DOES ENTREPRENEURIAL KNOWLEDGE MATTER FOR EDUPRENEURSHIP BEHAVIOR IN TEACHER TRAINING STUDENTS?

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ABSTRACT

This study aims to analyze the construct of the edupreneurship model for teacher training students. Questionnaires were given to students enrolled in the teacher training program at the Faculty of Economics, Universitas Negeri Medan, with a sampling of 275 respondents and an analytical tool for testing the relationship between variables using PLS-SEM. The empirical results found that attitude towards entrepreneurial knowledge proved to have no positive and significant effect; social support for entrepreneurial knowledge is proven to have a positive and significant impact; Self-efficacy on entrepreneurial knowledge is proven to have a positive and significant impact; entrepreneurial knowledge on edupreneurship behavior is proven to have a positive and significant effect.

Keywords: Attitude; Social Support; Self-efficacy; Entrepreneurial Knowledge; Edupreneurship Behavior

ABSTRAK

Penelitian ini bertujuan untuk menganalisis konstruk model edupreneurship pada mahasiswa keguruan. Kuesioner diberikan kepada mahasiswa program keguruan Fakultas Ekonomi di Universitas Negeri Medan dengan total sampel sebanyak 275 responden dan alat analisis untuk menguji hubungan antar variabel menggunakan PLS-SEM. Hasil empiris menemukan bahwa sikap terhadap pengetahuan kewirausahaan terbukti tidak berpengaruh positif dan signifikan; dukungan sosial terhadap pengetahuan kewirausahaan terbukti berpengaruh positif dan signifikan; Efikasi diri terhadap pengetahuan kewirausahaan terbukti berpengaruh positif dan signifikan; Pengetahuan kewirausahaan terhadap perilaku edupreneurship berpengaruh positif dan signifikan.

Kata Kunci : *Sikap; Dukungan Sosial; Efikasi Diri; Pengetahuan Kewirausahaan; Perilaku Edupreneurship*
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INTRODUCTION

Various developed countries have developed entrepreneurship education. Over the past decade, developed countries have claimed that entrepreneurship education is essential for motivating entrepreneurs (Jena, 2020; Fayolle & Gailly, 2015). Collegiate at tertiary institutions agree that entrepreneurship education involves knowledge, mindset, attitude, and self-efficacy for students and develops knowledge about startup business (Zhang et al., 2014; Barba-Sánchez & Atienza-Sahuquillo, 2018). Furthermore, several countries have proposed an entrepreneurship education strategy to increase the number of entrepreneurs, primarily through formal education in the university (Nasrullah et al., 2016; do Paco et al., 2013; Fayolle, 2006).

Entrepreneurship education in tertiary institutions is essential to student activities through the learning process. It is related to building an entrepreneurial personality and entrepreneurial mindset, accustomed to being creative and innovative in entrepreneurship, creating additional utilities, taking advantage of opportunities, daring to take risks, and facing future challenges competitively, which has not been implemented optimally (Maydiantoro et al., 2021). Meanwhile, every profession requires entrepreneurial character and spirit (Anand et al., 2022; Apunyo et al., 2022). In addition, edupreneurship implemented by tertiary institutions is still limited to knowledge and skills and has yet to form entrepreneurial behavior among students. One way that can be done is to build entrepreneurial character as early as possible (Maydiantoro et al., 2021).

Higher education is essential to instill an entrepreneurial mentality to change the mindset and paradigm of student thinking, which is internalized in education as edupreneurship. The implementation of edupreneurship in tertiary institutions has been carried out in stages and continuously and has become a current issue discussed on various occasions, such as discussions, seminars, workshops, and even as lesson learners (Wiratno, 2012). However, this is only limited to programs, education, and knowledge, yet to be at the stage of forming entrepreneurial behavior among students. Thus, this study aims to analyze the construct of the edupreneurship model for teacher-training students at the Faculty of Economics, Universitas Negeri Medan.

