

The Role of Business Courses and Collaboration Between Business Teams at The University on Entrepreneurial Intention

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Abstract

This research focuses on business students, especially those who have attended business courses at universities and are active in collaboration programs for their businesses. Through the development of theoretical instruction and the provision of soft skills in entrepreneurship education, the aim is to offer a valuable experience for business students, enhancing their abilities and fostering their aspirations to become entrepreneurs. The main objective of this study is to explore the effect of business course integration and collaboration between businesses on their entrepreneurial intentions. The approach taken in this study is to use quantitative methods. This research was conducted on 205 business students in Bandung using the PLS-SEM (Partial Least Square - Structural Equation Model) method. The results of this study confirm the contribution of business courses with collaboration between business teams in entrepreneurship education, which contributes positively to developing interest in entrepreneurship among students. This research is useful for universities and schools that are carrying out entrepreneurship education for curriculum or program development.

Keywords: business student, education, entrepreneurship, soft skills, university

INTRODUCTION

The role of entrepreneurship education in fostering entrepreneurial intentions through universities can be increased by facilitating networking through events. Businesses today have challenges that really require collaborative efforts to benefit each other grow and connect with each other (Isac et al., 2022). The ability that must be possessed by entrepreneurs is

the ability to innovate to compete in business competition (Zastempowski, 2022). Students need to be supported in studying various information and innovations carried out by other industries and how they process ideas and make them happen so that customers can accept them (Zhang & Merchant, 2020).

To increase the impact that will result from entrepreneurship

education, a curriculum that focuses on competency development and practical activities is needed to improve the skills of participants (Ayuo, 2018). Mentoring activities in the form of coaching assist students in entrepreneurship education. Apart from that, networking support is a request from students to help them develop their business (Küttim et al., 2014). The university is proven to provide a positive experience of business development for students through the programs and facilities provided during lectures (Sambo, 2018).

In the context of developing countries, higher education has an important role to play by actively contributing to their economic and social progress. In addition, in the realm of entrepreneurship education, universities and faculties have an important responsibility to provide important support to students so they can add value to their businesses, such as access to educational resources, mentors, entrepreneurs, innovative inspiration, and platforms for nurturing new business ideas through incubation program (Farhangmehr et al., 2016). Universities as ecosystems can help students improve their entrepreneurial abilities and skills that can build students' interest in becoming entrepreneurs (Carey & Matlay, 2010; Guerrero & Espinoza-Benavides, 2021).

The old learning process must now be renewed with more interesting activities and can also help increase students' intentions to build a business during lectures (Ramlan & Ngah, 2012). Entrepreneurial instruction often leans towards a preference for hands-on assignments

and practical teaching methods (Nieuwenhuizen et al., 2016). Engagement in vibrant entrepreneurship education effectively shapes students' perspectives on learning approaches (Curtis et al., 2021). There is a need to combine theory and practice in entrepreneurship learning to provide a comprehensive experience for students (Krisnaresanti et al., 2020). Implementing practical entrepreneurship teaching methods in university settings plays a vital role in nurturing students' development of entrepreneurial inquisitiveness and their capacity to initiate new business ventures (Olokundun et al., 2018). Business skills can be mastered by students by observing and getting hands-on experience in real business activities (Tautila, 2010).

The necessity for soft skills becomes apparent as a practical consideration originating from utilizing technical skills during a task (England et al., 2020). By harnessing collaborative innovation, firms of all sizes can navigate the complexities of strategic entrepreneurship more effectively. This approach enhances their ability to identify emerging trends, adapt to market shifts, and capitalize on new growth avenues (Tsai & Lei, 2016). Collaboration can provide new learning opportunities and reduce the gap between classroom activities and students' attitudes toward studying entrepreneurship (Čapienė & Ragauskaitė, 2017).

Entrepreneurship education through business courses has an important role in encouraging students to become entrepreneurs. The economic progress of a country is

influenced by the number of entrepreneurs involved in opening jobs. In addition to business courses, collaboration programs between student businesses are also a catalyst for providing business learning experiences at universities. In this study, business courses and collaborations will be studied to see whether there is an influence from the integration of the two to increase students' intentions to become entrepreneurs.

METHOD

This study uses the PLS-SEM (Partial Least Square - Structural Equation Model) method, which aims to determine the role of business courses and collaboration programs and how they influence the entrepreneurial intention of business students. Data collection was carried out at a private university in the city of Bandung, Indonesia. There were 205 respondents who were involved in this study. They were business students aged 18-21 years who were running their businesses. This survey uses indicators for each construct, and a Likert scale of 1-5 is used for measurement purposes.

