

# ***THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES***

## **Influence of Entrepreneurial Learning toward Entrepreneurial Intention of Vocational High School Students**

**Dr. Muh. Ma'ruf Idris**

Lecturer, Universitas Negeri Malang, Indonesia

**Dr. Amat Mukhadis**

Professor, Universitas Negeri Malang, Indonesia

**Dr. Marthen Pali**

Professor, Universitas Negeri Malang, Indonesia

**Dr. Abdi Akbar**

Lecturer, Universitas Negeri Makassar, Indonesia

### ***Abstract:***

*The demand for entrepreneurial qualification and entrepreneurial competence causes entrepreneurs to transform into successful entrepreneurs but in reality not all businessman are entrepreneurs who have an entrepreneurial spirit. Entrepreneurial learning is one way that can be used to develop entrepreneurial knowledge and entrepreneurial skills and self-confidence and will ultimately impact on improving students entrepreneurial intentions.*

*The purpose of this research is to study conceptually the influence of entrepreneurial learning on the intention of entrepreneurship of vocational school students. This study is based on the literature review to see the effect between entrepreneurship learning on student entrepreneurship intentions. The first part of this paper is an introductory part of entrepreneurial learning that examines entrepreneurial learning, and in the next section examines the entrepreneurial intentions theoretically and then continues by examining the influence of entrepreneurial learning in relation to intentions.*

*In the end a study of the influence of learning on entrepreneurship intentions is proposed based on the study of the theories constructed, and the results of the research and the implications are summarized in the conclusion section as the basis for further research.*

***Keywords:*** *Entrepreneurial Learning, entrepreneurial intentions*

### **1. Introduction**

Entrepreneurship is a process that aims to make change and do something different, with the purpose to generate welfare for the individual and add value to society (Kao, 2006). Entrepreneurship can also be seen as a formation of new organizations (Gartner, 1998; Thornton, 1999; Kumar, 2008). This makes a person more aware of the work context and ability to take advantage of opportunities, and provides the basis for entrepreneurs in preparing for social and commercial activities.

Entrepreneurs are generally less interested in things that are not in line with their vision and mission, and they are willing to spend the next ten to fifteen years making historical development. Total absorption of opportunity, innovation and dedication becomes very important in turning new ideas into reality. The demand for entrepreneurial qualification and entrepreneurial competence causes entrepreneurs to transform into successful entrepreneurs but in reality not all businessman are entrepreneurs who have an entrepreneurial spirit. Entrepreneurship can be understood as a process of identifying opportunities for creating or releasing value and shaping a business that brings together resources to exploit opportunities (Rae and Carswell, 2001).

Entrepreneurship is not merely a topic, it is also a different way of teaching and helping young people to fully develop their potential. The entrepreneurial mindset is not just for entrepreneurs but must also include on various stakeholders who are willing to support and cooperate in various dynamic efforts in increasing entrepreneurial interest. In addition, people who have an entrepreneurial mindset while not engaging in entrepreneurial activity may indirectly stimulate others to start a business (Kelley, et al., 2010).

Smilor (1997) states that effective entrepreneurs are exceptional learners. They learn from everything. They learn from customers, suppliers, and especially competitors. They learn from employees and associates. They learn from other entrepreneurs. They learn from experience. They learn by doing. They learn from what works and, more importantly, from what does not work.

The decision to become an entrepreneur involves complex mental processes. Understanding the process at the time of formation to become an entrepreneur means that this process occurs during the student's educational period (Mares, et al., 2016). This process is important because entrepreneurship education influences the formation of a strong intention and it is well known that entrepreneurship is a promising career choice and should be introduced to students from an early age.

## 2. Entrepreneurial Learning

Mamuasi (2010) states that learning is an educational concept that has a wide range and is used in many ways. Learning can be used to show; 1) acquisition and mastery of what has been known about something, 2) counseling and explanation of one's experience, and 3) an organized process of testing ideas relevant to the problem, or it can be said that learning is used to describe a result, process or function.

Holcomb, et al. (2009) defines entrepreneurial learning as a process in which people absorb new knowledge from direct experience or from observations of other people's behavior, actions and consequences, make intuitive or heuristic conclusions because of uncertain environmental and inconsistent information, and regulate the knowledge gained by connecting with a pre-existing knowledge structure.

Entrepreneurship can be understood as a process of identifying opportunities for creating or releasing value and shaping a business that brings together resources to exploit opportunities (Rae and Carswell, 2001). Rae and David (2005) define entrepreneurial learning as learning to recognize and act on opportunities, and social interaction to start, organize and manage businesses. According to Dermol (2010), entrepreneurial learning is defined as all forms of education and training, both formal and informal, that contribute to the entrepreneurial spirit and learning with or without a commercial purpose.

Deakins and Freel (1998) state that entrepreneurs are forced to change behavior through learning experiences. Experience can produce new meaning and bring about change in the consequences of thinking and behavior. Entrepreneurship learning emphasizes the accumulation of knowledge through observation of ongoing events, imitations and practices, so as to help entrepreneurs and aspiring entrepreneurs adapt to their external environment (Lu, et al., 2016).