Attitude is a learned tendency to respond to or receive stimuli towards objects consistently regarding likes and dislikes (Andika & Madjid, 2012). Human attitudes exist through social processes as long as they live, where they get information and experience (Simanihuruk et al., 2021). An entrepreneurial attitude is a desire to find work, make ends meet, and discover and create new things (Indrawati, 2017). An entrepreneurial attitude is measured based on being interested in entrepreneurship, thinking creatively and innovatively, viewing failure as a positive thing, having leadership and responsibility, and liking to face risks and challenges (Gaddam, 2008).

Social support is the belief that an individual will get help when he needs it from others (Musabiq et al., 2017). Social support is an individual's expectations or expectations about assistance in the form of funding or other that can be received from the individual's environment (Hockerts, 2017). For entrepreneurs, social support is based on the social capital they have and the entrepreneur's beliefs and beliefs about behavior towards will that aims to create a business (Nathanael & Nuringsih, 2020).

Students' knowledge of entrepreneurship is closely related to several startup business activities, such as identification, company establishment, marketing, finance, and organization. Student entrepreneurial knowledge can be obtained through school education and training (Bergmann, 2017; Zhao & Seibert, 2006). The study's results (Ni & Ye, 2018) found that social support is essential in determining how much knowledge

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an entrepreneur has to determine his business model. The study's results (Nathanael & Nuringsih, 2020) also explain that social support can influence broad skills and knowledge for an entrepreneur.

According to Bandura (1997), self-efficacy is a belief in the individual's ability to organize and carry out a series of necessary actions to produce an achievement. Entrepreneurial self-efficacy is a personal belief in oneself that can stimulate various actions to overcome social problems (Akhter, 2020). Social entrepreneurship self-efficacy is a series of beliefs of an individual in the capacity he has to create new social enterprises and succeed in conquering entrepreneurial challenges (Tran, 2018). Entrepreneurial self-efficacy is the individual confidence level to become an entrepreneur (Jiang et al., 2017). Furthermore, Tran and Von Korflesch (2016) define the self-efficacy of social entrepreneurs as a dynamic arrangement of beliefs that a person has about his capacity to create new social enterprises and the belief to be successful in implementing them. Entrepreneurial self-efficacy is individuals' belief or trust in their ability to carry out various actions needed to create social enterprises.

Furthermore, an entrepreneurial mindset for students is a feeling and belief in a particular ability to think outside the box (Nabi et al., 2018). Therefore, individual self-competence was put forward by Nasrullah et al. (2016), which is a variable that correlates with edupreneurship patterns. Some entrepreneurship scholars associate the mindset of entrepreneurship not only with competencies but also with many other factors, namely experience and confidence to act. In addition, the entrepreneurial mindset also includes personality dimensions such as attitudes, values, and beliefs (Solesvik et al., 2013; Rajagopal, 2014). Edupreneurship is considered one of the efforts in preparing students to improvise with the environment and to be able to produce graduates with character and mentality.

According to Lacatus and Camelia (2016), edupreneurship was initially seen as part of the economy, but now it is developing in education. It should be noted that edupreneurship in education can be a welfare solution for educational problems and reduce unemployed educated university graduates. It aligns with the opinion expressed by (Apunyo et al., 2022; Suhendro, 2022). Several studies have explained the effect of entrepreneurial knowledge on entrepreneurship; research results (Ni & Ye, 2018) explain that entrepreneurial knowledge determines how much a person has entrepreneurial education to form a successful business. It is also explained by the results of research (Tshikovhi & Shambare, 2015), which suggests that entrepreneurial knowledge significantly affects edupreneurship behavior. Based on literature review and empirical research, the objectives offered in this research were formulated to construct an edupreneurship model for teacher training students. The edupreneurship model involves attitudes, social support, self-efficacy, entrepreneurial knowledge, and edupreneurship behavior.

METHOD

This research is an ex post facto with a quantitative approach in the form of causal associative to explain the interdependence between variables and the causal influence between the linked variables (Creswell, 2014). This study establishes and analyzes the construct of the edupreneurship model by offering edupreneurship behavior in terms of attitude (X1), social support (X2), self-efficacy (X3), and entrepreneurial knowledge as (intervening variables). The population of this study were all active teacher training students at the Faculty of Economics, Universitas Negeri Medan.

