

A META ANALYTIC REVIEW ON ENTREPRENEURSHIP EDUCATION OF UNIVERSITAS CIPUTRA SURABAYA

Yuanita Ratna Indudewi, Teofilus, Darma Fathurahman Arifin,
Laurensia Maureen Nuradhi
Universitas Ciputra Surabaya, Indonesia

Abstract: Universitas Ciputra Surabaya has been known for its Entrepreneurship Education since 2006, and many institutions came to do a benchmark study. More institutions came to Universitas Ciputra Surabaya during the pandemic for requisite entrepreneurship education modules and training. However, articles show conflicting evidence that entrepreneurship education cannot intensify entrepreneurial intention, which leads to a lack of entrepreneurial behavior. Extremely, a journal provided data that entrepreneurship education within several colleges and universities holds little to no responsibility in increasing the entrepreneurial rate among college graduates. This evidence comes from a different context and setting apart from Entrepreneurship Education Curricula developed over the years by Universitas Ciputra Surabaya academics. Of about 58 articles in the journal of entrepreneurship education published by Universitas Ciputra Surabaya academics, 14 articles correlated to entrepreneurial intention. Those 14 articles were processed using meta-analysis. The value of $r^2 = 0.354$ indicates that entrepreneurship education has a very strong influence on entrepreneurial intention. Egger's test results showed no publication bias within this research. The findings contribute to elevating the efficacy of the stakeholder of Universitas Ciputra Surabaya, especially now that "Program Merdeka Belajar" gives access to a broader community.

Keywords: entrepreneurship education; entrepreneurial intention

A. INTRODUCTION

Entrepreneurship education is growing rapidly in Indonesia (Amalia & von Korfflesch, 2021). Government supports the entrepreneurship in Indonesia through many programs and one of them is through entrepreneurship education. General

*Corresponding Author.
e-mail: febe.yuanita@ciputra.ac.id

Director of Higher Education from the Ministry of Education and Culture (Kemendikbud), Mr. Nizam, emphasized that the latest program, which is Merdeka Campus ecosystem must be realized with a healthy, safe campus environment and synergy with stakeholders, to prepare students for the industrial revolution by equipping them with adaptive, entrepreneurial, and complex problem solver skills (Kampus Merdeka untuk Akselerasi Entrepreneurship dan Pemulihan Ekonomi, 2021). Furthermore, Mr. Nizam explained that Merdeka Campus program has 9 programs to create superior human resources, and one of them is Entrepreneurship, how to create superior entrepreneurs in order to create new start-up companies. Government believes that entrepreneurship education is a key factor to survive in many critical economic situations. In this unstable economic condition, the ability to do business becomes a crucial competency. This will make an individual adapt easily in dynamic conditions. Entrepreneurship is proven has a positive impact on an economy and society, one of the most important impacts of entrepreneurship is the provision of jobs. Universities play an important role in preparing graduates as entrepreneurs and workers that have an entrepreneurial perspective and ability.

However, early period of entrepreneurship education in Indonesia appears as only one of the subjects in lectures and courses. Often entrepreneurship subject is inserted to support the main courses, but they don't really apply the venture creation concept. Entrepreneurship education learning process originally carried out with a larger portion of theory (Wardhani and Kusuma, 2021). Course content in early Entrepreneurship Education throughout universities in Indonesia mainly taught theoretical knowledge or teaching "about" entrepreneurship, but failed to create the mental skills, attitudes, behaviors, and applied skills to create and manage business (Amalia & Von Korflesch, 2021). Courses such as entrepreneurial fundamental management skills, business planning, market research, and finance, are most likely available in many Indonesian entrepreneurship programs. Hence, some research in the first period of entrepreneurship education concludes that even though many people have completed entrepreneurship courses, it turns out that most of the graduates are still oriented towards finding work and experiencing a long waiting period for work (Handriani, 2011; Yuniza, et al, 2012). This finding indicate that the wrong method of entrepreneurship education didn't improve graduates' intention to create venture. Entre-

preneurship Education shouldn't just promote theoretical references, but should encourage project based learning so that every graduates have the opportunity and are encouraged to enter real entrepreneurial world (Utami, 2017). Entrepreneurship education should make students able to create something novel and fruitful to many people by combining existing resources (Teofilus et al., 2020).

