a bakery, they need to know who their target customer is. Do they target members of the middle class and offer premium bakery products, or do they focus more on consumers with a more limited budget and offer budget bakery products?

Marketing process: Students have to think about how they will promote their bakery. Will they use social media, flyers, radio ads, or a combination of these methods? How will they attract their first customers and how will they retain those customers?

Market analysis: Students need to understand the bakery market in Semarang. How many bakeries are there already? What are the consumer preferences for choosing bread? What are the challenges and opportunities in this market?

Financial management: Students must understand how to manage the finances of their bakery. This includes determining the right prices for their products, managing production costs, monitoring cash, and calculating profitability. In a focus group discussion, students shared and learned from each other's experiences and knowledge, and received constructive feedback and suggestions.

Also, some students believe that, in order to build a successful business, they need to know about legal requirements, business development, strategies to capture the interest of customers, and digital marketing through a variety of online sales platforms.

In the focus group discussion, 30% of the respondents said they already planned to launch their own businesses, particularly MSMEs (micro, small and medium enterprises). This ambition was particularly strong among respondents who came from entrepreneurial families. Limited understanding is often the reason for prospective entrepreneurs not following through on their ambitions. Incorrect responses to circumstances and situations, and unpreparedness for analyzing problems that arise often have a fatal impact on the success of businesses, so entrepreneurship education was very important to these students, and served as a guideline for starting businesses independently.

What are the entrepreneurial learning methods that are considered effective, according to students?

The learning method of entrepreneurship education that was considered effective by some students was the material learning method accompanied by practice and fieldwork. For example, for digital marketing, students were taught the process directly: how to register for the platform, how to promote through advertising, and so on. Practical knowledge was not the only need students had; on the other hand, students also expected academics knowledge to conduct comparative

studies or invite well-known figures in the business field to share experiences. Students expressed that the learning process is unproductive and tedious if alternative, more engaging approaches are not used, because, up to that point of their entrepreneurship education, the entrepreneurship learning process had only taken place in a classroom setting. Students agreed that learning materials of the entrepreneurship education curriculum would have a less significant impact on increasing students' readiness for entrepreneurship if it is not followed by field learning that reflects the proper world of entrepreneurship.

What are the problems and obstacles students face in starting new businesses?

Most of the students were from families with entrepreneurship backgrounds, however, since the start of the COVID-19 pandemic, many businesses had experienced a decrease in turnover, store closures, and bankruptcy. Students expressed the hope that the entrepreneurship education they were undergoing would provide solutions to these problems, for example, learning about online marketing. In addition, the problem that is often faced by students when they start new businesses is that they lack capital. Students need business facilities and platforms for entrepreneurs who want to start new businesses, but are constrained by a lack of capital.

So, based on the results of discussions related to problems and obstacles, the main obstacle facing students in starting businesses is lack of capital. The capital they have is limited, so they are hesitant to start new businesses or run their family's businesses. Once the problem of capital has been resolved and the business has been established, another problem that arises is fluctuating or erratic turnover. These problems often mean that operating profits do not cover the initial capital. So, what is the solution? A solution could be expanding the marketing of business products online.

What do students think is the role of academics and educators in stimulating students' intentions to become entrepreneurs?

According to some students they expect education institutions, as providers of entrepreneurship education, to support and provide positive motivation for students who want to be entrepreneurs after graduation. Many students consider the institution to be more than a place to gain basic knowledge of entrepreneurship through the entrepreneurship education curriculum and the role of teachers, in addition, they want entrepreneurship education to provide an opportunity to motivate the intentions of students who have started entrepreneurship simply to motivate the belief in entrepreneurship for those who just want to start it. Education institutions, educators, and students should work together to improve the regional economy by stimulating young entrepreneurs from an equal education environment. The positive affirmations given by educators, especially in the entrepreneurship education curriculum, are considered to have a positive impact on the students who follow them.

Based on the findings of the discussion, students expected the role of education institutions to involve more than being a place to gain knowledge. Instead, education institutions were expected to be the main bridge that leads students in becoming entrepreneurs. Positive appreciation expressed by education institutions really helped students to increase their confidence to become

entrepreneurs in the future. Even if success cannot be guaranteed, ~~If they are not sure~~, at least they gained knowledge on how to become entrepreneurs.

Do students, education institutions, educators, and entrepreneurship education stimulate students' intentions to become entrepreneurs?

According to some students, all the elements that are linked in the entrepreneurial education chain are interrelated. If this is the case, do all these elements have an impact on increasing students' intentions to become entrepreneurs? All the respondents agreed that all elements who joined and contributed to the entrepreneurship education program could heighten their intention to become entrepreneurs, although they argued that the increase in entrepreneurship desire was not great. However, for them, the positive affirmations given by all elements (student, education institutions, educators, and entrepreneurship education) in the entrepreneurship education program had an impact on their intentions to become entrepreneurs.