The sampling technique uses random sampling, considering the distribution of years of entry, study program, and gender so that the representation of the characteristics of the population is attached to the sample. The sample size was determined using the G-Power application, which considered the strength of the test equipment and the number of variables involved in this study (Hair et al., 2010). The total sample used was 275 respondents. The data collected found that the number of male respondents was 49 students and 226 female respondents. The number of respondents in 2019 was one student, 138 students were enrolled in 2020, 51 students were in 2021, and 2022 were 79 students. The total sample based on the study program origin was ten students from office administration education, 54 from accounting education, 76 from business education, and 135 from economics education.

Table 1. Characteristics of Students

Characteristics	Frequency	Percentage
Gender	275	
Male	49	17.8
Female	226	82.2
Entry	275	
2019	1	2.7
2020	138	50.1
2021	51	18.5
2022	79	28.7
Program	275	
Office Administration Education	10	27.5
Accounting Education	54	19.6
Business Education	76	27.6
Economic Education	135	49.1

Source: Data, 2023.

They were testing items from various instruments used in research. Variables adapted from attitudes (DINC & Budic, 2016; Karyaningsih, 2020; Liñán, 2004; Roxas, 2014), these dimensions are prospects of becoming entrepreneurs, prospects of becoming entrepreneurs vs employees, choices after graduating from college, intention (steadfastness) to become entrepreneurs. Furthermore, to test social support variables (DINC & Budic, 2016; Nielsen, 2020; Romano et al., 2020; Zimet et al., 1988), the dimensions are divided into the role of the family, the role of peers, the role of the lecturer. Then, to test the self-efficacy variable (Karyaningsih, 2020; Roxas, 2014), the dimensions are divided into self-confidence in becoming an entrepreneur, self-confidence in the difficulties faced in building a business, and self-confidence in the obstacles encountered in building a business. Testing the entrepreneurial knowledge variable (Karyaningsih, 2020; Liñán, 2004; Roxas, 2014), the dimensions are divided into knowledge about entrepreneurs, business associations, and business promotion agencies. Testing the edupreneurship behavior variable (DINC & Budic, 2016; Karyaningsih, 2020), the dimensions consist of building the character of entrepreneurs and entrepreneurship education on campus.

RESULT AND DISCUSSION

The results of testing the edupreneurship model through the structural equation model approach via SmartPLS v.3 with strict criteria are presented accurately in this section. As indicated in the data presented in Table 2, the loading factor values for each

indicator item consistently exceed the established threshold of 0.500, demonstrating their strong associations. Additionally, the variance extraction results for all constructs exhibit favorable Average Variance Extracted (AVE) values, surpassing the required threshold of 0.50. Furthermore, Table 2 provides evidence that the composite reliability values for each variable exceed 0.5, while the Cronbach alpha values fall below 0.5, indicating the reliability of the data used in this study. Notably, the discriminant validity values, as shown in Table 2, surpass 0.7, reaffirming the validity of the overall construct variable. Lastly, Table 2 highlights the R Square values falling within the "good" category.

Table 2. Convergent Validity, Construct Reliability, AVE, Cronbach Alpha, R Square

Constructs	Item	Convergent Validity	Construct Reliability	AVE	Cronbach Alpha	Discriminant Validity	R Square
Attitude	A1	0.837	0.922	0.629	0.902	0.793	0.246
	A2	0.810					
	A3	0,820					
	A4	0.695					
	A5	0.751					
	A6	0.813					
	A7	0.829					
Social Support	SS1	0.679	0.932	0.519	0.921	0.720	0.252
	SS2	0.659					
	SS3	0.708					
	SS4	0.698					
	SS5	0.742					
	SS6	0.835					
	SS7	0.804					
	SS8	0.830					
	SS9	0.837					
	SS10	0.753					
	SS11	0.625					
	SS12	0.532					
	SS13	0.577					
Self-Efficacy	SE1	0.852	0.927	0.588	0.921	0.767	0.405
	SE2	0.752					
	SE3	0.782					
	SE4	0.824					
	SE5	0.849					
	SE6	0.505					
	SE7	0.809					
	SE8	0.778					
	SE9	0.690					
Entrepreneurial Knowledge	EK1	0.867	0.966	0.758	0.960	0.870	0.592
	EK2	0.885					
	EK3	0.884					
	EK4	0.796					
	EK5	0.858					
	EK6	0.866					
	EK7	0.853					

