



## ***KORESPONDENSI JURNAL***

**IMPLICATIONS OF ENTREPRENEURSHIP COURSES AND ENTREPRENEURIAL  
ACTIVITIES: AGAINST STUDENT MANAGERIAL ATTITUDES AND ABILITIES (STUDY ON  
ISLAMIC EDUCATION MANAGEMENT DEPARTMENT STUDENTS AT RADEN INTAN STATE  
ISLAMIC UNIVERSITY LAMPUNG-INDONESIA IN 2020).**

**Author:**

**Septuri (Corresponding Author)**


**SEMESTER GENAP  
TAHUN AKADMIK 2021/2022**

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**RIGE**  ISSN: 2146 - 0353

Editor: editor@rigeo.org

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ISSN: 2146- 0353 (electronic)  
**Publication Frequency: From Jan 2021, 12 issues per year (Monthly)**

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Date: 15th October 2021

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**Dear Author (s),**

Septuri

UIN Raden Intan Lampung, Indonesia

It's my pleasure to inform you that, after the peer review, your paper, "**Implications of Entrepreneurship Courses and Entrepreneurial Activities: Against Student Managerial Attitudes and Abilities**" has been ACCEPTED to publish with **Review of International Geography Educational Online**, ISSN 2146-0353. It will be published in upcoming issue of 2021.

I believe that our collaboration will help to accelerate the global knowledge creation and sharing one step further. Please do not hesitate to contact me if you have any further questions.

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## Implications of Entrepreneurship Courses and Entrepreneurial Activities: Against Student Managerial Attitudes and Abilities (Study on Islamic Education Management Department Students at Raden Intan State Islamic University Lampung-Indonesia in 2020)

Septuri

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### Keywords

Islamic Education Management, Entrepreneurship Course, Student Independent Business Activities, and

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<p><b>H-INDEX</b></p> <p>7</p>	<p><b>PUBLICATION TYPE</b></p> <p>Journals</p>	<p><b>ISSN</b></p> <p>21460353</p>

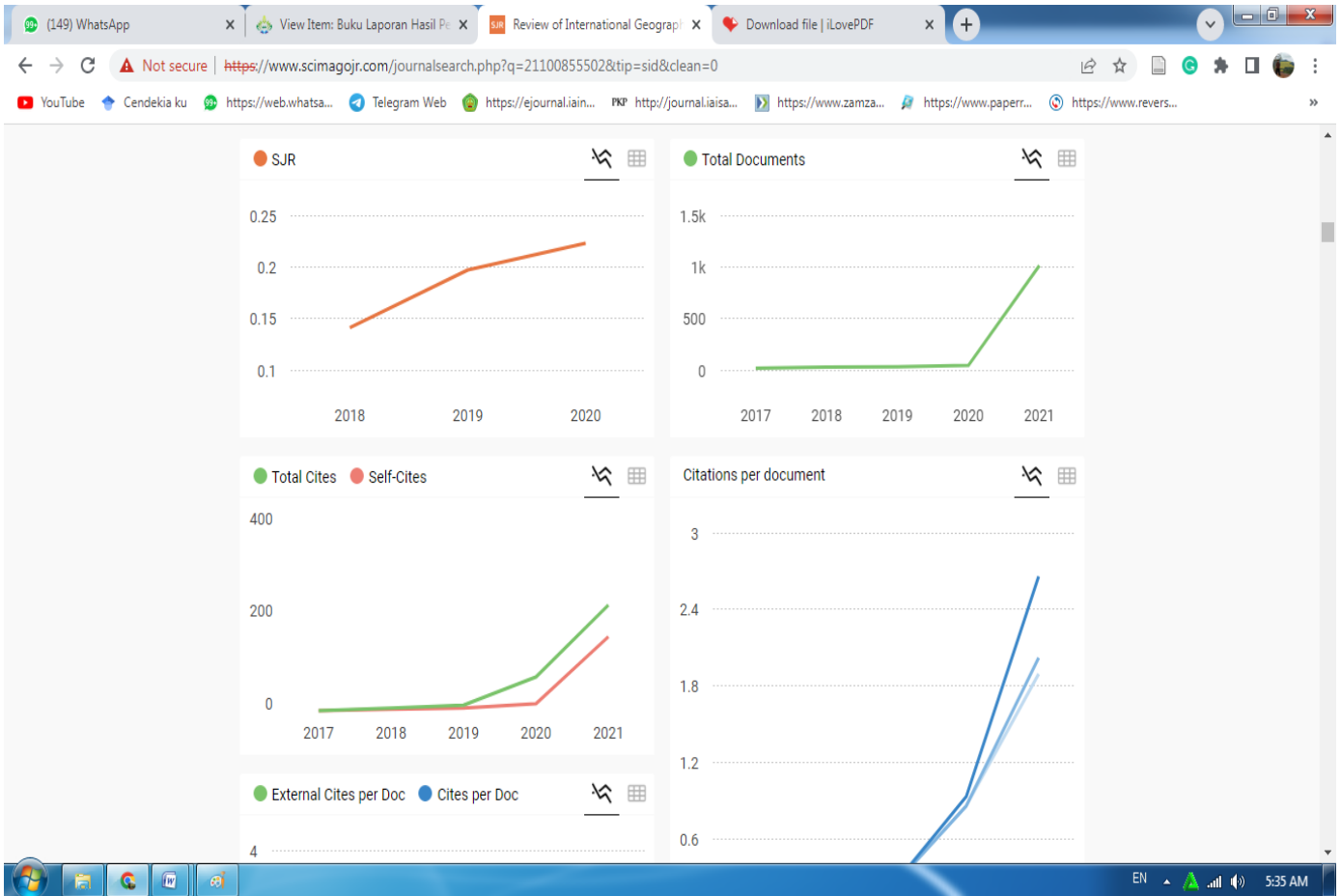
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**Quartiles**