Data collection is carried out online via forms, and then data processing is carried out using the SmartPLS application, which helps assess business and collaboration course factors. The data collected is then assessed for validity and reliability so that the factors and

variables used in this research can be guaranteed, trusted, and accurate in the analysis. The assessment process uses Cronbach's Alpha and Composite Reliability to determine reliability. Then, the Average Variance Extracted (AVE) is used to check its validity.

This research focuses on business students, especially those who have attended business courses at universities and are active in collaboration programs for their businesses. The business course that students take during lectures is one of the important factors in how the material and teaching during lectures can affect students' interest in becoming entrepreneurs. Another factor is collaboration. This is related to the inter-business collaboration program that is being carried out and whether it can affect the interest of entrepreneurship students.

RESULT AND DISCUSSION

From the observations and tests that have been carried out, the following research results are shown in Figure 1, which shows a hypothetical model of the influence of business courses and collaboration programs on students' entrepreneurial intentions. These two factors have a positive influence on students' intentions to become entrepreneurs after graduating from college. The role of courses taught in lectures and collaboration programs can provide positive encouragement for students.

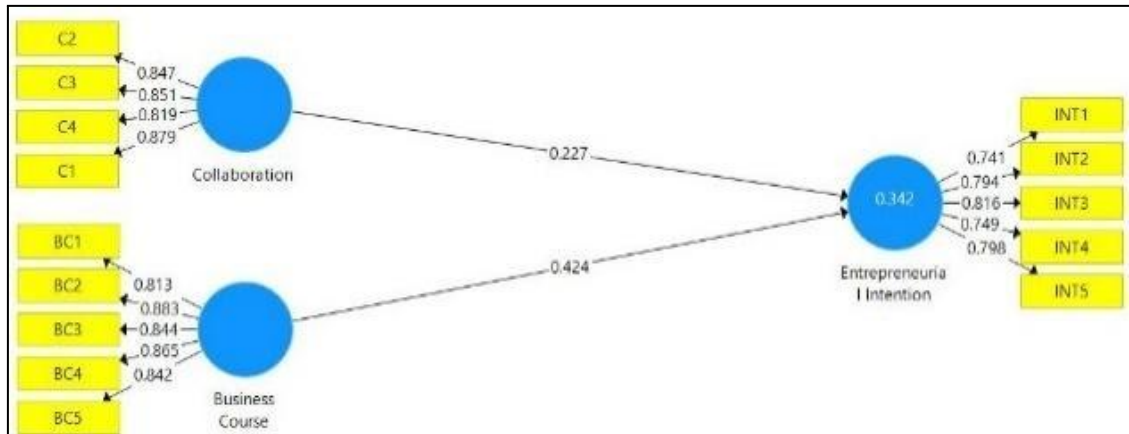


Figure 1. Hypothesis model

In Table 1, With the calculations that have been carried out, the measuring instrument used in this research can be used and relied on because it meets the requirements. A Cronbach's Alpha value greater than 0.81 indicates reliability. Apart from that, the composite reliability value shows a number greater than 0.7, so

it can be said that this factor is reliable for use in research analysis. Then, the AVE value is calculated to obtain data validity, and the data obtained showed a number greater than 0.5, thus illustrating the validity of the variables studied. Overall, the validity and reliability of the data examined can shape and formulate the findings of this research.

Table 1. Inner test

Constructs	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Business Course	0.904	0.909	0.928	0.722
Collaboration	0.872	0.884	0.912	0.721
Entrepreneurial Intention	0.839	0.844	0.886	0.609

In Tables 2 and 3, business courses during university studies have a good influence in stimulating students to become entrepreneurs. The learning gained from business courses has a good impact on the business performance of respondents, they benefit from this knowledge. The business course also provides students with the opportunity to find opportunities, process ideas, and execute these business ideas. Apart from that, business courses can provide students with experience to

improve their skills and knowledge in managing their businesses. Business courses also have an important role in honing and sharpening business skills so that business students can directly feel the impact of business development. Respondents also think that business courses can encourage creative and innovative thinking in solving problems in their business, thereby helping them become visionary and adaptable entrepreneurs. This is in line with previous research, which shows an

important role in students' desire to become entrepreneurs (Razak et al., 2018).