Constructs	Item	Convergent Validity	Construct Reliability	AVE	Cronbach Alpha	Discriminant Validity	R Square
	EK8	0.903					
	EK9	0.918					
Edupreneurship	EB1	0.781	0.839	0.549	0.860	0.741	0.467
Behaviour	EB2	0.817					
	EB3	0.809					
	EB4	0.740					
	EB5	0.804					
	EB6	0.540					
	EB7	0.651					

Source: Data, 2023.

Furthermore, an output diagram of the Algorithm-PLS is presented, providing visual information on constructs and manifest of outer loading and coefficient path (see Figure 1). Based on Figure 1, the attitude path has a negative value and is the lowest compared to other constructs. In order to obtain information, the most dominant constructs for entrepreneurial knowledge are self-efficacy (0.570), social support (0.315), and attitude (-0.076), respectively. Finally, entrepreneurial knowledge has a coefficient of 0.684, contributing to edupreneurship behavior.

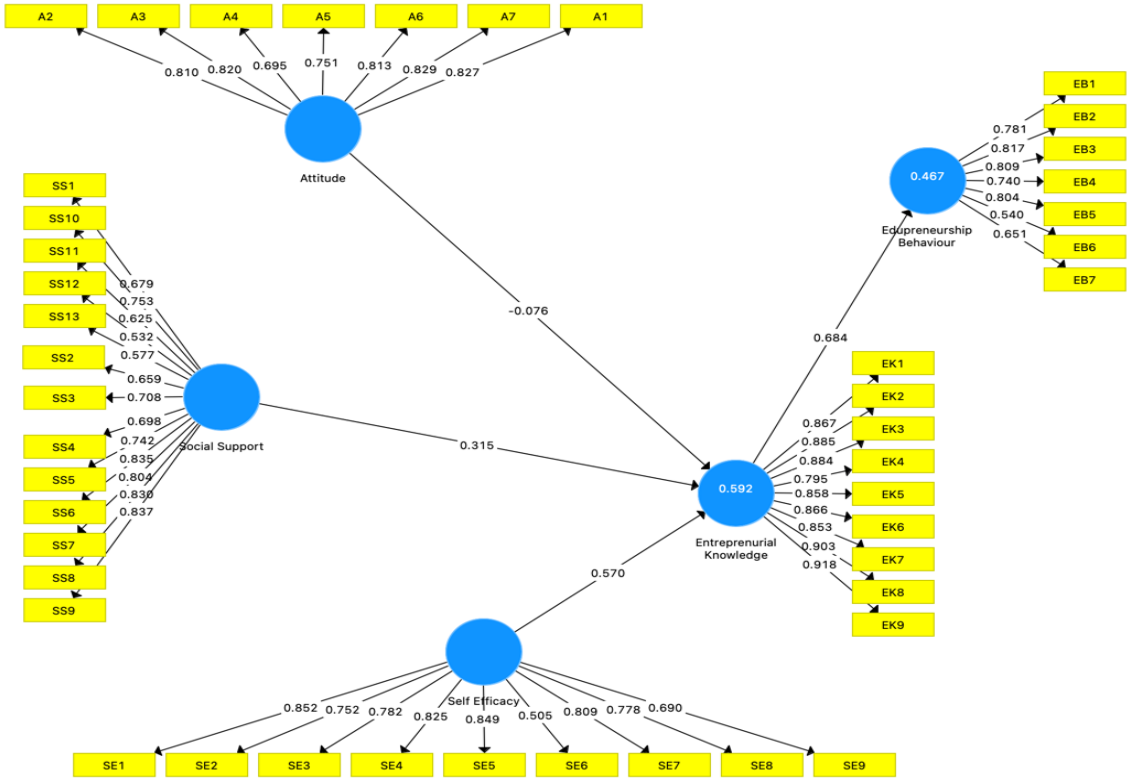

Figure 1. Results of SmartPLS
Source: Output SmartPLS, 2023

Table 3 shows that attitude does not affect entrepreneurial knowledge, as evidenced by a significance value (0.529) greater than 0.05. Meanwhile, social support (0.002) and self-efficacy (0.000) affect entrepreneurial knowledge, as evidenced by a significance value of less than 0.05. Finally, entrepreneurial knowledge affects

edupreneurship behavior, as evidenced by a significance value of less than 0.05. The complete test output is presented in Table 3.

Table 3. Result of Testing

	Original Sample (O)	Sample Mean (M)	STDEV	T Statistics (|O/STDEV|)	P-Values	Hypothesis
A -> EK	-0.076	-0.069	0.121	0.630	0.529	Reject
SS -> EK	0.315	0.327	0.101	3.130	0.002	Accept
SE -> EK	0.570	0.557	0.139	4.101	0.000	Accept
EK -> EB	0.684	0.691	0.065	10.567	0.000	Accept

Source: Data, 2023.

Attitudes Towards Entrepreneurial Knowledge

These results explain the negative and significant effect on attitudes towards entrepreneurial knowledge. Entrepreneurial attitude is measured based on being interested in entrepreneurship, thinking creatively and innovatively, viewing failure as a positive thing, having leadership and responsibility, and liking to face risks and challenges (Gaddam, 2008). Entrepreneurial knowledge is one of the factors triggering interest in doing entrepreneurial activities. Someone who has received entrepreneurship learning, training, seminars, and courses will be more interested in entrepreneurship (Anggraeni & Harnanik, 2015). Entrepreneurial knowledge can support entrepreneurial values, so it is hoped that it can foster an entrepreneurial spirit. Especially for students, entrepreneurial knowledge is needed to identify business opportunities and use them to create new job opportunities (Hendrawan & Sirine, 2017). Entrepreneurial interest and knowledge are expected to encourage individuals to open new businesses (Rosmiati et al., 2015). It explains that the attitude toward entrepreneurship among teacher-training students at the Faculty of Economics could be better. Therefore, entrepreneurial knowledge needs to be improved and has no positive influence.