Universitas Ciputra Surabaya has existed since 2006 to answer the challenges related to the creation of entrepreneurs. Entrepreneurs that rise from opportunity recognition and creation, not just business owners that exist due to critical and financial distress condition. Universitas Ciputra Surabaya designs entrepreneurship courses that emphasize learning based on experience and projects since the beginning to make differentiation out of any other entrepreneurship education in other universities. There are at least 3 big major changes in the entrepreneurship education curriculum and method during 2006 to 2021. First phase of entrepreneurship education in Universitas Ciputra was 2006 to 2010. During this period of time, there were still very few faculties and entrepreneurship education wasn't a very popular subject. Universitas Ciputra pioneered the entrepreneurship education for all students from any major to work and study entrepreneurship together for 6 semesters. Setiawan (Amalia & von Korfflesch, 2021) stated that entrepreneurship education in Universitas Ciputra during this period of time stimulate students to make profits by doing simple trading, followed by developing business ideas, gathers data from the market, and finally create a business feasibility report. Second phase of entrepreneurship education is from 2011 to 2018. Family business entrepreneurship concentration started in Universitas Ciputra Surabaya during this phase. During this period, many lecturers were sent to Kauffman Foundation Entrepreneurship Program to improve the backbone of Entrepreneurship Education in Universitas Ciputra Surabaya. Many restructuring processes in the Entrepreneurship Curriculum occur during this period. Experiential based learning, competencies learning by design, design thinking, and entrepreneurship education tools improved significantly. From 6 semesters, the curriculum compressed into 5 semesters. The next big changes started in 2018, where entrepreneurship education broke down into compulsory courses and non-compulsory courses. Students are given the opportunity to experience the entrepreneurial mindset education using challenge-based learning (Indudewi, 2020) in the first semester. In the

second and third semester, students received core education in accordance with their respective faculty. In the fourth to sixth semester, students from any faculty are given the option to explore non-compulsory entrepreneurship curriculum with faculty core competencies already in hand.

Throughout 2006 to 2021, Universitas Ciputra Surabaya academicians also actively studied entrepreneurship education in correlation with entrepreneurial intention and entrepreneurial behaviour. The record revealed there are 173 studies using entrepreneurship keywords. Out of those 173 studies, 58 studies specifically report findings in Entrepreneurship Education. The results of the mind map show that the majority of research conducted by Universitas Ciputra Surabaya academics is in the context of entrepreneurship education and entrepreneurial intention. Hence, this research hopes to contribute findings, using the meta-analysis perspective of Entrepreneurship Education and its relation to Entrepreneurial Intention. This study is using all research and studies that has been done by Universitas Ciputra Surabaya academicians since 2012 to 2021 to provide efficacy to the stakeholder of Universitas Ciputra Surabaya, that entrepreneurship education will increase the entrepreneurial intention. Especially now that “Program Merdeka Belajar” opens entrepreneurship education of Universitas Ciputra Surabaya to a larger community. This research hopes to bring evidence and discussion of Entrepreneurship Education method that has been developed by Universitas Ciputra Surabaya for 15 years and how it affects entrepreneurial intention.

B. LITERATURE REVIEW

1. Entrepreneurship Education

Entrepreneurship education is a part of external motivation for someone to sustain themselves by creating new profitable ventures (Mahendra et al, 2017). Entrepreneurship education has unfold into a significant discipline that can affect the dispositions, skills, and competencies of the entrepreneur (Khalifa and Dhiaf, 2016). Liu et al. (2019) mentioned that entrepreneurial education is designed to improve the merit of entrepreneurship, purpose, drive, and enterprising mentality for the graduates to prepare their future job, career, or venture creation plan. The main task of entrepreneurship training is to strengthen students’ mindfulness

and highlight the entrepreneurial path as a sensible career alternative (Fayolle and Klandt, 2015). Entrepreneurship programs should be designed in such a way that they inform students about factual context and show course of actions in which complexities can be overcome (Mani, 2017). Entrepreneurship Education Intervention is helping students improve their entrepreneurial knowledge, mindset, and skills (Indudewi, 2019).

