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CHAPTER 1

PERSONAL AND SOCIAL EMERGENCE OF STUDENTS: AN INVESTIGATION INTO THE FACTORS OF ENTREPRENEURIAL LEARNING, SELF-EFFICACY, AND ENTREPRENEURIAL INTENTION

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ABSTRACT

This paper explains that learning entrepreneurship can affect self-efficacy, the personal emergence of students, and their entrepreneurial intentions. The theoretical implication of this research is the importance of learning entrepreneurship in students' education and personal development to acquire the skills and knowledge needed to start and run a new business. In addition, it is also essential to strengthen students' emergence as a factor influencing their entrepreneurial intentions. The managerial implication of this research is to assist the development of entrepreneurship education and training programs in educational institutions, such as emphasizing holistic and interdisciplinary learning of entrepreneurship, strengthening support and career development for students, increasing cooperation with industry and companies, and helping to create a young generation who ready to start a new business or join the business world in the future.

Keywords: Entrepreneurial learning, self-efficacy, personal emergence of students, entrepreneurial intention

INTRODUCTION

The Indonesian Ministry of Education and Culture's policy on Free Learning–Independent Campus (MBKM) is a policy that aims to encourage students to master various scientific fields that are useful for entering the world of work, to prepare students to face the social, cultural, world of work changes and rapid technological advances. Students are ready to become graduates with decent jobs and experience off campus. These are part of the Key Performance Indicators (IKU) that

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tertiary institutions must achieve. To accomplish the IKU, higher education institutions must prepare the competencies of their students so that they are aligned with the needs of the times (Aris Junaidi, 2020).

Link and match not only with the world of industry and work but also with the rapidly changing future. Therefore, tertiary institutions must be able to design and implement innovative learning processes so students can optimally achieve learning outcomes, including aspects of attitude, knowledge, and always-relevant skills (Belmawa Kemendikbud, 2021). The learning process in the Merdeka Campus is one of the essential embodiments of student-centred learning. Learning in the Merdeka Campus provides challenges and opportunities for developing innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through field realities and dynamics, such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements.

Entrepreneurship learning is very much needed in tertiary institutions to overcome these challenges. By learning entrepreneurship, students can develop independence, creativity, and innovation and equip them with the knowledge and skills required to start and manage a successful business. According to (Naktiyok et al., 2010), entrepreneurial learning is a learning process that focuses on developing entrepreneurial skills, knowledge, and attitudes needed to start and grow a business, as well as increasing the ability to adapt to changes in the business environment (Rae, 2005).

Based on data from the Central Statistics Agency (BPS), the number of unemployed people in Indonesia in August 2022 was 8.42 million. Moreover, Indonesia's open unemployment rate (TPT) is 5.86%. The highest number of unemployed was at the education level SMK (13.55%), then SMA (9.86%), Diploma I/III (8.08%), Bachelor Degree (35%), SMP (5.95%) and SD (3.59%). Data from the Ministry of Cooperatives and Small and Medium Enterprises (UKM), in 2021, the entrepreneurial ratio in Indonesia is still low, namely 3.74 percent, below ASEAN countries, such as Thailand, the number of entrepreneurs is already 4.2 percent, Malaysia's 4.7 percent, Singapore 8.7 percent. The low entrepreneurship ratio in Indonesia is consistent with the high level of unemployment in Indonesia. Driven by the backwardness of the number of entrepreneurs in Indonesia compared to ASEAN countries and the importance of the role of entrepreneurs in driving economic growth and reducing unemployment, the Government of Indonesia issued Presidential Regulation No.: 2 of 2022 concerning National Entrepreneurship Development for 2021-2024, with the aim of 1). Encourage economic growth; 2). Foster an entrepreneurial spirit; 3). Reduce unemployment; 4). Encourage innovation; and 5). Increase competitiveness

Seeing the importance of the role of entrepreneurship in driving economic growth and the still low ratio of entrepreneurship in Indonesia, entrepreneurship learning needs to be done to foster interest in entrepreneurship for the Indonesian people, so growing interested in entrepreneurship can be done through entrepreneurship learning (Modes et al., 2016), because by Entrepreneurial education will provide

opportunities for individuals to develop the skills and knowledge needed to run a business (Manampiring et al., 2020). According to (Pais Zozimo et al., 2022), entrepreneurial intention is a mental state that reflects an individual's desire and ability to start, develop, and manage a business venture to achieve profit.

