

# Experience in Organization as Mediator of Entrepreneurship Education for Entrepreneurship Intention

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## ABSTRACT

The purpose of this research is to describe organizational experience, entrepreneurship education and entrepreneurship intention; analyze the effect of entrepreneurship education on entrepreneurship intention; analyze the effect of entrepreneurship education on organizational experience; analyze the effect of organizational experience on entrepreneurship intention; and analyze the effect of entrepreneurship education on entrepreneurship intention through entrepreneurship interest in students. This research uses explanatory research. The research population is all students of Universitas Merdeka Malang who have received entrepreneurship courses and are active in campus entrepreneurship organizations. This study used a Likert scale questionnaire which was distributed to 100 respondents. Random sampling technique was used to determine the respondents. This study concludes that entrepreneurship education has a significant effect on entrepreneurship intention and organizational experience, a significant influence also occurs on organizational experience on entrepreneurship intention. The research also shows that the indirect effect of entrepreneurship education on entrepreneurship intention through organizational experience is more prioritized and optimal than the direct effect of endogenous variables.

**Keywords** : : Entrepreneurship Intention, Entrepreneurship Education, Organizational Experience

## 1. INTRODUCTION

The increasing number of intellectual unemployment cannot be separated from the problem of limited job opportunities for university graduates. Data from the Central Statistics Agency in August 2021 states that the open unemployment rate in Indonesia in 2014 reached 6.26% or 16,902,000 or nearly 17 million and the unemployment rate was around 6.90% of the TPT (Open Unemployment Rate) and continues to grow. This is an irony in itself because it is expected that college graduates have better job opportunities but based on these data many college graduates do not get decent jobs. This can be minimized if college graduates can see that starting a business is an effective way to earn income and of course reduce unemployment.

The interest of students to become entrepreneurs is still not great, the stigma of being a civil servant (civil servant) or company employee is still the main goal of job seekers. Student interest is low in almost all universities in Indonesia. The entrepreneurship interest of Merdeka University Malang students who are not yet optimal is shown by their lack of active participation in entrepreneurship practice activities and entrepreneurship seminar activities organized by the university. Therefore, there are many efforts made by universities, especially at the Faculty of Business Economics, Universitas Merdeka Malang to increase student entrepreneurship interest through entrepreneurship education as a general course for each study program at the Faculty of Business Economics and entrepreneurship programs such as "UKM (Student Activity Unit) Entrepreneurship " So that it can add insight to students in entrepreneurship that can be developed later in the community.

Entrepreneurship education which is taught in the lectures of the Faculty of Business Economics, Universitas Merdeka Malang is one of the general courses that teaches the theory and practice of entrepreneurship to students. The purpose of entrepreneurship education at the University of Merdeka Malang is to provide students with provisions so that they are able to live independently

and can create jobs that can generate income. It is an investment in human capital to prepare students to start a new business through the integration of experience, skills and knowledge essential to developing and expanding a business.

Entrepreneurship education is designed to instill the competencies, skills and values needed in recognizing business opportunities, organizing and starting new businesses (Brown in Izedonmi & Okafor, 2010). This is reinforced by Lestari & Wijaya (2012). Entrepreneurship education does not only provide a theoretical foundation on the concept of entrepreneurship but also shapes the attitudes, behavior, and mindset of an entrepreneur.

Entrepreneurial interest is influenced by several factors, according to Hendro (2011: 61-63) there are factors that influence entrepreneurship intention, including (1) individual / personal factors, (2) education, (3) family encouragement, (5) compulsion and circumstances. Meanwhile, according to Mc. Lelland (in Suryana, 2013: 109). The results of the research by Fauziah et al (2014) show that the importance of entrepreneurship education is included in the learning curriculum, so that it can increase students' entrepreneurship intention as a career choice. material that has been obtained so that it becomes a perfect combination.