2. Entrepreneurial Intention

Entrepreneurial Intention is a context of a personal dedication and enthusiasm to create and start a new venture. Entrepreneurial intention is the primary step a person must make to develop a new venture plan that will be a compass in the long run or simply an internal force to set up a new venture (Swaramarinda et al, 2021). The entrepreneurial intention is not a given gift or talent from the predecessor, but it is something that can be trained and developed through education (Mahendra et al, 2017). It is expected that the younger generation has business intentions to get in for them to have a business in the future (Hardini and Taufiq, 2021).

3. Entrepreneurship Education on Entrepreneurial Intention

However, there is some conflicted result on how Entrepreneurship Education affecting Entrepreneurial Intention. One article provide data that entrepreneurship education within several colleges and universities hold little to no responsibility in increasing the entrepreneurial rate among college graduates (Shen, Chen, & Chen, 2010). Other data results show that the entrepreneurial intention among students of the UAE also still very low. Entrepreneurial Education in the UAE unfortunately didn't generate high entrepreneurial intention (Khalifa, Dhiaf; 2016). Other findings show that entrepreneurial intention is indirectly affected by entrepreneurship education (Mahendra et al, 2017). Mutohar in Lamanepa and Sidharta (2019) also stated that there is no significant correlation between entrepreneurship education and entrepreneurial intention.

On the contrary result, Liu et al. (2019) contribute to findings that showed evidence entrepreneurship education has a positive impact on entrepreneurial intention. Similar to Liu et al, perceived educational support has a significant and

positive effect on entrepreneurial intention (Krichen 2021). Jena (2020), in her journal, mentioned that entrepreneurial activity can be stimulated by educational programs that intensify entrepreneurial intentions. She also mentioned that Individual's entrepreneurial intentions are still the vital variables to anticipate entrepreneurial behaviours. Lüthje and Franke (2003) mentioned that the most important predictor of entrepreneurial attitude comes from their entrepreneurial intention.

This study aimed to investigate the impact of entrepreneurship education on entrepreneurial intention through the following hypotheses:

H1: The proper entrepreneurship education is effectively increasing entrepreneurial intention

C. RESEARCH METHODS

Out of 173 entrepreneurship studies in the research centre database of Universitas Ciputra Surabaya, 58 studies were selected with entrepreneurship education keywords using mind map method. From these 58 articles only 14 were processed into list of studies included in Meta-Analysis. 44 other articles could not be processed because some of the articles are qualitative studies and some other quantitative articles didn't provide data to be able to count the effect size and standard error. Combining data from various studies in Meta-Analysis will increase generalizability and statistical power, so that the impact of a procedure can be assessed more completely (Anwar, 2005).

All meta-analytic research use several steps in the process to answer the hypothesis (Mikolajewicz, N. & Komarova, S. V., 2019):

- Formulate research question. In this research, the question is proper entrepreneurship education effectively increasing entrepreneurial intention?
- Identify relevant literature. We filtered the overall papers in the database about entrepreneurship down into 173 papers.
- Extract and consolidate study-level data. Out of those 173 papers, we focus on entrepreneurship education down into 58 papers.
- Data appraisal and preparation. Out of 58 papers, we focus on research that can provide statistical result. This filtered out several papers and only focus on 14 papers.

- Synthesize study-level data into summary measure. In this research Define Effect Size (ES) and Standard Error (SE) of each paper.
- Exploratory analyses using classical meta-analysis method.
- Knowledge synthesis.

The statistical was processed using JASP. JASP is a cost less and publicly accessible program for statistical analysis supported by the University of Amsterdam. It was created to be user friendly especially to users of SPSS.