Collaboration programs are designed to help meet mutual needs between businesses. Students who are involved in business collaboration have extensive opportunities for business growth and prosperity. With collaboration, respondents can get diverse resources, ranging from networks, perspectives, and expertise. This helps business students to empower and maximize good resources. This culture of collaboration can help the actors to give birth to many innovative ideas because this fertile ground is well used to exchange

ideas between its members. Respondents also saw new opportunities that had not been seen before and how this inspiration could be executed for new growth. Respondents also believed that the spirit of collaboration not only provided enthusiasm but also strengthened their commitment to becoming entrepreneurs. With an environment that supports students, it can increase students' desire to develop businesses and become entrepreneurs amidst the diversity of the program (Haddad et al., 2021). Collaboration that occurs at universities can help students find the right skills to improve (Isac et al., 2022).

Table 2. Outer test

Indicators	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
BC1 <- Business Course	0.813	0.814	0.025	32.822	0.000
BC2 <- Business Course	0.883	0.884	0.019	45.858	0.000
BC3 <- Business Course	0.844	0.844	0.033	25.844	0.000
BC4 <- Business Course	0.865	0.864	0.028	31.014	0.000
BC5 <- Business Course	0.842	0.839	0.028	29.606	0.000
C1 <- Collaboration	0.879	0.877	0.024	37.227	0.000
C2 <- Collaboration	0.847	0.842	0.036	23.609	0.000
C3 <- Collaboration	0.851	0.850	0.034	25.075	0.000
C4 <- Collaboration	0.819	0.823	0.027	30.571	0.000
INT1 <- Entrepreneurial Intention	0.741	0.739	0.047	15.816	0.000
INT2 <- Entrepreneurial Intention	0.794	0.794	0.035	22.907	0.000
INT3 <- Entrepreneurial Intention	0.816	0.815	0.030	27.446	0.000
INT4 <- Entrepreneurial Intention	0.749	0.745	0.046	16.257	0.000
INT5 <- Entrepreneurial Intention	0.798	0.797	0.038	20.764	0.000

Table 3. Variables

Constructs	Variables	Details
Business Course	BC1	Business courses help respondents do business well
	BC2	Business courses help respondents find business opportunities
	BC3	Business courses help respondents have knowledge about business
	BC4	Business courses helped respondents improve their business skills
	BC5	Business courses help respondents be more creative
Collaboration	C1	With collaboration, respondents can grow their business
	C2	With collaboration, respondents get a lot of business ideas
	C3	With collaboration, respondents know there are many business opportunities
	C4	With collaboration, respondents are excited to do business
Entrepreneurial Intention	INT1	Respondents want to be an entrepreneur
	INT2	Respondents want to be an entrepreneur who solves problems
	INT3	Respondents dare to take risks in running a business
	INT4	Respondents have knowledge in business
	INT5	Respondents have skills in business

Table 4. Hypothesis test

Correlations	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Business Course -> Entrepreneurial Intention	0.424	0.429	0.059	7.229	0.000
Collaboration -> Entrepreneurial Intention	0.227	0.233	0.067	3.401	0.001

In Table 4, the data shows the influence of courses on students' intentions to become entrepreneurs. These results indicate that the course content, teaching methods, and programs designed for entrepreneurship education can stimulate students to remain businesspeople. This positive impact shows that the business course program becomes capital for students in increasing their understanding and business skills, as well as understanding the strategies that need

to be used to grow their business performance. This result is in line with previous research, which found that in increasing entrepreneurial intention, one way is by providing a social network and increasing knowledge (Isac et al., 2022).

In business collaboration, the impact on business students is very large. Not only does it influence the intention to become an entrepreneur after graduating from college, but it can also provide positive interaction experiences in a collaborative

environment. These findings invite entrepreneurship education thinkers to continue to maximize collaboration between businesses so that students can develop businesses. Universities need to provide a lot of experience and encourage students to improve their business performance through practical learning and real business experience in the market.

Overall, this research provides evidence that good preparation in courses, as well as good program support, such as collaboration between businesses, can form students' interest in becoming entrepreneurs. With the understanding and business skills trained in entrepreneurship education, students can have the provisions and potential to develop their businesses and face difficult challenges in their business.

CONCLUSION

The results of the research that has been conducted show that there is a significant influence between business courses and students' intentions to become entrepreneurs after graduating from college. The role of lectures at universities is still important in encouraging a positive impact in mobilizing young entrepreneurs. This research also shows that there is strong confirmation that the combination of business courses and business collaboration between students can stimulate students to become entrepreneurs. By examining the factors that influence entrepreneurial interest, this research helps educational institutions provide good support in terms of course preparation and collaboration programs between

students. Good and effective training and lectures will help make a positive contribution to the understanding and improvement of entrepreneurial skills in the academic environment. This research still has several limitations, such as the factors that determine it. Future research will continue to deepen the context and explore the placement of collaborative programs in the entrepreneurship curriculum. Apart from that, research is also needed, which aims to see the effectiveness of the learning steps at each stage.

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