Based on the results of this research, this research rejects a positive relationship between entrepreneurial knowledge and entrepreneurial attitudes. TPB theory states that individuals' attitudes can influence their intention to carry out certain behaviors, such as the intention to engage in entrepreneurial activities. In the context of this research, knowing entrepreneurship should theoretically influence attitudes towards entrepreneurship. However, this research shows that this relationship was not found in the context of teacher study program students at the Faculty of Economics.

In addition, this study also noted that the results conflict with previous research conducted by (Manda et al., 2021). The research indicates that individual attitudes influence the decision to start a business and that knowing entrepreneurship plays a vital role in shaping these attitudes. This research supports that in the context of teacher study program students at the Faculty of Economics, the relationship between entrepreneurial knowledge and entrepreneurial attitudes is not proven to be significant. Although the results conflict with TPB theory, this may be due to unique contextual factors in this student population or to sample size limitations and research methods. Therefore, further research may be needed to understand better the factors that influence entrepreneurial attitudes in this population.

Social Support Towards Entrepreneurial Knowledge

These results explain social support's vivacious and significant influence on entrepreneurial knowledge. For entrepreneurs, social support is based on the social

capital they have and the entrepreneur's beliefs and beliefs about behavior towards will that aims to create a business (Nathanael & Nuringsih, 2020). It explains that social support is social assistance expected by individuals from their social environment that encourages individuals to build social enterprises. According to Mair and Noboa (2006), social support is the second element that drives the process of social entrepreneurial intentions. In general, social support positively influences entrepreneurial intentions among business students in Indonesia, where the high social support received will increase students' desire to build a start-up business (Sahban et al., 2016). Entrepreneurial knowledge is intricately linked to various aspects of business operations, including identifying opportunities, establishing companies, marketing strategies, financial management, and organizational structures. Students can acquire entrepreneurial knowledge through formal education and school training programs (Bergmann, 2017; Ni & Ye, 2018; Zhao & Seibert, 2006).