## **2. LITERATURE REVIEW**

### **2.1 Entrepreneurship Intention**

Entrepreneurship intention is the desire, interest and willingness to work hard or have a strong will to be independent or try to fulfill their needs without being afraid of the risks that will occur, and have a strong will to learn from failure (Fu'adi, et al., 2009). :92), entrepreneurial interest is a student's positive belief which in turn will have a positive impact on attitudes towards entrepreneurship which is the result of encouragement and support from others (Chuah et al, 2016).

The individual's desire to start or open a business by creating a product or new services is a manifestation of entrepreneurial interest (Utami, 2017). Entrepreneurial intention is the thought that drives to create a new business or venture. The belief recognized by entrepreneurs that there is an intention to do new business in the long term (Thompson, 2009). Entrepreneurial interest is the ability to venture into business meet the needs of life and solve life's problems, promote a business or create a new business with the strength that by own self.

### **2.2 Entrepreneurship Education**

Entrepreneurship education is the science, art and behavior, traits, characteristics and character of a person who has the ability to realize innovative ideas into the real world creatively (Kristanto, 2009: 2). According to Cheung and Chan (2011) "Entrepreneurship Education can make a contribution to both promoting students' entrepreneurial spirit and enriching students entrepreneurial skills and other work related skills". In this case, entrepreneurship education is not only obtained from entrepreneurship courses, but knowledge from the family environment as well as from entrepreneurship training.

According to Suherman (2008: 21) explains that entrepreneurship education aims to create creative entrepreneurs in the sense of individuals who have high creativity in carrying out their life activities later, especially in the business world or other professions, so that an entrepreneurial spirit can be formed in a person with all his competencies. Through entrepreneurship education, students are invited and directed so that they are able to open their horizons about how important entrepreneurship is because it can be used as a potential to be able to provide a good life in today's working world conditions. actual experience in applying their knowledge in the business world.

Ahmad and Seymour (2008) argue that entrepreneurial activity is an active human action in pursuit of value generation, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Entrepreneurial activity not only provides a theoretical basis for the concept of entrepreneurship but also shapes the attitudes, behavior, and

mindset of an entrepreneur. Entrepreneurship education in general is an educational process that applies principles and methodologies towards the formation of life skills in students through an integrated curriculum developed in schools and universities.

### **2.3 Entrepreneurial organizational experience**

According to Aziz et al (2018), experience is a source of knowledge and experience gained due to the interaction between individuals and their environment. Students who study in tertiary institutions can gain experience that is not obtained during face-to-face lectures with lecturers, one of which is by organizing. Students can join organizations on campus or off campus. The definition of an organization according to Wursanto (2015) is a group of people who have a structure or chart that describes the working relationship, power, authority and responsibility between officials in an organization.

Entrepreneurial experience according to Douglas (in Heinrichs, 2013) entrepreneurial experience is the experience of an individual in entrepreneurship and understands the system in running a business. Meanwhile, Nuskhi & Setiana (2004) stated that the aspect of business experience is through the courage to take risks by holding learning activities that not only convey messages theoretically, but members are given the opportunity to try. Gurbuz & Aykol (2008) emphasized that education, experience and entrepreneurship provision from an early age can increase a person's potential to become an entrepreneur, in addition to support from the academic, social and business environment. From the description above, it can be concluded that the entrepreneurial organization experience is the experience gained by students in a group of people who have one vision and mission of entrepreneurship that is realized together.

## **3. METHODS**

### **3.1. Research design.**

This research is included in the type of survey research, namely research that takes a population using a questionnaire as the main data collection tool, Research uses explanatory research, which is to find out whether a variable is associated or not with other variables, or whether a variable is caused or not. influenced or not by other variables,

### **3.2. Population**

The Population in this study was all students of the Faculty of Economics and Business, Universitas Merdeka Malang who had received entrepreneurship courses and was active in intra-campus Entrepreneurship organizations totaling 146 students.

### **3.3. Sample and Sampling**

The sample of this study was 100 students of the Faculty of Economics and Business, Universitas Merdeka Malang.

