

Focus Research Entrepreneurship Learning and Entrepreneurship Intention: A Systematic Review

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Abstraksi

Pembelajaran kewirausahaan adalah proses memperoleh pengetahuan dan keterampilan yang berkaitan dengan kewirausahaan, termasuk kemampuan untuk mengenali dan mengembangkan peluang bisnis baru, mengelola sumber daya secara efektif, dan mengambil risiko yang diperhitungkan untuk mencapai kesuksesan dalam usaha bisnis yang sering dikaitkan dengan kewirausahaan yang disengaja mengacu pada seseorang. motivasi atau kecenderungan untuk meluncurkan usaha bisnis baru. Fokus penelitian ini adalah pada pembelajaran dan niat kewirausahaan, dan menggunakan metodologi tinjauan sistematis dari 2021 hingga 2023 database scopus. Fokus penelitian terkait pembelajaran kewirausahaan dan intensi berwirausaha berfokus pada beberapa hal seperti pengalaman belajar praktik, karakteristik individu seperti jenis kelamin, usia, kedekatan dengan kewirausahaan, prestasi akademik, pengalaman kerja sebelumnya, dan kecenderungan risiko dan mengamati perubahan, inovasi, program kewirausahaan berbasis STEM satu hari yang berfokus pada wanita, self-efficacy kewirausahaan, persepsi karyawan muda tentang pekerjaan berbayar mereka saat ini, kreativitas di antara pelajar wanita, kondisi kognitif dan sosial, self-efficacy kreatif, dan teori perilaku terencana.

Kata Kunci: Niat Kewirausahaan, Pembelajaran Kewirausahaan, Tinjauan Sistematis

Abstract

Entrepreneurship learning is the process of acquiring knowledge and skills related to entrepreneurship, including the ability to recognise and develop new business opportunities, effectively manage resources, and take calculated risks in order to achieve success in business ventures often associated with intentional entrepreneurship refers to a person's motivation or inclination to launch a new business venture. The focus of this study is on entrepreneurial learning and intention, and it employs a systematic review methodology from 2021 to 2023 scopus database. The focus of research related to entrepreneurship learning and entrepreneurship intention focuses on several things such as experiential learning practice, individual characteristics such as gender, age, proximity to entrepreneurship, academic performance, previous work experience, and propensity for risk and observe the change, innovation, one-day female-focused STEM-based entrepreneurship program, entrepreneurial self-efficacy, young employees' perception of their current paid jobs, creativity among female learners, cognitive and social conditions, creative self-efficacy, and theory of planned behavior.

Keywords: *Entrepreneurship Intention, Entrepreneurship Learning, Systematic Review*

INTRODUCTION

Entrepreneurship is the generation, development, and application of new concepts in the business world (Haldar, 2019). These entrepreneurial activities include the creation of new products or services, the development of ideas and innovations, and the management and efficient utilisation of resources. Entrepreneurship plays a crucial position in the economic development of a nation. In Indonesia, the micro, small and medium enterprises (MSMEs) sector contributes around 61.07 percent or a value of 8.574 trillion in 2021 to the gross domestic product (GDP). Entrepreneurship is

becoming increasingly important to improve the skills and abilities of aspiring entrepreneurs to develop better and more effective businesses (Cueto et al., 2022).

In a number of countries, including Indonesia, entrepreneurship education has become an essential component of the curriculum (Sarooghi et al., 2019). Entrepreneurship education is provided at the senior secondary and tertiary levels of education in Indonesia. The objective of entrepreneurship education is to enhance the skills and abilities of aspiring business owners in the areas of business development, resource management, and innovation. In addition, the goal of entrepreneurship education is to help aspiring business owners comprehend various crucial aspects of the business world, including marketing strategy, financial management, production management, and risk management.

But there are still some difficulties in learning entrepreneurship in Indonesia. The shortage of qualified instructors and teachers in the field of entrepreneurship is one of these issues (Rashid, 2019). Since the majority of teachers and instructors in Indonesia lack entrepreneurship-related training and expertise, they are less equipped to deliver effective and efficient instruction. Furthermore, the Indonesian curriculum for entrepreneurship education frequently emphasises theory and excludes application-based learning strategies. This makes it more difficult for aspiring business owners to acquire the actual skills and abilities needed to grow their company.

In addition to difficulties with entrepreneurship education, Indonesia's entrepreneurship development still faces a number of issues (Anggadwita et al., 2021). Lack of access to finance and financial support from banks and other financial organisations is one such issue. As a result, potential business owners have trouble launching and growing their companies. Additionally, there are also issues with bureaucracy and rules that hinder the growth of entrepreneurship in Indonesia. For budding entrepreneurs, navigating murky rules and convoluted bureaucracy can be a barrier to beginning and growing their businesses. The quality of Indonesia's human resources (HR) is being raised as a result of the adoption of entrepreneurship education. A trustworthy and creative human resource pool is critically required as time and technology advance more quickly. As a result, entrepreneurial education needs to be introduced from a young age.