The results of this study explain that students currently studying at Universitas Negeri Medan can provide social support, which impacts their knowledge of entrepreneurship. These results are consistent with the theoretical basis of the Theory of Planned Behavior (TPB) and Experiential Human Capital (EHC). According to the TPB, individual attitudes, which in this context involve entrepreneurial knowledge, can be influenced by certain factors. One of these factors is the social support that individuals receive from their environment. This research shows that students who get good social support from their social environment tend to have better entrepreneurial knowledge. EHC theory also supports the results of this research. EHC emphasizes the importance of experience and knowledge in entrepreneurial development. In the context of this research, the social support received by students can be considered a form of experience and additional knowledge that supports the development of their entrepreneurial knowledge. Therefore, this research supports the theory used as a theoretical basis because the research results align with what is explained in the TPB and EHC theories. Social support has positively and significantly impacted students' entrepreneurial knowledge at Universitas Negeri Medan, strengthening the link between social factors and entrepreneurial development. This study's results align with Ni & Ye's (2018) finding that social support is essential in determining how much knowledge an entrepreneur must have about his business model. The study's results (Nathanael & Nuringsih, 2020) also explain that social support can influence broad skills and knowledge for an entrepreneur.

Self-Efficacy Towards Entrepreneurial Knowledge

These results explain a positive and significant effect of self-efficacy on entrepreneurial knowledge. Social entrepreneurship self-efficacy is a series of an individual's belief in the capacity to create new social enterprises and succeed in conquering entrepreneurial challenges (Tran, 2018). Entrepreneurial self-efficacy is the level of individual confidence that he can become an entrepreneur (Jiang et al., 2017). Entrepreneurial self-efficacy is individuals' belief or trust in their ability to carry out various actions needed to create social enterprises. Entrepreneurial Human Capital (EHC) represents a significant and advanced set of entrepreneurial skills and expertise that play a crucial role in sales, negotiation, product innovation, and risk evaluation (Ni & Ye, 2018). According to the EHC theory, individuals with a solid educational background are more likely to venture into entrepreneurship (Cowling et al., 2018). These entrepreneurs possess the capacity to merge diverse knowledge and competencies to create products or services that align effectively with market

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preferences and demands. In the context of the TPB, self-efficacy reflects an individual's beliefs about his ability to carry out the actions required to create and manage a business. This research shows that students who have a high level of self-efficacy tend to have better entrepreneurial knowledge. It aligns with the theory that self-efficacy influences entrepreneurial intentions and behavior. EHC theory also supports the results of this research. EHC emphasizes the importance of high knowledge and skills in developing entrepreneurship. Self-efficacy is a mental skill necessary to face challenges and take entrepreneurial action.

The results of this study confirm that students with higher levels of self-efficacy tend to have better entrepreneurial knowledge. Thus, this research consistently supports the theory used as its theoretical basis. Self-efficacy has been proven to positively and significantly impact students' entrepreneurial knowledge at Universitas Negeri Medan. It strengthens the concept of the relationship between self-efficacy and the development of entrepreneurial knowledge in TPB and EHC theories. This study's results align with Akhter (2020) and Tran (2018), which explain that entrepreneurial self-efficacy has a positive influence on students' entrepreneurial knowledge.

Entrepreneurial Knowledge Towards Edupreneurship Behavior

These results explain entrepreneurial knowledge's vivacious and significant effect on edupreneurship behavior. Understanding entrepreneurship significantly influences the establishment of startups and the growth of new enterprises (Ni & Ye, 2018; Farani et al., 2017; Tshikovhi & Shambare, 2015). Additionally, an entrepreneurial mindset is characterized by confidence in one's ability to think creatively and innovatively (Nabi et al., 2018). On the other hand, individual self-competence, as proposed by Nasrullah, Khan, and Khan (2016), is a factor that corresponds to patterns of edupreneurship. Some scholars in entrepreneurship link the entrepreneurial mindset not only to self-competence but also to various other elements, including experience and the confidence to take action. Furthermore, the entrepreneurial mindset encompasses personality aspects such as values, attitudes, and convictions (Rajagopal, 2014; Solesvik et al., 2013).