Politis, (2005); Moustaghfir and Sirca (2010) explain that entrepreneurial learning is a process that facilitates the development of the knowledge necessary to become more effective at starting and managing new business. Entrepreneurship learning as a process of experience whereby enterprising individuals continually develop their entrepreneurial knowledge throughout their professional lives. One approach to establishing an entrepreneurial culture is through educational processes (Moustaghfir and Sirca, 2010). Entrepreneurship learning aims to stimulate personal skills from an early age that will form the basis of entrepreneurial behavior, or encourage entrepreneurship as a career choice. Entrepreneurship learning can also be understood as a lifelong learning process, where knowledge is continually shaped and revised when new experiences occur (Sullivan, 2000).

## 3. Entrepreneurial Intention

Intention begins with intentionality, which is a state of mind that directs one's attention toward a particular goal of achieving something. The entrepreneurial process is a way of thinking that emphasizes opportunities and not on threats. Identifying opportunities is clearly a deliberate process, and therefore, the entrepreneurship intentions are important for explaining entrepreneurship (Krueger, et al. 2000).

Scientists have defined that the entrepreneurial intentions as the state of mind of a person who has the desire to create a new company or provide new values within an organization (Wu and Wu, 2008, Prophet, and others 2006; Guerrero, et al. 2008). Also Bird (1989) which states that the entrepreneurial intention is a person's mind state that targets in the creation of new business, developing new business models or adding new values to a company. Zain, et al. (2010), states that an entrepreneurship intention is defined as a person's volunteerism in expressing entrepreneurial behavior or engaging in entrepreneurial activity associated with initiatives for self-employment and in starting a new business. The intention of entrepreneurship is a reflection of courage, ambition and self-confidence. Riverola (2016), states that intentions encompass motivational factors that influence behavior, which is demonstrated by individual efforts in planning to mobilize the ability to manifest behavior into practice. This is corroborated by Ajzen (1991), which states that the higher the intention to realize an action, the higher the likelihood of performance will occur in order to realize the action. So in this case the intention becomes the best predictor of one's behavior in the future (Ajzen, 2005).

## 4. Effect of Entrepreneurship Learning on Entrepreneurship Intentions

The entrepreneurship intent may be seen as an intention to create a new organization or business (Gartner, 1988). Entrepreneurship learning is one way that can be taken to build and improve students' intentions on entrepreneurship, this is reinforced by the opinion of Cope (2005) which states that a better theoretical understanding of entrepreneurial learning is very important, because through learning entrepreneurs and aspiring entrepreneurs grow and thrive.

Minniti and Bygrave (2001), stated that entrepreneurship is a learning process, where entrepreneurial learning results from strengthening one's beliefs in a particular action because of the positive outcomes they get. The same thing is also expressed by Souitaris, et al. (2007) who found that entrepreneurship education stimulated subjective norms and student intentions on entrepreneurship by giving them the knowledge, skills and self-confidence that then inspired them to choose entrepreneurship as a career. The study by Moses et al (2016) also concluded that an effective approach to entrepreneurial learning and an adequate learning orientation may affect one's entrepreneurial intentions.

Gibcus, P., et al. (2012), states that, entrepreneurship education has a positive impact on entrepreneurial mindset for the younger generation, their intentions on entrepreneurship, their employability and ultimately on their role in society and economics. Another study conducted by Lestari (2012) shows that entrepreneurship education has a significant effect on the intention of entrepreneurship. Thus, students who have taken entrepreneurship courses will have intrinsic values and entrepreneurial characteristics that will enhance their intentions and their love of entrepreneurship.

Duijn (2003), states that academically, entrepreneurship education has a significant effect on student intentions to start new business. This is confirmed by Lestari (2012) based on the results of her research concluded that entrepreneurship education significantly influence the intention of entrepreneurship.

## 5. Conclusion

This study provides preliminary information that entrepreneurial learning in vocational high school has been able to give effect to entrepreneurial intention. of the students. This happens because entrepreneurial learning is able to provide entrepreneurial knowledge and be able to generate entrepreneurial spirit of students, which ultimately plays an important role in student entrepreneurial intentions.

This is confirmed by the results of the study. Minniti and Bygrave (2001), which state that entrepreneurship as a learning process, in which entrepreneurial learning results from strengthening one's beliefs in certain actions because of the positive outcomes they get. Cope (2005), states that a better theoretical understanding of entrepreneurial learning is very important, because through learning entrepreneurs and aspiring entrepreneurs grow and develop.

This influence is caused by entrepreneurial learning is able to provide a better theoretical understanding so as to increase students' understanding of the importance of entrepreneurship, which in turn will grow and increase the confidence of students in entrepreneurship. This increased confidence will reinforce students' self-confidence and thus will ultimately shape student intentions.