Entrepreneurship courses in schools can help students to develop the skills and knowledge necessary to start and manage their own businesses (Jena, 2020). In addition, entrepreneurship learning also provides knowledge on how to make money independently, understand the market, identify business opportunities, and manage

finances well. In addition, entrepreneurship learning can also increase Indonesia's competitiveness at the global level. Currently, Indonesia is still ranked at the bottom of the Global Competitiveness Index, and one of the factors causing this is the lack of human resources with entrepreneurial skills and knowledge. By equipping students with skills and knowledge related to entrepreneurship, it is hoped that they can increase Indonesia's competitiveness in the future.

The focus of this study is on entrepreneurial learning and intention, and it employs a systematic review methodology with the goal of presenting an accurate and trustworthy synthesis of the relevant literature while minimising bias and analytical errors. Systematic reviews are distinct from other review techniques like bibliometric reviews, which are designed to spot trends and research concentrations in a specific field (Triansyah, Gunawan, et al., 2023; Triansyah, Mitayana, et al., 2023; Triansyah, Suwatno, et al., 2023; Triansyah & Supardi, 2023).

THEORETICAL STUDY

Entrepreneurship Learning

Entrepreneurship learning is the process of acquiring knowledge and skills related to entrepreneurship, including the ability to recognise and develop new business opportunities, effectively manage resources, and take calculated risks in order to achieve success in business ventures (Ratten & Jones, 2021). In recent years, entrepreneurship education has become an essential field of study, as it is believed to play a significant role in the global growth and development of economies. Different types of entrepreneurship education are available, including degree programmes, short courses, and seminars. It seeks to equip learners with a variety of skills and knowledge, such as the ability to identify business opportunities, analyse markets, create business plans, and effectively manage finances. It also emphasises the development of essential entrepreneurial skills such as leadership, communication, networking, innovation, and creativity.

Globally, numerous governments and institutions have acknowledged the significance of entrepreneurship education. Several initiatives, including the incorporation of entrepreneurship education into formal education systems, have been initiated to promote entrepreneurship education. In the United States, for instance, the Kauffman Foundation, a non-profit organisation, has actively promoted entrepreneurship education in secondary schools and universities. In a similar fashion,

the European Union has launched the Entrepreneurship 2020 Action Plan to promote the growth of entrepreneurship education in Europe.

There are numerous advantages to learning about entrepreneurship. Firstly, entrepreneurship education equips students with the knowledge and abilities required to launch and manage a successful business venture. This includes the ability to recognise business opportunities, create a business plan, and effectively manage resources. Second, entrepreneurship education promotes economic growth by creating employment, encouraging innovation, and generating wealth. This is especially essential for developing nations, where entrepreneurship can be a means of escaping poverty. The third benefit of entrepreneurship education is the development of an entrepreneurial mindset that can be applied in a variety of contexts, including within extant organisations and as a career option.

Despite the benefits of entrepreneurship education, its implementation presents obstacles (Kumar et al., 2019). The dearth of qualified educators and trainers who can provide effective entrepreneurship education is one of the greatest obstacles. The absence of resources, especially in developing nations, can restrict access to entrepreneurship education for marginalised communities. Moreover, entrepreneurship education must be tailored to the requirements of students and delivered in an engaging and interactive manner.

In conclusion, entrepreneurship education plays a crucial role in fostering economic growth, employment creation, and innovation. It equips students with the knowledge and skills necessary to launch and manage successful business ventures and fosters an entrepreneurial perspective that can be applied in a variety of contexts. However, its implementation is hindered by a lack of qualified teachers and trainers, limited resources, and the need to ensure that entrepreneurship education is engaging and pertinent.

Entrepreneurship Intention

Intentional entrepreneurship refers to a person's motivation or inclination to launch a new business venture (Tiwari et al., 2022). It is a crucial factor that drives entrepreneurial behaviour and determines a person's likelihood of beginning and running a new business successfully. A variety of factors, including personal characteristics, socioeconomic context, cultural values, and educational background, influence entrepreneurial intent. Personal characteristics such as risk-taking propensity, self-efficacy, and innovativeness are significantly associated with the intention to become an entrepreneur, according to research. For instance, individuals

who are more willing to take risks are more likely to have entrepreneurial aspirations. Those with a higher level of self-efficacy, which is the belief in one's capacity to succeed, are also more likely to have entrepreneurial intentions.