The set of journals have been ranked according to their SJR and divided into four equal groups, four quartiles. Q1 (green) comprises the quarter of the journals with the highest values, Q2 (yellow) the second highest values, Q3 (orange) the third highest values and Q4 (red) the lowest values.

Category	Year	Quartile
Education	2018	Q4
Education	2019	Q3
Education	2020	Q3
Geography, Planning and Development	2018	Q4

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measures the scientific influence of the average article in a journal, it expresses how central to the global scientific discussion an average article of the journal is.

Year	SJR
2018	0.141
2019	0.197
2020	0.223

Evolution of the total number of citations and journal's self-citations received by a journal's published documents during the three previous years. Journal Self-citation is defined as the number of citation from a journal citing article to articles published by the same journal.

Cites	Year	Value
External Cites per document	2018	0.133
External Cites per document	2019	0.146

types of documents are considered, including citable and non citable documents.

Year	Documents
2017	18
2018	28
2019	32
2020	44
2021	1012

three and four years have been cited in the current year. The two years line is equivalent to journal impact factor™ (Thomson Reuters) metric.

Cites per document	Year	Value
Cites / Doc. (4 years)	2017	0.000
Cites / Doc. (4 years)	2018	0.278
Cites / Doc. (4 years)	2019	0.239
Cites / Doc. (4 years)	2020	0.859
Cites / Doc. (4 years)	2021	1.893
Cites / Doc. (3 years)	2017	0.000
Cites / Doc. (3 years)	2018	0.278
Cites / Doc. (3 years)	2019	0.239



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**Submission date:** 28-Apr-2022 01:51PM (UTC+0700)

**Submission ID:** 1822630167

**File name:** Jurnal\_Scopus\_Q3.pdf (279.86K)

**Word count:** 4591

**Character count:** 28157

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**To cite this article:** Septuri (2021) Implications of Entrepreneurship Courses and Entrepreneurial Activities: Against Student Managerial Attitudes and Abilities (Study on Islamic Education Management Department Students at Raden Intan State Islamic University Lampung-Indonesia in 2020). *Review of International Geographical Education (RIGEO)*, 11(7)2819-2826. Doi: [10.48047/rigeo.11.07.259](https://doi.org/10.48047/rigeo.11.07.259)