### **3.4. Data collection techniques**

Data collection techniques used are questionnaires or questionnaires. Answers to the questionnaire are presented according to a Likert scale with a choice of 5 points. The highest point indicates the perception of strongly agreeing to the lowest point stating strongly disagree. The results of the data tabulation were tested for validity and reliability.

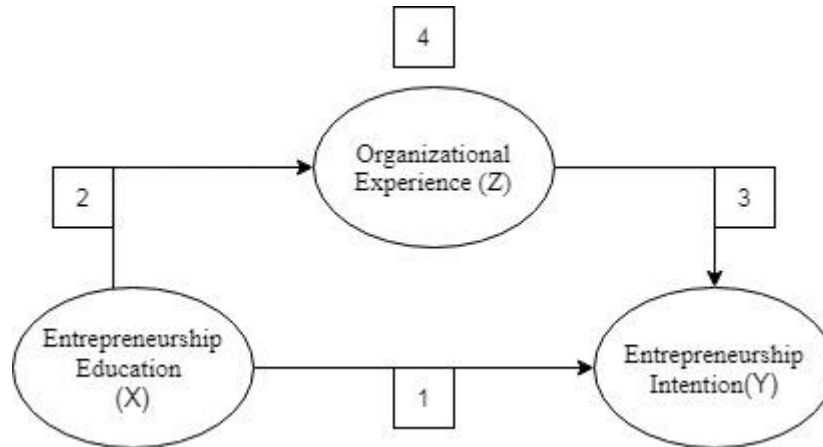
### **3.5. Variables and indicators**

The exogenous variables of entrepreneurship education are reflected by 3 indicators of Entrepreneurial Desire, Insight and Raising Awareness. The moderating variable of organizational experience is reflected by 3 indicators, namely the characteristics of the organizational group, communication within the organization and the reasons for choosing the organization. The

endogenous variable of entrepreneurial interest is reflected by 3 indicators, namely feelings of pleasure, feelings of interest and intention to realize.

### 3.6. Conceptual framework

**Figure 1**  
**Conceptual Framework**



### 3.7. hypothesis

- H1: Entrepreneurship Education affects Entrepreneurship intention
- H2: Entrepreneurship Education affects Experience in Organization
- H3: Organization Experience affects Entrepreneurship intention
- H4: Entrepreneurship Education affects Entrepreneurship intention through Organizational Experience

## 4. RESULT

### 4.1. Characteristics of respondents

Gender Most of the respondents who filled out the questionnaire were women and at the age level of 19 to 24 years.

### 4.2. Testing the instrument

The results of the test of the questions on the measured variables are declared valid and reliable. Each calculated r value is greater than r table (0.195) as well as Cronbach's Alpha value is greater than r table (0.600).

### 4.3. Descriptive measurements

Descriptive appears in Table 1 below:

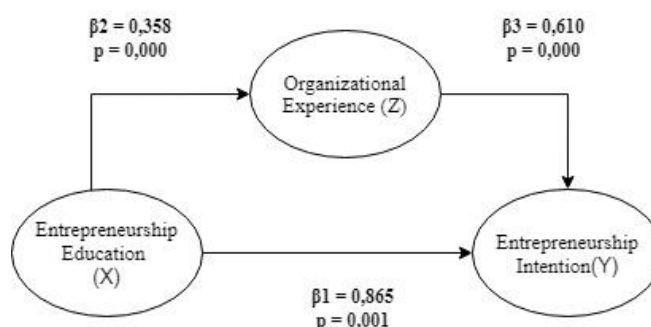
*Table 1. Descriptive Indicators of Research*

Entrepreneurship Education	Score Average	Experience Organize	Score Average	Entrepreneurship Intention	Score Average
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Desire entrepreneurship	3,94	Characteristics of a group of organizations	3,97	Feeling happy about Entrepreneurship	4,33
Insight	3,88	Communication within the organization	3,89	Feelings of interest	4,24
Raise awareness	3.89	Reasons for choosing an organization	3,94	Intention to realize	4,22