## 6. References

- i. Ajzen, I. 1991. The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, 50(2): 179-211
- ii. Ajzen, I. 2005, *Attitudes, Personality, and Behavior*. New York: Open University Press.
- iii. Bird, B. J. 1989. *Entrepreneurial Behavior*. United States: Scott, Foresman and Company.
- iv. Cope, J. 2005. Toward A Dynamic Learning Perspective of Entrepreneurship. *Entrepreneurship Theory and Practice*, 29(4): 373–97.
- v. Deakins & Freel. 1998. Entrepreneurial Learning and The Growth Process In Smes. *The Learning Organization*, 5(3):144–55.
- vi. Dermol, V. 2010. Development of Entrepreneurial Competences. *International School for Social and Business Studies*. Celje: Slovenia.
- vii. Duijn, W. 2003. Entrepreneurial Intentions among FDEWB Students. (online) ([http://www.studiosus.nl/scripties/55\\_entrepreneurialintentions.doc](http://www.studiosus.nl/scripties/55_entrepreneurialintentions.doc)). Diakses 9 Februari 2017).
- viii. Gartner. 1988. Who is an Entrepreneur? Is the Wrong Question. *American Journal of Small Business*, 12(4): 11-32.
- ix. Gibcus, P., de Kok, J., Snijders, J., Smit, L., & Linden. 2012. *Effects and Impact of Entrepreneurship Programmes in Higher Education*. Brussels: DG Enterprise and Industry.
- x. Guerrero, Rialp & Urbano. 2008. The Impact of Desirability and Feasibility on Entrepreneurial Intentions: A Structural Equation Model. *International Entrepreneur Management*, 4(1): 35-50.
- xi. Holcomb, Ireland, Holmes & Hitt. 2009. Architecture of Entrepreneurial Learning: Exploring The Link Among Heuristics, Knowledge, and Action. *Entrepreneurship Theory dan Practice* 33(1):167–192.
- xii. Kao, R. 2006. *An Entrepreneurial Approach to Corporate Management*. Singapore: Prentice-Hall.
- xiii. Krueger, Reilly, & Carsrud. 2000. Competing Models Of Entrepreneurial Intentions. *Journal Of Business Venturing* 15: 411-432.
- xiv. Kumar, M. 2007. Explaining Entrepreneurial Success: A Conceptual Model. *Academy of Entrepreneurship Journal* 13(1): 57-77.
- xv. Lestari, W. 2012. Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa di STIE MDP, STMIK MDP, dan STIE MUSI. *Forum Bisnis Dan Kewirausahaan*, 1(2): 112-119.
- xvi. Lu, Shan & Chen. 2016. Entrepreneurial Passion Definition, Antecedent, Outcome, and Model Building. *Proceedings of the 6th International Asia Conference on Industrial Engineering and Management Innovation (volume 2)*: 1055-1062. Amsterdam: Atlantis Press.
- xvii. Mamuasi, R. 2010. Kontribusi Pembelajaran Kewirausahaan terhadap Pembentukan Sikap Kewirausahaan. *Jurnal Pendidikan*, 11(1): 36-41.
- xviii. Mares, P., Costa, T., & Galina, S. 2016. Student's Entrepreneurial Intention: Esce and FEA Comparison. *Comunicação apresentada nas XXVI Jornadas Luso Espanholas de Gestão Científica*. Portugal: Idanha-a-Nova
- xix. Minnity, M. & Bygrave. W. D. 2001. A Dynamic Model of Entrepreneurial Learning. *Entrepreneurship: Theory And Practice*, *Journal of GEM*, 2001(4): 41–52.
- xx. Moses, Olokundun, Akinbode, Agboola & Inelo. 2016. Entrepreneurship and entrepreneurial intentions: The Moderating Role of passion. *Medwell Journals*, 11(5): 645-653.
- xxi. Nabi, Holden & Walmsley. 2006. Graduate Career-Making and Business Start-Up: A Literature Review. *Education+Training*, 48(5), 373-385.
- xxii. Riverola, C. 2016. *A Review Of Entrepreneurial Antecedents, and The Appliace of The TPB on A Group Of Entrepreneurs*. Barcelona: Universitat Ramon Llull.
- xxiii. Rae & Carswell, 2001. Towards A Conceptual Understanding of Entrepreneurial Learning. *Journal of Small Business and Enterprise Development*, 8(2): 150 – 158.

- xxiv. Rae & David 2005. Entrepreneurial Learning: A Narrative-Based Conceptual Model. *Journal of Small Business and Enterprise Development*, 12(3): 323-335.
- xxv. Souitaris, Zerbinati, & Al-Laham. 2007. Do Entrepreneurship Programmes Raise Entrepreneurial Intention of Science and Engineering students? The effect of learning, inspiration and resource. *Journal of Business Venturing* 22 (2007): 566-591.
- xxvi. Sullivan. 2000. *Transformative Learning Educational Vision for the 21st Century*. London: Zed Books.
- xxvii. Thornton P. H. 1999 *The Sociology Of Entrepreneurship*. *Annual Review Sociology*, (25): 19-46.
- xxviii. Wu, S., & Wu, L. (2008). The Impact of Higher Education on Entrepreneurial Intentions of University Students in China. *Journal of Small Business and Enterprise Development* 15(14): 752-774.
- xxix. Zain, Akram, & Ghani. 2010. Entrepreneurship Intention Among Malaysian Business Students. *Canadian Social Science* 6(3): 34-44.