The socioeconomic environment in which a person resides also plays an important role in determining entrepreneurial intent (Ataei et al., 2020). For instance, research indicates that individuals who reside in regions with high unemployment or limited employment opportunities are more likely to have entrepreneurial aspirations, as establishing a business may be viewed as a viable alternative to traditional employment. Additionally, cultural values, such as the significance of independence and self-reliance, have been found to influence entrepreneurship intention, with individuals from cultures that value entrepreneurship being more likely to have greater intentions to launch a new business.

Education also plays an important role in determining entrepreneurial intent (Mahfud et al., 2020). Individuals can be exposed to the concepts and skills necessary to establish and manage a new business through entrepreneurship education programmes, which can increase their entrepreneurship intention. Several studies have found that entrepreneurship education has a positive effect on the intention to start a business, with individuals who have received entrepreneurship education having a greater propensity to intend to do so.

Entrepreneurship intention is a crucial factor that drives entrepreneurial behaviour and determines the likelihood of a person launching and effectively operating a new business. It is influenced by a variety of factors, such as personal characteristics, socioeconomic environment, cultural values, and educational heritage. Understanding these factors is crucial for policymakers and educators who seek to encourage entrepreneurship and foster the development of new enterprises.

METHOD

This study utilised a systematic evaluation of entrepreneurship learning and entrepreneurial intention from 2021 to 2023 scopus database. A systematic review is a form of research study that seeks to answer a particular research question by systematically identifying, selecting, and evaluating all relevant evidence. This methodology is characterised by a comprehensive search strategy designed to identify all relevant published and unpublished work on a topic, a systematic integration of search results, and a critique of the quantity, nature, and quality of evidence in relation to a specific research question. Systematic reviews are regarded as providing the

highest level of evidence on the evidence pyramid and are conducted according to rigorous research methodology. (Caldwell & Bennett, 2020; Siddaway et al., 2019). In this research, the keyword used is "impact entrepreneurship learning on entrepreneurial intention" in the Scopus database. After conducting the screening, the researchers found 15 articles that met the predetermined criteria.

RESULT AND DISCUSSION

Focus of research in Entrepreneurship Learning and Entrepreneurship Intention

Table 1. Focus Study Entrepreneurship Learning and Entrepreneurship Intention

No	Author	Year	Focus Study
1	(Pérez-Pérez et al.2021)	2021	Assess the impact of an experiential learning practice on students' entrepreneurial intentions, consider the moderating role of individual characteristics such as gender, age, proximity to entrepreneurship, academic performance, previous work experience, and propensity for risk and observe the change in a university student's entrepreneurial intention as a consequence of participating in a serious business game
2	(Q. Wang et al., 2021)	2021	Analyze the relationship between innovation and entrepreneurship education (IEE) and entrepreneurial intention from the perspective of educational psychology, to explore the influence mechanism of IEE on entrepreneurial intention, and to promote the success of college students in entrepreneurship
3	(İlerisoy et al., 2021)	2021	Investigate whether architectural education has a positive attitude toward entrepreneurship and it encourages to

			have management skills. The hypothesis is based on the fact that core courses in architectural education have an impact on individuals' entrepreneurial intentions.
4	(Shahin et al., 2021)	2021	Designed to explore the effects of a one-day female-focused STEM-based entrepreneurship program (for brevity, we call it the OzGirlsEntrepreneurship program) on the entrepreneurial intention of secondary school female students
5	(Ali & Negasi, 2021)	2021	Comparatively examined the differential impact of the experiential-entrepreneurial learning method on the entrepreneurial intentions of students against the traditional entrepreneurial-teaching method of the course in Entrepreneurship and Small Business Management in Wollo University, Ethiopia
6	(Widjaja et al., 2022)	2022	Investigates the role of e-learning in determining entrepreneurship education and entrepreneurial self-efficacy, and students' intention on entrepreneurship
7	(Lien & Hoang, 2022)	2022	Explore the impact of young employees' perception of their current paid jobs on their entrepreneurial intention via the mediator of job satisfaction
8	(M. Wang et al., 2022)	2022	Explores the ability of college students to screen good films and resist bad films in television works in such a large environment. In the deep learning model of FAT, the ability of college

			students to think about the ideas expressed and the degree of influence on college students' values are analyzed.
9	(Z. Wang & Ortiz, 2022)	2022	Examines the impact of students' entrepreneurship education in China on their entrepreneurial intentions. Perceived entrepreneurial capacity, education in entrepreneurship, and attitudes toward entrepreneurship are all factors in the model developed to predict entrepreneurial intention. Structured equation modeling (SEM) is being used to test 98 management students from various universities in China
10	(Khan et al., 2022)	2022	Investigates how social media learning might improve entrepreneurial learning and creativity among female learners. In summary, this article examines the impact of two critical activities in social media communities (knowledge sharing and social interaction) on entrepreneurial learning and creativity, which might develop entrepreneurial ambitions among Muslim female learners
11	(Padilla-Angulo et al., 2023)	2023	Explore potential differences in the effectiveness of these models depending on students' educational stage and gender, factors which have also been overlooked by the literature.
12	(Q. Wang et al., 2021)	2023	Adopted entrepreneurial learning theory to construct a relationship model between entrepreneurial learning and entrepreneurial intention