The results from Table 1 show that each research indicator is able to reflect measurable variables; this can be seen from the Entrepreneurship Education indicators consisting of Entrepreneurial Desire, Insights and Raising Awareness. The Entrepreneurial Desire indicator gives the largest contribution to the Entrepreneurial Education variable, while Insight provides the least contribution. Organizational Experience Variables can be reflected by indicators of organizational group characteristics, communication within the organization and reasons for choosing the organization. Indicators of organizational group characteristics contributed the most to the Organizational Experience variable, while Communication within the organization contributed the lowest. Entrepreneurial interest variable n can be reflected by indicators of feeling happy, feeling interested and intention to realize. The feeling of pleasure indicator gives the greatest contribution to the trust variable, while the intention to realize it gives the lowest contribution.

Figure 2  
Results of path analysis of entrepreneurship education on entrepreneurship intention through organizational experience



The results of the study indicate that all variables in the study have a significant influence on one another. The results of the hypothesis are shown in table 2 below.

Table 2  
Effect of Direct, Indirect Influence of entrepreneurship education to the entrepreneurship intention Through Organizing Experiences

Variable	Direct Effect	Indirect Effect	Total Effect
Entrepreneurship education → entrepreneurship intention	0,865		0,865
Entrepreneurship education → Organize Experience	0,358		0,358
Pengalaman Berorganisasi → entrepreneurship intention	0,610		0,610

Entrepreneurship education →	0,358	0,865 x 0,590	0,886
Organize Experience →		= 0,528	
Entrepreneurship intentio			

Based on Table 2, it appears that the total influence of the entrepreneurial education variable on entrepreneurial interest through organizational experience (0.886) is greater than the direct effect of entrepreneurship education on entrepreneurial interest (0.865). These results indicate that organizational experience is a moderating variable in the effect of entrepreneurship education on entrepreneurial interest, because the total value is greater than the direct effect. Thus the fourth hypothesis is statistically accepted or tested.

## 5. DISCUSSION

### 5.1. The Effect of Entrepreneurship Education on Entrepreneurship intention

Entrepreneurship education affects the entrepreneurial intention of students; this shows that entrepreneurship intention will be created with a good and competent entrepreneurship education which consists of three indicators, namely the desire for entrepreneurship, Insight and Growing Awareness. If the entrepreneurship education obtained by students is appropriate, then students will have a great entrepreneurship intention. Vice versa, if entrepreneurship education does not provide appropriate and appropriate education, students will be unhappy and not interested in starting a business. The results of this study also support research conducted by Atmaja & Margunani, (2017), Packham et al. (2010), Hermina et al (2011), Lestari (2012), Wahyudiono (2017), Putri (2017) which state that entrepreneurship education has a significant influence on entrepreneurship intention. With appropriate entrepreneurship education, it can provide a solid foundation to develop an entrepreneurship intention.

### 5.2. The Effect of Entrepreneurship Education to Experience Entrepreneurship

Organizational education has an effect on Organizational Experience, this shows that the organizational experience of entrepreneurial SMEs will be optimal with good and competent entrepreneurship education. Entrepreneurship education can provide the right theory while organizational experience is an optimal place for practice. If the entrepreneurship education obtained by students is appropriate, then students will have good entrepreneurial organizational experience as well. Vice versa, if entrepreneurship education does not provide appropriate and appropriate education, students will not be optimal in participating in entrepreneurial SMEs because they have chosen a solid scientific foundation. Another study conducted by Raposo and Paco (2011) that there is a positive relationship between entrepreneurship education and entrepreneurial activity in the process of creating a business and becoming an entrepreneur.

The results of this study also support research conducted by Cohen and Avrahami (2006) which states that individuals who have an understanding a good education can spend more time in an organization. This shows that entrepreneurship education has a significant influence on organizational experience. With appropriate entrepreneurship education, it can provide a solid foundation to develop an entrepreneurship intention. This study differs from Pavalache-Ilie (2014), which indicates that the more educated a person is, the less active they are in an organization.