**Submitted:** 09-10-2020 • **Revised:** 11-12-2020 • **Accepted:** 13-02-2021

## Introduction

The Management Department at a university, has the main goal of producing people who have the knowledge and skills to become a manager, not only for current managers, through direct practical learning, but also more importantly, for future managers, so that they can be better prepared to face the challenges of future student self-employment activities (Bacigalupo et al., 2016; Binks, Starkey, & Mahon, 2006; Bird, 1995; Bogo et al., 2014; Boyd et al., 2024; Cunha, Cunha, & Cabral-Cardoso, 2004; Sharma, 2017). Management education, however, has been criticized for being too focused on theoretical content and not promoting the development of student skills and competencies (Almoharby, 2008; Fabregà, del Mar Alonso-Almeida, & Bagur-Femenias, 2017; Carmeli, Friedman, & Tishler, 2013; Commission of the European Communities, 2009; Hillmann et al., 2018), or for being too simplistic in approach when compared to the realities of the corporate context (Adler & Kwon, 2002; Adner & Helfat, 2003; Costa & Saraiva, 2012; Cunha et al., 2004; Daniel, 2016). Therefore, a broader understanding of the concept, combined with collaborative and practical teaching methodologies, is critical to developing more effective management education that can respond to the needs of future managers and to societal challenges that affect corporate life (Adler & Kwon, 2002; Anderson et al., 2018; Daniel & de Castro, 2018; Egerová, Eger, & Mičík, 2017; European Commission, 2012).

The increasingly globalized, fast-changing and uncertain environment, organizations must be able to make decisions quickly to adapt constantly to new market realities. To face this challenge, the role of managers is very important because of their strong influence on the life and strategy of the organization. In an increasing globalised, fast-changing and uncertain environment, organizations must be able to make decisions quickly to adapt constantly to new market realities. To face these challenges, the role of managers is crucial due to their strong influence on organizations' life and strategy (Almeida, Daniel, & Figueiredo, 2021; Anderson et al., 2018). Therefore, managers must possess a set of skills and knowledge to be able to address not only organizational needs, but also to contribute effectively to societal transformation through their business practices (Hillmann et al., 2018; Warwick, Wyness, & Conway, 2017).

Some of the skills required by future managers include alertness, opportunity recognition, creative problem solving, pro-activity and resilience (Gebauer, 2013; Hillmann et al., 2018) which are skills related to entrepreneurial behavior, suggesting that closer integration between the development of entrepreneurship skills and education which students' independent business activities can contribute to improving learning outcomes. The importance of entrepreneurship education courses has been recognized by both researchers (Gibb, 1987; Kuratko, 2005; Pittaway et al., 2009; VÁZQUEZ et al., 2011) and policymakers, 2012, 2006; (Adler & Kwon, 2002; Waddock, 1991; Welsh, Tullar, & Nemat, 2016; Wilson, 2008; Wilson et al., 2009a, 2009b). Despite extensive research on this topic, there are still doubts as to which approach, content and methods are more effective for developing students' entrepreneurial skills and behaviors (Blenker et al., 2011; Egerová et al., 2017; Fayolle, 2005). Extra-curricular activities, such as student self-employment, can provide an adequate context for applying this methodology (Jaffal, 2020; Pittaway et al., 2011; Thompson, Scott, & Gibson, 2010). European Commission (2012) a non-profit organization, which is implemented and managed exclusively by higher education students and whose aim is to provide services to external stakeholders. By doing so, the organization supports a learning-on-the-job experience that enables the consolidation of theoretical knowledge, fosters an entrepreneurial spirit and enhances the employability of their members (JADE, 2017). Our contribution to this study is to provide evidence on the role of formal and informal entrepreneurship learning initiatives, such as entrepreneurship education courses and participation in entrepreneurship, in the development of entrepreneurial behavior among university students. Many studies show that entrepreneurial theory and the resulting entrepreneurial behavior can be improved through exposure to the context in which students experience entrepreneurial activity, as in the case of the research above (Schelfhout, Bruggeman, & Maeyer, 2016).

Therefore, it is relevant to understand how entrepreneurship courses and participation in extracurricular activities can improve entrepreneurial skills and behavior (Binks et al., 2006). The main objective of this research is to contribute to the design of better entrepreneurship programs in order to equip students with the skills needed to face future business challenges, through understanding the relevance of entrepreneurship teaching initiatives for the development of

motivation and entrepreneurial behavior of students majoring in Education. . Thus, this study aims to answer the following research questions: Does participation in student self-employment have a positive effect on the development of entrepreneurial behavior of students in which majors.