Through entrepreneurial learning experiences, individuals can also build self-efficacy and have confidence in their abilities to become successful entrepreneurs (Pihie & Bagheri, 2013). Research (Pihie & Bagheri, 2013) has shown that individuals with high levels of self-efficacy are more likely to engage in self-regulatory behaviour, increasing their entrepreneurial interest. Self-regulatory behaviours, such as setting goals, planning, monitoring progress, and self-examination, help individuals manage emotions and impulses and deal with procrastination and distraction.

The existence of an interest in entrepreneurship will bring out entrepreneurial personality and behaviour or personal and social emergence. Personal and social emergence is a process in which individuals grow and develop personally and socially through experiences in an entrepreneurial environment. Higher education is an educational institution that can encourage the creation of new entrepreneurs through the entrepreneurial learning process, both through practice and theory, given to its students. In the entrepreneurship learning process, it means that students are given entrepreneurial knowledge, which can help encourage students' interest in becoming entrepreneurs and shape the mindset of students from job seekers to job creators.

This paper aims to identify entrepreneurial learning and its relation to self-efficacy, personal and social emergence, and interest in entrepreneurship. The study was carried out by reviewing the scientific literature and the research results by experts.

LITERATURE REVIEW

Entrepreneurial Learning

Entrepreneurial learning is essential because it can help people develop the skills and knowledge needed to become successful entrepreneurs. In addition, entrepreneurship learning can also expand networks, build leadership skills, develop business skills, and reduce career uncertainty. Some benefits of learning entrepreneurship are increasing creativity and innovation, developing management skills, encouraging independence, increasing career opportunities, and supporting economic growth (Li & Wu, 2019).

Entrepreneurship learning will involve innovation and creativity to motivate someone to seek different solutions and find new ideas. In addition, entrepreneurship learning includes learning business management, which includes planning, organizing, controlling, and making decisions. In entrepreneurship learning, one can develop the management skills needed to start and run a business. Entrepreneurial education can also form a strong spirit, thus helping individuals understand that failure is part of the learning process and creating a sense of having the ability to overcome it. This can build self-confidence and independence in facing challenges. In addition, learning entrepreneurship can increase one’s career opportunities by developing knowledge, skills,

and attitudes that enable individuals to identify business opportunities or work in companies that focus on innovation and new product development.

Self Efficacy

Self-efficacy is a psychological concept that refers to an individual's belief in their ability to perform an action or deal with a problem effectively. According to Bandura (1997), self-efficacy is an individual's confidence in his ability to carry out specific activities, while (Urban, 2020) defines it as an individual's belief in his ability to carry out academic tasks successfully.

(Jiang et al., 2017) self-efficacy is an individual's belief in overcoming challenges and achieving desired results.(Xiaoping & Hua, 2019) Define self-efficacy as an individual's belief in pursuing specific career goals and overcoming obstacles. (Rachmawan et al., 2015) Self-efficacy is an individual's belief in his ability to pursue goals and complete the tasks he faces. This concept of self-efficacy significantly influences motivation, performance, and results achieved by individuals in various life contexts, such as academics, careers, and health.

Personal And Social Emergencies

Personal and social emergence is the process of individual self-development through understanding and developing unique strengths, such as increased motivation, cognitive abilities, and self-confidence. David Rae's definition of personal and social emergence encompasses the development of an entrepreneurial identity, including early life and

family experiences, education, career formation, and social relationships (Meoli et al., 2020).

Personal and social emergence is also defined by Lerner et al. as the process of developing personal and interpersonal skills that enable individuals to navigate social environments and relationships effectively. This process can produce positive outcomes such as building healthy social relationships, improving mental health, and aiding academic and professional success. The level of one's personal and social emergence skills can be shown from social interaction, self-understanding, critical thinking skills, adaptability, and communication skills.

Entrepreneurial Intentions

Entrepreneurial intention is an individual's belief to start or become a new business owner. The definitions from (Paço et al., 2015) state that entrepreneurial intention involves a strong desire, feelings of interest and excitement, intent, and inclination to start a new business in the future.

This concept is related to factors such as motivation, perception, knowledge, skills, and environment that affect an individual's decision to start or not start a new business. Understanding entrepreneurial intention is crucial for developing programs and policies that encourage and support entrepreneurial development. A better understanding of the factors that influence entrepreneurial choice (Meoli et al., 2020) will enable the development of more effective policies supporting entrepreneurship and innovation.