4. Discussion

This study aimed to interpret the implementation of entrepreneurship education to encourage entrepreneurship intentions based on the perspectives of students in equality education at Semarang Equality Education institution.

Research question 1: Is there a difference in the levels of interest of students of Semarang equality education institution to become entrepreneurs who are engaged in entrepreneurship education, and students who are not? Based on the results of data analysis, student participation in entrepreneurship learning affects their interest in becoming entrepreneurs. Students who participate in entrepreneurship learning tend to have a greater intention to become entrepreneurs than students who do not participate in entrepreneurship learning. This finding corresponds with the findings of Igwe et al. (2022), although the results show that there is no significant difference in entrepreneurial intentions of business students who participate in entrepreneurship education and students who do not, though this study reveals that the number of students who take entrepreneurship courses is slightly higher among those who do not participate. In contrast, Herman (2019) found that student participation in entrepreneurship education has no significant effect on students' entrepreneurship intentions.

Differences in the physical learning environment, technology and infrastructure, social interaction in diverse learning environments can spur students' cognitive growth and strengthen their intellectual performance while developing critical thinking that contributes to the successful transfer of knowledge (Chen et al., 2022). The development of instrumental skills leads to an increase in competence arising from one's abilities (Mets et al., 2022). In addition, competency-based learning is more successful in increasing student participation and involvement in entrepreneurship education than traditional learning which focuses on theoretical knowledge alone (Knox, 2022). Basically, entrepreneurship education is intended as a forum for students to acquire, learn, and knowledge about entrepreneurship.

According to students who participated in this study, the knowledge needed to start a business is basic knowledge about entrepreneurship for success, including

the readiness of business plans and an indication of their potential, knowledge of target consumers, marketing processes, market analysis, and financial management. These findings correspond with that of Byun et al., (2018), namely that the knowledge that is important in relation to the basic concept of entrepreneurship and start-ups is being aware of business opportunities, knowledge of business feasibility analysis, writing business plans, practical accounting, finance and marketing. According to Li et al., (2022) the theory of entrepreneurship has a positive impact on the independence of entrepreneurs in China, if applied through a classical teaching approach.

Research question 2: Does family background and income affect a student's intention to become an entrepreneur? The survey results found that family background and income positively affect students' intentions to become entrepreneur (Figure 2).

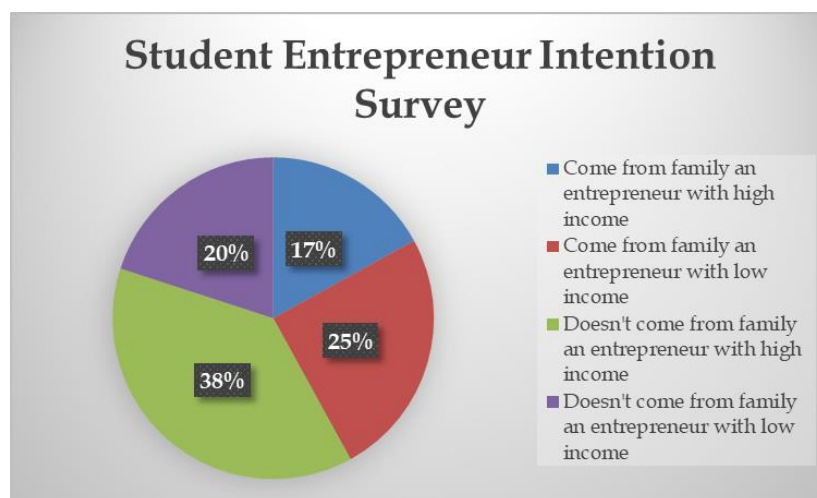


Figure 2. Student an Entrepreneur Intention Survey

This finding is that 17% of students who have low-income entrepreneurial backgrounds intend becoming entrepreneurs, as do 25% of students who have high-income entrepreneurial backgrounds. Some of these students become involved in businesses that started as family businesses. Meanwhile, 38% of students who do not have entrepreneurial backgrounds and relatively high family incomes intended to become entrepreneurs, while only 20% of students who did not have entrepreneurial backgrounds, and low family incomes wanted to become entrepreneurs. Students who had entrepreneurial family backgrounds and low family incomes wanted to become entrepreneurs. Student who had entrepreneurial family backgrounds with either high or low incomes tend to have a greater intention to become entrepreneurs than students who do not have entrepreneurial family backgrounds.