## Methodology

The sample include 1039 students enrolled in student self-employment activities at the undergraduate level. The ages of the respondents ranged between 18 and 45 years, with a mean age of 20 years (SD = 3.93). Regarding student self-employment activities, 58 were male (41.7%) and 81 were female (58.3%). Only 34 respondents (24.5%) participated in the entrepreneurship education course initiative. Initiatives were identified as formal entrepreneurship training activities, following different course syllabuses, teaching approaches and duration (between 2 and 180 hours with a mean of 27 hours (SD = 42.27)). Finally, 75 respondents (54.0%) were involved in Student Independent Business Activities, and among them, 27 (36.0%) had participated in entrepreneurship training initiatives, and 48 had not (64.0%).

Data were collected using a questionnaire distributed to students via online and face-to-face platforms at Raden Intan State Islamic University in the Department of Islamic Education Management between March and May 2020. The questionnaire was developed based on Liñán and Chen (2009) Entrepreneurial Intention Questionnaire, which was developed solely eye to measure entrepreneurial intentions and determinants. This measure is rooted in (Ajzen, 1991) theory of planned behavior (Liñán, Urbano, & Guerrero, 2011).

The characterization of Student Independent Business Activities; the questionnaire contains 21 items divided into the following variables: (1) attitudes toward behavior, (2) social norms, (3) perceived behavioral control, and (4) entrepreneurial intentions. All items were measured using a seven-point Likert scale with choices ranging from 1 (strongly disagree) to 7 (strongly agree). The final item is considered after resolving the problem or discrepancy and confirming it with the student's independent business activities, as well as the conceptual meaning of the question (DeVellis, 2012).

The questionnaire is anonymous and participation is voluntary. The reliability of these measures was evaluated using Cronbach's alpha. Alphas values range from 0.852 to 0.943, to 0.65 the cutoff value according to DeVellis (2012). Thus, we assumed excellent internal consistency of the scale. All items are positively and significantly related to the other items of the summation score. Table 1 shows a summary of the mean, standard deviation and item-total correlation of each item, and the internal consistency of each scale.

The collected data were statistically analyzed using IBM® SPSS (v.25 for Windows). Group mean differences were calculated using a one-way ANOVA procedure. In conjunction with this test, effect sizes were calculated using eta squared ( $\eta^2$ ) (Field, 2009; Field et al., 2020; Tabachnick, Fidell, & Ullman, 2007). The relationship between two numerical variables was assessed using Pearson's product-moment correlation coefficient. Since this statistical significance represents the probability of the observed values in the population, to interpret the coefficients we used the cutoff suggested by Cohen, West, and Aiken (2014): (1) small effect size:  $r \geq .10$ ; (2) medium:  $r \geq .30$ ; (3) large:  $r \geq .50$ .

Considering two groups of students: those involved in Student Self-Employment Activities ( $n = 75$ ; 54.0%) and those not involved ( $n = 64$ ; 46.0%), we tested for mean differences in Entrepreneurial Intentions. Table 2 shows that the two groups had statistically significant differences in perceived behavioral control variables,  $F(1, 137) = 16.691$ ;  $p < 0.001$ ,  $\eta^2 = 0.024$ . Therefore, students who participated in Student Self-Employed Activities reported higher perceived behavioral control than those who did not participate, indicating that these extra-curricular activities, while providing students with practical experience and knowledge of the business world, increase their perception that they are capable of acting as an entrepreneur. This result challenges the findings of research that did not find this relationship (Souitaris, Zerbinati, & Al-Laham, 2007), and it is in line with Arranz et al. (2017) who found a positive impact of extracurricular activities on behavioral control. The relationship between participation in Student Independent Business Activities and other constructs is not significant.

When considering only students involved in Student Self-Employment Activities, it is possible to distinguish two groups: (1) those enrolled in entrepreneurship training ( $n = 27$ ; 36.0%); and (2) those who did not participate in any training ( $n = 48$ ; 54.0%). It was observed that students who had training showed significantly higher entrepreneurial intentions,  $F(1, 73) = 4.038$ ;  $p = .048$ ,  $\eta^2 = 0.052$ .