D. RESULTS

After indentified relevant literature, extracted and consolidated study level data, and appraised all data, Table 1 is the result of 14 papers that used in this meta-analytic research.

Table 1 List of Studies Included in Meta-Analysis

No.	Title	Method	Sample	Variable	Result			
					F test	R test	t test	Cronbach Alpha
1	Attitude, Subjective Norm, Perceived Behaviour, Entrepreneurship Education and Self Efficacy toward Entrepreneurial Intention University Student in Indonesia	Multiple Regression	1,237	Attitude Subjective Norm Behaviour Control Entrepreneurship Education Self-Efficacy	22.77	0.429	2.971 2.979 2.682 4.89 6.454	-
2	Analisis Sikap Kewirausahaan sebagai Mediasi Antara Pendidikan Kewirausahaan Terhadap Intensi Kewirausahaan di Universitas Ciputra	Sem-Pls	30	Entrepreneurial Intention Entrepreneurial Attitude Entrepreneurship Education	0.129 0.195 2.224	0.690 0.654	2.419 3.425 14.816	0.723 0.846 0.885
3	Dampak Mentoring pada Keberhasilan Strat-Up Business: Studi Kasus pada Start-Up Business di Indonesia	Simple Regression	100	Start-Up Performance Mentoring	26.343	0.212	1.984	-

5	Effects of Entrepreneurship Education as an Entrepreneurial Personality Trait Model Under Entrepreneurial Intention for the Future in Surabaya	Multiple Regression	152	Entrepreneurial Intention Self-Efficacy Proactive Personality Locus Of Control	-	0.131	-	2.606 3.593 3.891
6	Entrepreneurial Intention Ditinjau dari Entrepreneurial Motivation dan Education Mahasiswa Manajemen Universitas Ciputra	Multiple Regression	93	Entrepreneurial Motivation Entrepreneurship Education Entrepreneurial Intention	36.191	-	5.331	0.784 0.754 0.706
7	Pemoderasian Efikasi Diri dalam Pendidikan Kewirausahaan dan Dukungan Relasi terhadap Intensi Berwirausaha Siswa SMA di Surabaya	Multiple Regression	32	Entrepreneurial Intention Entrepreneurship Education Relational Support		0.288	0.367	0.234 0.567
8	Pengaruh Motivasi Berwirausaha, Pendidikan Kewirausahaan, dan Lingkungan Keluarga terhadap Minat Berwirausaha Mahasiswa Universitas Ciputra	Multiple Regression	122	Entrepreneurial Motivation Entrepreneurship Education Family Background Entrepreneurial Intention	40.471	0.507	2.86	0.86 0.883 0.831 0.885
9	Pengaruh Pendidikan Entrepreneurship dan Lingkungan Sosial Terhadap Minat Berwirausaha (Studi di Universitas Ciputra)	Multiple Regression	184	Entrepreneurship Education Family Background Entrepreneurial Intention	61.235	0.406	5.315	0.762 0.607 0.777
10	Role of Non-Entrepreneur Parents and Entrepreneurial education in Improving Interest of Entrepreneurship in High School Xii Students	Multiple Regression	28	Entrepreneurship Education Parents (Non-Entrepreneur) Entrepreneurial Intention	13.4	0.479	-1.068	2.02