The findings of the study confirm the research of Herman (2019), who found that a student's entrepreneurial family background and entrepreneurial personality traits positively affected their entrepreneurial intentions in the future. There was a greater intention to engage in entrepreneurship among students who benefited from informal entrepreneurship education through parental observation or engaging in family business activities. Similar research findings are the results of a study by Zhang et al. (2022), that individuals whose family members had

entrepreneurship experience had a stronger sense of self-efficacy for entrepreneurship than individuals whose family members had no entrepreneurship experience. The findings of the study by Zhang et al. differ from the findings of Nguyen (2018), who found that students who have self-employed parents do not show higher entrepreneurship intentions than students whose parents are not self-employed. There is a tendency for students to start new businesses or follow in the footsteps of their parents to do business (Rosado-Cubero et al., 2022).

Research question 3: Do students' perceptions of entrepreneurship affect students' intention to become entrepreneurs? Student perceptions, in the form of perceived appropriateness, perceived consistency, and perceived effectiveness affect students' entrepreneurship intentions. However, from these three perceptions, perceived effectiveness is considered to have a greater impact on increasing students' entrepreneurship intentions. These findings are confirmed by the research findings of Boubker and Ouajdouni (2021), that perceived appropriateness and perceived effectiveness affect intentions. Attitudes towards and behavioral controls for entrepreneurship tend to be positively related to entrepreneurship intentions, but social norms do not have an important effect (Küttim et al., 2014). The entrepreneurial traits of students will develop if they participate in entrepreneurship programs. Student motivation and engagement will foster awareness of their abilities through a practical approach to encouraging student readiness to face all possibilities in entrepreneurship development (Colombelli et al., 2022).

Research question 4: Can entrepreneurship education heighten a student's intention to become an entrepreneur? In discussions with students, they agreed that entrepreneurship education had a positive effect on their intentions to become entrepreneurs. In addition, an effective entrepreneurship education learning system requires the cooperation of all parties involved, including education institutions, educators, curriculum developers, and students, in order to produce entrepreneurs that contribute to reducing unemployment among people of a productive age.

The study Iwu et al. (2021) found that entrepreneurship education has a significant impact on students' entrepreneurship intentions. Insights into the importance of entrepreneurship education need to be included in the equality education curriculum. Conformity between academic programs and competent educator components can encourage students' entrepreneurial spirit, which can be expected to motivate students' entrepreneurial interest and drive (Iwu et al., 2021). The study of Handayati et al. (2020) had similar findings. Research by Othman et al. (2022) found that entrepreneurship education had a positive impact on students developing themselves to enter the world of entrepreneurship. According to Cascavilla et al. (2022), orienting a learning system for entrepreneurship education to practice rather than theory is considered more effective. Costin et al. (2022) found an increase in entrepreneurial talent after students had participated in entrepreneurship education programs. Therefore, entrepreneurship education is likely to be an effective means of developing business knowledge and skills.

According to Guerrero et al. (2020), educational programs have an important role in helping individuals develop skills and the ability to identify business and employment opportunities in uncertain situations, so that, if individuals undergo educational programs, they can achieve the highest level of work tolerance, as required to be an entrepreneur. Frederiksen and Berglund (2020) explain that teaching theory and practice in entrepreneurship education leads to an increase in student interest in the concept of work identity, which is part of the integral learning of entrepreneurship. Increased student engagement in business activities is an early sign that the curriculum is successful in promoting entrepreneurship (Blimpo & Pugatch, 2020). It is important to introduce a framework for entrepreneurship education that supports comparative analysis, and to promote subsequent research in the context of entrepreneurship education (Thomassen et al., 2020).

Entrepreneurship is considered to be the best approach to achieving economic growth for a country. For this reason, it is necessary to increase the effectiveness of entrepreneurship education in the entrepreneurship education curriculum, and to consider that the role of education is to provide human resources employability and to adjust skills to meet the needs of the labor market (Herman, 2019). Academics play a role in providing the means to bridge the roles of educators and students (Jones, 2019). To activate an entrepreneurship education program, it is necessary to find direction in the development and improvement of the program (Byun et al., 2018). Psychological empowerment during the process of entrepreneurship education positively affects students' entrepreneurial intentions to build businesses independently (Kayed et al., 2022).

5. Conclusion

This research faced limitations in interpreting the findings of the study. First, the research was focused on students' perceptions of entrepreneurship education programs, which means that the perspectives of equality education institutions and educators on the impact of organizing entrepreneurship education programs to increase students' entrepreneurial intentions is not yet known. Second, even though the respondents were equality education students in community learning centers at Semarang, the percentage of students of equality education who took part in the study is less than 10% of the total. Thus, this study does not represent the opinions of all the students regarding the implementation of entrepreneurship education. Third, the scope of research was narrow. Further research is needed to investigate other issues in the world of entrepreneurship education, such as effective entrepreneurship learning methods and models, entrepreneurship education curriculum standards, and so on.

6. References

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