DISCUSSION

The generally accepted definition of entrepreneurship is the ability to create or develop new businesses or products or to introduce innovations in existing companies. Entrepreneurial experience also involves taking risks, taking advantage of opportunities, and building and maintaining a successful business.

According to some researchers, entrepreneurship also involves certain mental and psychological attitudes needed to become successful, such as the ability to think creatively, be innovative, and be goal-oriented. In addition, entrepreneurship also involves the business management, finance, and marketing skills needed to run a successful business. In this case, entrepreneurship can be interpreted as developing new businesses, introducing innovations in existing businesses, and maintaining a successful business through management skills and the right mental attitude. These definitions show that entrepreneurship involves complex skills, attitudes, and valuable business and economic development knowledge.

The Effect of Entrepreneurial Learning on Self-Efficacy

Entrepreneurial learning is a learning process that focuses on developing entrepreneurial skills and competencies needed to create or design new businesses. Meanwhile, self-efficacy is a person's belief in his ability to take action or solve problems effectively. Research has shown a significant effect of entrepreneurial learning on self-efficacy. In this context, entrepreneurial learning can increase a person's self-efficacy by allowing them to develop the skills, knowledge, and attitudes

needed to create or establish a new business. Entrepreneurial learning can help increase one's self-efficacy in different ways.

1. Entrepreneurial learning can help people develop the technical abilities and skills needed to run a new business. This can increase self-confidence and belief in their ability to overcome business problems (Shi et al., 2020).
2. Entrepreneurial learning can help increase a person's motivation and goals in achieving their business goals. A person can develop self-confidence and increase self-efficacy by having clear goals and the skills to achieve them (Fenech et al., 2019).
3. Entrepreneurship learning can help improve one's ability to overcome failure. Successful entrepreneurs face many challenges and losses on their way, and learning entrepreneurship can help a person prepare to cope better with failure. This can increase self-confidence and self-efficacy in facing challenges and overcoming failure (Shirokova et al., 2016).

In conclusion, entrepreneurial learning can significantly increase one's self-efficacy by providing the skills, knowledge, and attitudes needed to create or develop a new business. By increasing a person's self-efficacy, they will have a stronger belief in their ability to overcome problems and achieve their business goals, which can ultimately help them succeed in their entrepreneurial career.

The Effect of Entrepreneurial Learning on the Personal Emergence of Students

Entrepreneurial learning is a learning process that focuses on developing entrepreneurial skills and competencies needed to create or design new businesses. On the other hand, the personal emergence of students refers to the process of self-development of students through understanding and developing individual strengths, such as increased motivation, cognitive ability, and self-confidence. Research has shown that there is a significant influence of entrepreneurial learning on the personal emergence of students. Entrepreneurial learning can increase the unique emergence of students in several ways.

1. Entrepreneurship learning can help increase student creativity and innovation. Creativity and innovation are essential for developing new products or services, and entrepreneurship learning can motivate students to seek different solutions and find new ideas. This can improve students' problem-solving and cognitive abilities (García-Rodríguez et al., 2015).
2. Entrepreneurship learning can help improve students' management skills. Entrepreneurship learning includes business management learning, including planning, organizing, controlling, and decision-making, so entrepreneurship learning can help students develop the management skills needed to start and run a business (Shirokova et al., 2016).
3. Entrepreneurship learning can help increase student independence. Entrepreneurship learning can form a strong soul, thus allowing students to understand that failure is part of the learning process and creating a sense of having the ability to overcome it. This can build

self-confidence and independence in facing challenges (García-Rodríguez et al., 2015).

4. Entrepreneurial learning can increase student career opportunities. Entrepreneurial education involves developing knowledge, skills, and attitudes that enable students to identify opportunities, thus allowing them to build businesses or work in companies that focus on innovation and new product development. This can broaden the student network and open wider career opportunities (Santos et al., 2016).
5. Entrepreneurial learning can support economic growth. Entrepreneurship can drive economic growth by creating new jobs, increasing competitiveness, and contributing to the gross domestic product. This can open up opportunities for students to engage in economic development and help them understand the importance of their role in driving economic growth.

In conclusion, entrepreneurial learning can significantly contribute to students' emergence by providing skills, knowledge, and physical.