13	(Nungsari et al., 2023)	2023	This study aims to model the cognitive and social conditions, mediating processes and interactions to understand how youth EI can be formed and strengthened in an emerging economy
14	(Vuorio et al., 2022)	2023	Answer the question of which contingencies shape the outcome of EE by examining the outcome variables of entrepreneurial intentions (EI) and creative self-efficacy (CSE)
15	(Woraphiphat & Roopsuwankun, 2023)	2023	Offer a framework that explains students' satisfaction and entrepreneurial intention by integrating the theory of planned behavior with design thinking-based entrepreneurship courses, peer interactions, and speaker interactions

Overall, the focus of research related to entrepreneurship learning and entrepreneurship intention focuses on several things such as experiential learning practice, individual characteristics such as gender, age, proximity to entrepreneurship, academic performance, previous work experience, and propensity for risk and observe the change, innovation, one-day female-focused STEM-based entrepreneurship program, entrepreneurial self-efficacy, young employees' perception of their current paid jobs, creativity among female learners, cognitive and social conditions, creative self-efficacy, and theory of planned behavior.

Some research results explain entrepreneurship learning and entrepreneurship intention, such as Q. Wang et al. (2021) purpose to analyze the relationship between innovation and entrepreneurship education (IEE) and entrepreneurial intention from the perspective of educational psychology, to explore the influence mechanism of IEE on entrepreneurial intention, and to promote the success of college students in entrepreneurship. The results show that IEE has positive effect on entrepreneurial intention. In addition, entrepreneurial knowledge plays a mediating role in the relationship between IEE and entrepreneurial intention. And the mediating effect of

innovation behavior and entrepreneurial attitude is not obvious. These results are expected to provide evidence for understanding the relationship between IEE and entrepreneurial intention under the background of Chinese education, to enrich and expand the theoretical basis of IEE, and to possess theoretical, empirical, and practical significance for the design and implementation of innovation and entrepreneurship education for college students.

Widjaja et al. (2022), Investigates the role of e-learning in determining entrepreneurship education and entrepreneurial self-efficacy, and students' intention on entrepreneurship. The findings indicate that students' entrepreneurship education and self-efficacy can be performed using e-learning, and it is closely linked with lecturer competence, performance expectancy, and facilitating condition. The results also show a linkage between entrepreneurship education and entrepreneurial intention. This research confirms a crucial role of self-efficacy and entrepreneurship education in mediating teachers' competence and intention for entrepreneurship. This is the first step for further investigation regarding the effect of online learning on college students' entrepreneurial intentions.

Nungsari et al. (2023), This study aims to model the cognitive and social conditions, mediating processes and interactions to understand how youth EI can be formed and strengthened in an emerging economy. Results showed that a proactive personality or proactiveness was a key mediator in how an internal locus of control (ILOC) and self-esteem influence EI. Furthermore, ILOC and proactiveness were found to compensate for the lack of parental financial support in the formation of EI among low-income youth.

Thus, it can be concluded that entrepreneurship learning has an important role in increasing entrepreneurial intentions in individuals. Therefore, entrepreneurship education needs to be provided at a broader level of education in order to prepare young people who have good entrepreneurial abilities and skills and can contribute to the country's economic development.

CONCLUSION

Entrepreneurship learning is the process of acquiring knowledge and skills related to entrepreneurship, including the ability to recognise and develop new business opportunities, effectively manage resources, and take calculated risks in order to achieve success in business ventures often associated with intentional entrepreneurship refers to a person's motivation or inclination to launch a new business venture. The focus of research related to entrepreneurship learning and entrepreneurship intention focuses on several things such as experiential learning practice, individual characteristics such as gender, age, proximity to entrepreneurship, academic performance, previous work experience, and propensity for risk and observe the change, innovation, one-day female-focused STEM-based entrepreneurship program, entrepreneurial self-efficacy, young employees' perception of their current paid jobs, creativity among female learners, cognitive and social conditions, creative self-efficacy, and theory of planned behavior. Entrepreneurship learning has an important role in increasing entrepreneurial intentions in individuals. Therefore, entrepreneurship education needs to be provided at a broader level of education in order to prepare young people who have good entrepreneurial abilities and skills and can contribute to the country's economic development.

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