11	SMK Entrepreneurship Curriculum: Antecedents and Influence towards Entrepreneurs Success of East Java Province	Sem-Pls	75	Entrepreneurship Education Entrepreneurship Education Creativity Creativity Entrepreneurship Curriculum	4.3644 2.963485 1.970626 3.98197 3.817261	0.811 0.78 0.82
12	The Effect of Entrepreneurship Education on Entrepreneurial Intention for Educational Graduates In East Java	Multiple Regression	96	Entrepreneurship Education Subjective Norm Curriculum Design Entrepreneurial Intention	21.055 0.402 0.136 0.21 0.241 0.669	0.641 0.615 0.729 0.669
13	The Effect of Entrepreneurial Learning towards Entrepreneurial Intention of Indonesian Women	Sem-Pls	149	Entrepreneurial Learning Entrepreneurial Learning Entrepreneurial Learning Entrepreneurial Learning Attitude Toward Entrepreneurship Subjective Norm Perceived Behavioural Control Entrepreneurial Intention	0.919 31.199 5.092 10.531 16.868 0.925 10.155 0.915 1.086 0.922 6.016 0.916	0.899 0.901 0.809 0.913 0.916
14	Young Entrepreneur, Parental Socioeconomic Status and Financial Literacy: Does Supply Chain Mediate Entrepreneurship Education?	Sem-Pls	290	Parental Education Level Parental Education Level Parental Income Parental Income Parental Profession Parental Profession Supply Chain Management Financial Literacy	0.925 10.954 3.919 0.924 5.425 1.528 0.898 1.965 3.73 0.901 2.704 0.908 0.877	0.907 0.905 0.864 0.868 0.877

Source: Data Processed, 2021

These 14 studies then processed to get the Effect Size (ES) and Standard Error (SE). The ES and SE needed for meta-analysis data processed using JASP. They were computed in a spreadsheet program with the provided formulas. The result then used to run classical meta-analysis. Statistical technique to obtain a quantitative blend of data by combining the results of 2 or more similar studies is Meta Analysis. Currently the most widely used meta-analysis for clinical trials, to provide the strongest evidence of a causal relationship (Anwar, 2005). In this study is a causal relationship between Entrepreneurship Education on Entrepreneurial Intention.

Table 2 List of ES and SE of All Studies Included in Meta-Analysis

NO	TITLE	AUTHOR	YEAR	EFFECT SIZE	SE
1	ATTITUDE, SUBJECTIVE NORM, PERCEIVED BEHAVIOUR, ENTREPRENEURSHIP EDUCATION AND SELF EFFICACY TOWARD ENTREPRENEURIAL INTENTION UNIVERSITY STUDENT IN INDONESIA	Christina Whidya Utami	2017	0,459	0,028