The Effect of Entrepreneurial Learning on Entrepreneurial Intention

Entrepreneurial learning is learning and developing the skills and competencies needed to succeed. Meanwhile, entrepreneurial intention is someone’s desire to start or become a new business owner. Several studies have shown a significant influence between entrepreneurial learning and entrepreneurial intention. According to (Jiang et al., 2017), entrepreneurial education can influence someone’s entrepreneurial

intention by increasing their knowledge, skills, and attitudes toward entrepreneurship. In entrepreneurship courses, individuals can learn how to start and run new businesses and build leadership, creativity, and innovation skills. It can help individuals understand and develop confidence in their ability to create and operate new businesses.

Research by (Meoli et al., 2020) also shows a positive relationship between entrepreneurial learning and entrepreneurial intention. This study shows that entrepreneurship learning can increase individual interest and enthusiasm for entrepreneurial action. In addition, several studies also show that entrepreneurial learning can mediate the relationship between other factors, such as previous experience, self-efficacy, and subjective norms, with entrepreneurial intention. In this case, entrepreneurial education can be essential in turning desires into concrete actions to start a new business. In general, the effect of entrepreneurial learning on entrepreneurial intention can be explained as follows: the higher a person's level of entrepreneurial education, the more likely they are to have solid entrepreneurial intentions and start a new business. Therefore, developing programs and policies that encourage and support entrepreneurial education can be considered one of the essential strategies in increasing one's interest and inclination to start a new business.

The Effect of Personal Emergence of Students on Self-Efficacy

The personal emergence of students has a close relationship with self-efficacy, which is an individual's belief in their ability to achieve specific goals or tasks. The process of personal emergence influences the

development of students' self-efficacy because, in this process, students develop self-awareness and understand their strengths and weaknesses. This helps students to build self-confidence and feel able to overcome challenges faced in achieving the goals set. Students also learn to take responsibility for their decisions and actions in personal emergence. In this case, students with high self-efficacy tend to be more motivated to take the initiative and achieve their goals. They are more confident in overcoming obstacles and difficulties to achieve objectives (Fernández-Pérez et al., 2019).

In addition, the increase in self-efficacy also affects the process of personal emergence of students. When students feel capable of achieving the desired goals, this can strengthen their self-awareness and develop their self-worth. Thus, unique emergence and self-efficacy reinforce and influence each other. In the context of education, increasing student self-efficacy is very important. As educators, we can provide students with support, challenge, and positive feedback to help them build self-efficacy. Thus, students will have higher self-confidence in achieving their goals and developing themselves through personal emergence.

Effect of Personal Emergence of Students on Entrepreneurial Intention

The personal emergence of students in the process of self-development of students through understanding and developing individual strengths, such as increased motivation, cognitive abilities, and self-confidence. Meanwhile, entrepreneurial intention is someone's desire to start or become a new business owner. Several studies have

shown a significant influence between the personal emergence of students and entrepreneurial intention. According to (Shirokova et al., 2016), the personal emergence of students can affect a person's entrepreneurial intention by increasing their mental resilience and overall well-being. In the process of unique emergence, individuals can learn about themselves, develop self-confidence and interpersonal skills, and overcome obstacles and challenges that may arise in their journey. It can help individuals understand and build confidence in their ability to start and operate new businesses.

Research (Li & Wu, 2019) also shows a positive relationship between the personal emergence of students and entrepreneurial intention. This study indicates that solid self-understanding, independence, and the ability to deal with stress and pressure can influence a person's tendency to start a new business. In addition, several studies also show that the personal emergence of students can mediate the relationship between other factors, such as self-efficacy and social environment, with entrepreneurial intention. In this case, the unique emergence of students can be considered an essential factor in turning desires into concrete actions in starting a new business.

In general, the influence of the personal emergence of students on entrepreneurial intention can be explained as follows: the higher the level of self-development of a person through unique emergence, the more likely they are to have a solid entrepreneurial intention and start a new business. Therefore, developing programs and policies that encourage and support students' emergence can be essential in increasing one's interest and inclination to create a new business.

Effect of Self-efficacy on Entrepreneurial Intention

Self-efficacy and entrepreneurial intention are crucial concepts in understanding one's entrepreneurial behaviour. Self-efficacy is an individual's belief in his ability to take action or solve a problem effectively. At the same time, entrepreneurial intention is a person's desire to start or become a new business owner. Several studies have shown a significant effect of self-efficacy on entrepreneurial intention. According to (Rosique-Blasco et al., 2018), self-efficacy can influence a person's behaviour in trying a task or overcoming a problem. When people feel confident in their ability to overcome obstacles and achieve goals, they are more likely to act and take risks to attain them. Self-efficacy can affect a person's entrepreneurial intention by increasing their confidence to start and run a new business (Fenech et al., 2019).