Edupreneurship is considered one of the efforts in preparing students to improvise with the environment and to be able to produce graduates with character and mentality. Agrawal (2013) interprets edupreneurship into two different meanings. First, edupreneurship is more profit-oriented, which provides many financial benefits. It aligns with the opinion of Apunyo et al. (2022) and Suhendro (2022). These results explain that students as learning have knowledge that impacts the behavior of educated entrepreneurs. EHC theory also supports these findings. EHC refers to the importance of advanced knowledge and skills in developing entrepreneurship and business ventures. Students with solid entrepreneurial knowledge are expected to have sufficient knowledge to develop and understand business models and the challenges of starting a business. Thus, this research consistently supports the theory used as its theoretical basis. Entrepreneurial knowledge has been proven to positively and significantly impact student educational behavior at Universitas Negeri Medan. It confirms the link between entrepreneurial knowledge and edupreneurship behavior in TPB and EHC theory. This study's results align with (Ni & Ye, 2018), explaining that entrepreneurial knowledge determines how much a person has entrepreneurial education to form a successful business. It is also explained by the results of research (Tshikovhi & Shambare, 2015), which suggests that entrepreneurial knowledge significantly affects edupreneurship behavior.

CONCLUSION

Based on the research results, the effect of attitude, social support, and self-efficacy on entrepreneurial knowledge and edupreneurship behavior is to analyze the construct of the edupreneurship model for teacher training students at the Faculty of Economics, Universitas Negeri Medan. First, the research results conducted to determine the effect of attitude on entrepreneurial knowledge proved to have no positive or significant effect. Second, the research results conducted to determine the effect of social support on entrepreneurial knowledge proved to have a positive and significant effect. Third, the results of research conducted to determine the effect of self-efficacy on entrepreneurial knowledge are proven to have a positive and significant effect. Fourth, the research results conducted to determine the effect of entrepreneurial knowledge on edupreneurship behavior proved to have a positive and significant effect. In this study, the results of the tested constructed model explained the entrepreneurship knowledge model.

These individuals possess the capacity to integrate diverse forms of expertise and competencies to create high-quality products or services that align with market preferences and requirements. They are also likely to demonstrate heightened attentiveness in identifying opportunities, implementing innovations, and making efficient and effective use of resources. It was also tested using a quantitative approach through attitude, social support, and self-efficiency variables. In general, social support positively influences entrepreneurial intentions among business students in Indonesia, where the high social support received will increase students' desire to build a start-up business. This research also provides a new perspective on the role of entrepreneurship in tertiary institutions. These activities benefit from forming knowledge about entrepreneurship and entrepreneurial behavior to create superior young students in tertiary institutions.

The limitation of this research is the limited population context. This research only focuses on students in the teacher study program at Universitas Negeri Medan. Therefore, the generalization of the findings only applies to this limited population and cannot represent the wider population. Research results may not apply to students at other institutions or from different educational backgrounds. Furthermore, another limitation is variable measurement. Although this research uses variables such as attitudes, social support, and self-efficacy, it should be noted that the measurement of these variables may vary in definition and measurement scale. It can affect the study results and make it difficult to compare the findings with other studies that use different measurements. Finally, association vs causality: Although this research shows associations between variables such as attitudes, social support, self-efficacy, entrepreneurial knowledge, and edupreneurship behavior, it does not yet demonstrate a cause-and-effect relationship.

Further research using experimental designs is needed to understand whether these factors influence edupreneurship behavior. The implications for future research are the need to expand the sample population, consider variations in variable measurement, use experimental research designs to test causation and involve qualitative approaches for deeper understanding. Apart from that, a more straightforward definition of edupreneurship is needed.

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