2	ANALISIS SIKAP KEWIRAUSAHAAN SEBAGAI MEDIASI ANTARA PENDIDIKAN KEWIRAUSAHAAN TERHADAP INTENSI KEWIRAUSAHAAN DI UNIVERSITAS CIPUTRA	Nydia Wirawati, Cliff Kohardinata & Deandra Vidyana	2019	0,814	0,192
3	DAMPAK MENTORING PADA KEBERHASILAN START-UP BUSINESS: STUDI KASUS PADA START-UP BUSINESS DI INDONESIA	Christina Yanita Setyawati	2016	0,215	0,102
4	EFFECT OF FORMAL EDUCATION, NON FORMAL EDUCATION AND ETHNIC TOWARD ENTREPRENEURIAL ATTITUDE OF STUDENTS OF PRIVATE UNIVERSITIES IN SURABAYA	Carolina Novi Mustikarini, David Sukardi Kodrat, J.E. Sutanto, Hari Minantyo	2013	0,514	0,072
5	EFFECTS OF ENTREPRENEURSHIP EDUCATION AS AN ENTREPRENEURIAL PERSONALITY TRAIT MODEL UNDER ENTREPRENEURIAL INTENTION FOR THE FUTURE IN SURABAYA	Krismi Budi Sienatra	2020	0,132	0,082
6	ENTREPRENEURIAL INTENTION DITINJAU DARI ENTREPRENEURIAL MOTIVATION DAN EDUCATION MAHASISWA MANAJEMEN UNIVERSITAS CIPUTRA	Feilany Tali & Liliana Dewi	2016	0,428	0,105
7	PEMODERASIAN EFIKASI DIRI DALAM PENDIDIKAN KEWIRAUSAHAAN DAN DUKUNGAN RELASI TERHADAP INTENSI BERWIRAUSAHA SISWA SMA DI SURABAYA	Krismi Budi Sienatra	2020	0,267	0,186
8	PENGARUH MOTIVASI BERWIRAUSAHA, PENDIDIKAN KEWIRAUSAHAAN, DAN LINGKUNGAN KELUARGA TERHADAP MINAT BERWIRAUSAHA MAHASISWA UNIVERSITAS CIPUTRA	Feby Putri Candi & Trianggoro Wiradinata	2018	0,559	0,092
9	PENGARUH PENDIDIKAN ENTREPRENEURSHIP DAN LINGKUNGAN SOSIAL TERHADAP MINAT BERWIRAUSAHA (STUDI DI UNIVERSITAS CIPUTRA)	Roma Nainggolan & Dhia Harny	2020	0,431	0,074
10	ROLE OF NON ENTREPRENEUR PARENTS AND ENTREPRENEURIAL EDUCATION IN IMPROVING INTEREST OF ENTREPRENEURSHIP IN HIGH SCHOOL XII STUDENTS	Imanuel Deny Krisna Aji & Natalia Vike Theresia Sigar	2018	0,522	0,200
11	SMK ENTREPRENEURSHIP CURRICULUM: ANTECEDENTS AND INFLUENCE TOWARDS ENTREPRENEURS SUCCESS OF EAST JAVA PROVINCE	J. E. Sutanto, David Sukardi Kodrat, Hari Minantyo	2018	0,390	0,118
12	THE EFFECT OF ENTERPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTION FOR EDUCATIONAL GRADUATES IN EAST JAVA	J.E. Sutanto; Natalia Christiani, David Sukardi Kodrat	2020	0,426	0,104
13	THE EFFECT OF ENTREPRENEURIAL LEARNING TOWARDS ENTREPRENEURIAL INTENTION OF INDOONESIAN WOMEN	Charly Hongdiyanto, Teofilus, Timotius F.C.W. Sutrisno, & Putu Sonmia Paramaesyia Dewanti	2020	1,591	0,083
14	YOUNG ENTREPRENEUR, PARENTAL SOCIOECONOMIC STATUS, AND FINANCIAL LITERACY: DOES SUPPLY CHAIN MEDIATE ENTREPRENEURSHIP EDUCATION?	Wirawan Endro Dwi Radianto	2020	1,535	0,059