Several studies also show that self-efficacy can mediate the relationship between other factors, such as previous experience, knowledge, skills, and entrepreneurial intention. In this case, self-efficacy is the main determining factor in turning desires into concrete actions in starting a new business. For example, research by (Ahmed et al., 2021) shows that self-efficacy positively and significantly influences entrepreneurial intention in business students. This research also indicates that self-efficacy mediates the relationship between prior experience and entrepreneurial intention.

In general, the effect of self-efficacy on entrepreneurial intention can be explained as follows: the higher a person's level of self-efficacy in entrepreneurship, the more likely they are to have a solid

entrepreneurial meaning and start a new business. Therefore, the development of self-efficacy can be considered one of the critical factors in promoting entrepreneurship and helping individuals achieve their entrepreneurial goals.

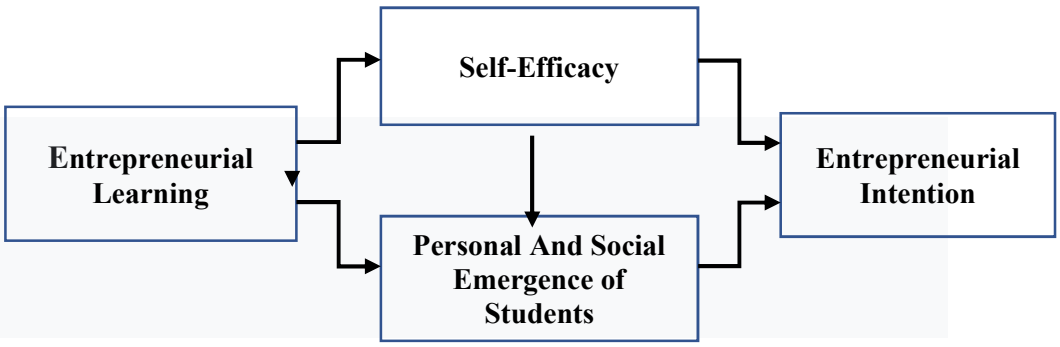


Fig 1: Framework of personal and social emergence of students: An investigation into the factors of entrepreneurial learning, self-efficacy, and entrepreneurial intention

CONCLUSION

This study discusses the effect of entrepreneurship learning on students' emergence as well as the influence of both on entrepreneurial intentions. Entrepreneurial education focuses on developing entrepreneurial skills and competencies to create or develop new businesses. At the same time, personal emergence refers to students' self-development through understanding and developing individual strengths. The results showed that entrepreneurship learning could increase students' personal, especially regarding creativity, management skills, and independence. In addition, entrepreneurship learning can also

influence entrepreneurial intentions by increasing knowledge, skills, and attitudes toward entrepreneurship. The personal emergence of students also influences entrepreneurial choices by improving mental resilience and overall well-being and developing students' self-efficacy. Therefore, the higher the students' unique emergence and self-efficacy, the higher their entrepreneurial intention to start and run a new business.

These theoretical implications underscore the importance of teaching entrepreneurship in education. They can help students acquire the knowledge and skills to start and run new businesses and build confidence and motivation. In addition, it also shows that students' emergence can influence their entrepreneurial intentions, so educational institutions need to support students' personal development into entrepreneurial intentions. This paper provides a basis for further research on the influence of entrepreneurship learning, students' entrepreneurial intentions, and other factors that can influence it. The managerial implications of this paper help the development of entrepreneurship education and training programs in educational institutions, including:

1. Educational institutions can emphasize entrepreneurial learning, which includes developing entrepreneurial skills and competencies, as well as the personal emergence of students through understanding and developing individual strengths.
2. Educational institutions can develop a more holistic and interdisciplinary curriculum to help students develop creativity, management skills, and independence.

3. Educational institutions can strengthen career support and development for students interested in entrepreneurship by helping to increase their self-efficacy and readiness to start and run new businesses.
4. Educational institutions can increase cooperation with industry and companies to provide work practice opportunities for students so that they can broaden their understanding and experience of the world of business and entrepreneurship.

By taking the right actions, educational institutions can help create young people who are more competitive and ready to start new businesses or join the business world of the future.

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