These results confirm the positive relationship between entrepreneurial behavior and entrepreneurial intentions reported in (Bae et al., 2014). In addition, these results indicate that for students who participate in extracurricular activities, such as Student Independent Business Activities, it is important to increase their propensity to start new businesses. Extra-curricular activities provide a limited theoretical background on entrepreneurship (Aranz et al., 2017), and, therefore, extra-curricular activities complement the perception of theory (VÁZQUEZ et al., 2011). The two groups did not show significant differences in the other three factors: attitudes toward behavior, perceived behavioral control and social norms (Table 3). This result is in line with Maresch et al. (2016) who observed the effect of business behavior on entrepreneurial intentions, but not on its antecedents. Other recent studies have also reported similar findings (Salvão, Marques, & Marques, 2018; Passaro, Quinto, & Thomas, 2018). Since Attitudes to Behavior, Perceived Behavioral Controls, and Social Norms are considered as antecedents of Entrepreneurial Intentions, we continue to explore the relationship between these variables. Considering the limited sample size, we performed two correlation matrices to explore the pattern of relationships. The pattern of similar relationship between groups, being the highest relationship, was considered as a large effect, between attitudes towards behavior and Entrepreneurial Intentions.

The smallest correlation was, in both groups, between social norms and perceived behavioral control. This correlation had a moderate effect size for the group that had entrepreneurship training ( $r = 0.311$ ) and a small effect for the group that did not ( $r = 0.274$ ). When comparing the correlation with the entrepreneurial intention variable, the results show that the relationship with perceived behavioral control and social norms is not similar in the two groups. For the training group, social norms were correlated with a large effect size ( $r = 0.541$ ) and perceived behavioral control with a moderate effect size ( $r = 0.436$ ). This pattern was reversed in the other groups, with the variable more related to Entrepreneurial Intention being perceived behavioral control with a large effect size ( $r = 0.576$ ). The correlation between Entrepreneurial Intentions and social norms, in this last group, had a moderate effect size ( $r = 0.435$ ). The greater the correlation between social norms and entrepreneurial intentions in the group can be interpreted as the student's perception, because they are enrolled in entrepreneurship training.

The results show that their family and friends will more easily accept their intention to start a new business (Souitaris et al., 2007). The decrease in the correlation between perceived behavioral control and entrepreneurial intention in the group with those who were not involved in entrepreneurship was less significant (Peterman & Kennedy, 2003). Although it can be explained by the positive impact of participation in Student Independent Business Activities on perceptions of student behavior control found in the analysis of this study earlier. Students who participated in Student Self-Employed Activities reported high perceived behavioral control ( $M = 4.11$ ) which may not have allowed the uninvolved group to have a high impact on the correlation between this construct and entrepreneurial intention.

Consistently with previous research, three constructs – attitudes toward behavior, perceived behavioral control and social norms – were significantly correlated with entrepreneurial intentions (Liñán & Chen, 2009; Maresch et al., 2016; Marques et al., 2012) among our sample, attitudes toward behavior have the strongest correlation with entrepreneurial intentions (Ajzen, 1991). We also found no effect of demographic variables (gender, age and family background) on any constructs.

## Conclusion

In order to manage change and face complex challenges in today's world, it is necessary to develop a new set of competencies, not only to be able to address organizational needs, but also to contribute effectively to the transformation of society through their entrepreneurial practices (Hann et al., 2018; Warwick et al., 2017). Research in this area highlights the relationship between dynamic managerial capabilities and entrepreneurial performance, especially in a changing context. Due to the direct impact of education and training in managerial human resources, it is hoped that institutions will play an important role in complementing the management of students' independent business activities for the future with the required competencies and learning experiences (Cunha et al., 2004; Sharma, 2017). Some of these knowledge, skills and attitudes are related to entrepreneurial behavior, which suggests that there is a closer integration between educational institutions and entrepreneurial intentions. The main objective of this study was to assess differences in the profiles of students majoring in

Islamic Education Management participating in formal and informal entrepreneurship learning initiatives, such as entrepreneurship training courses and involvement in Student Self-Employed Activities, using Ajzen (1991). After reviewing the theoretical concepts and research results, we can conclude that students who are involved in Student Independent Business Activities have higher behavioral control, which is an important antecedent of entrepreneurial intentions. Therefore, students who participate in Student Independent Business Activities feel that being an entrepreneur is an easy behavior for them. In addition, it was observed that students who participated in Student Independent Business Activities and simultaneously participated in the Entrepreneurship Course initiative showed higher entrepreneurial intentions. Thus, the students have a higher tendency to start a new business in the short term.

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