### 5.3. The Effect of Organizational Experience to Entrepreneurial Intention

Organizational experience has an effect on entrepreneurial intention; this shows that organizational experience in entrepreneurial SMEs has an impact on entrepreneurial intention. The experience of organizing in entrepreneurial SMEs will increase the sense of pleasure, and interest in realizing to become entrepreneurs in the future. The results of this study also support research conducted by Istiqomah (2008), Kurniawan (2018), and Putri (2019), which states that organizational experience has a significant influence on entrepreneurial intention. With the

appropriate organizational experience, it can provide examples of real implementation to foster entrepreneurship intention.

#### **5.4. The Effect of Entrepreneurship Education on Entrepreneurship intention Through Organizational Experience**

Organizational experience is an amplifier (mediates) of entrepreneurship education on entrepreneurial intention, which means that competent organizational experience can increase entrepreneurial intention, if entrepreneurship education also increases. As view, Entrepreneurship education is guidance given by someone to change a person's attitude and mindset to be interested in becoming an entrepreneur. In addition to entrepreneurship education, entrepreneurship training is needed such as entrepreneurship seminars and entrepreneurship practices because the seminars that invite successful entrepreneurs will provide their own motivation for entrepreneurship while entrepreneurship practices will provide experience and can be a driving force for entrepreneurship intention. This is in line with the research of Suharti and Sirine (2011) that providing education and entrepreneurial experience to a person from an early age can increase a person's potential to become an entrepreneur.

The findings of this study are that entrepreneurship education has an effect on organizational experience and entrepreneurial intention. Organizational experience has an effect on entrepreneurial intention. Organizational experience is reinforcement for entrepreneurship education to increase student entrepreneurship intention.

## **6. CONCLUSIONS AND SUGGESTIONS**

### **6.1. Conclusion**

Based on the results of the analysis and discussion, it can be concluded as follows:

- 1) The statistical descriptive results show that Entrepreneurship Education is formed by the desire to be entrepreneurial, Insight and Raise Awareness. The main thing that can improve Entrepreneurship Education is the desire for entrepreneurship. Organizational experience is shaped by the characteristics of the organization's group, Communication within the organization and the reasons for choosing the organization. The main thing that can improve the student experience is the Characteristics of the organizational group. Entrepreneurship intention is formed by feelings of pleasure, feelings of interest and intention to realize. The main thing that can increase entrepreneurship intention is feeling happy about entrepreneurship.
- 2) Entrepreneurship education can increase students' entrepreneurship intention, which means that the better entrepreneurship education provided by UNMER Malang lecturers can increase entrepreneurship intention.
- 3) Entrepreneurship education can improve students' organizational experience, especially UKM Entrepreneurship, which means that the better entrepreneurship education provided by UNMER Malang lecturers can increase active contributions in the form of student experience in entrepreneurial organizations.
- 4) Organizational experience can increase students' entrepreneurship intention, which means that the better organizational experience provided by UNMER Malang lecturers can increase entrepreneurship intention.
- 5) Organizational experience becomes an effective and significant mediator in mediating the effect of entrepreneurship education on entrepreneurship intention. This shows that students who receive entrepreneurship education and organizational experience are more optimal in forming entrepreneurship intention in students

### **6.2. Suggestions**

Based on research results and conclusions that have been put forward, the suggestions put forward in this study are as follows:

1) Theoretically

- a) Entrepreneurship education and organizational experience need to be improved because they are able to influence entrepreneurship intention, by focusing on measurable entrepreneurial practices through events organized by the ride-hailing campus so that students become accustomed and motivated to become entrepreneurs after they graduate.
- b) For further research, it is necessary to develop entrepreneurship education as a reinforcement of entrepreneurial intention, by adding variables that affect entrepreneurial intention, such as students' internal variables and business environment variables.

2) Practically

The educators of entrepreneurship courses at the Merdeka University, Malang maintain the provision of entrepreneurship education for students so that students are interested in becoming entrepreneurs. For entrepreneurial SMEs to be more active in holding events both internally and externally on campus so that students can clearly see opportunities and opportunities so that they can directly develop interest in starting entrepreneurship.

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