Source: Data Processed, 2021

Table 3 Fixed and Random Effect

	Q	df	p
Omnibus test of Model Coefficients	23.944	1	< .001
Test of Residual Heterogeneity	485.808	13	< .001

Note. *p* -values are approximate.

Source: Data Processed, 2021

The Q 485.808 and *p* values <0.001 on Table 3, indicate the data is heterogeneous - another indication that a moderator variable is needed to be investigated further. Hence, random effect model is more suitable to be used in this study. random effects model, apart from intra-study variability, inter-study variability is also taken into account. With this technique, a wider confidence interval will be obtained than in the fixed effects model. Since the data quality is good enough, there is no outlier data being dismissed in this study (Anwar et al., 2005).

Table 4 Coefficient Test

	Estimate	Standard Error	z	p	95% Confidence Interval	
					Lower	Upper
intercept	0.595	0.122	4.893	< .001	0.357	0.834

Note. Wald test.

From Table 4 we can see that there is a positive correlation (estimated value) and significant result because the Z value is 4.893 and *p* value is <0,001, but it should also be noted that the random effect (*r*) value is 0.595 $r^2 = 0.354$, which means that entrepreneurship education has a very strong influence on entrepreneurial intention.

Table 5 Egger's Test

Regression test for funnel plot asymmetry ("Egger's test")

	z	p
sei	-0.614	0.539

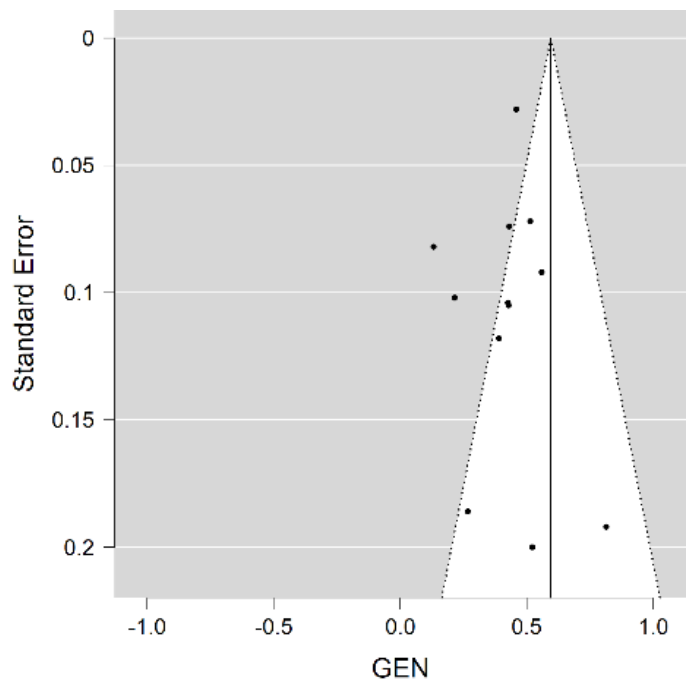


Figure 1 Funnel Plot

On Table 5 and Figure 1, Egger’s test and Funnel Plot used to check on publication biased. The p value > 0.05 can confirm that the shape of the resulting funnel plot is symmetrical, meaning that there is no publication bias problem in the meta-analysis study.

Table 6 File Drawer Analysis

File Drawer Analysis			
	Fail-safe N	Target Significance	Observed Significance
Rosenthal	3992.000	0.050	< .001

Based on the value of fail safe value on table 6 (3992) indicates that there are +/- about 3992 other publications that are biased.

- K=33
- $5K+10 = 5(14)+10 = 80$

Fail safe value is more than 80 then it is said that there is no publication bias in this study.

Meta-analysis encourages systematic thinking about methods, categorizations, populations, interventions, outcomes and ways to combine evidence (Anwar et al., 2015). This method offers a mechanism for estimating the magnitude of the effect in statistical terms and its significance. These meta-analysis benefits, help this study to provide significant evidence on the impact of entrepreneurship education to entrepreneurial intention, H1 is accepted. This result is based on the statistic result of Z value 4.893 and p value $<0,001$, with the random effect (r) value is 0.595 $r^2 = 0.354$. Cohen (1992) mentioned that r-square value 0.12 or below indicate low, between 0.13 to 0.25 values indicate medium, 0.26 or above and above values indicate high effect size. The result support studies by Taly & Dewi (2016), Liu et al. (2019), Jena (2020) and Krichen (2021). It seems that current studies show more support of this result because some improvement in entrepreneurship education has been made over the time.

E. DISCUSSION

The finding in this research contribute to the efficacy of entrepreneurship education in increasing entrepreneurial intention. Based on Utami (2017) universities in Indonesia including Universitas Ciputra Surabaya are expected to create entrepreneurship education ecosystem that can improve Attitude, Subjective Norms, Perceived Behavioural Control, and student self-efficacy in order to improve the entrepreneurial intentions.

Entrepreneurial attitude is one of the strong partial variabel to mediate the effect of entrepreneurship education on entrepreneurial intention according to Wirawati et al. (2018). The attitude indicator should be observable when students show interest in a business opportunity, having a calculated risk-taking attitude, and positive view on failures. Universitas Ciputra Surabaya promote the celebration of failures so students won't see risk of failures as something to avoid. Instead, they embrace failure as part of their successes. Design thinking as the backbone of entrepreneurship education at Universitas Ciputra Surabaya also support this celebration of failure because their main concept is to iterate

continuously. Design thinking concept provide entrepreneurial journey that makes students reflect, empathize, and truly listening to themselves and community around them so they can innovate solutions. Design thinking concept do not disable creativity by penalizing mistakes, but rather allow students to create innovative solutions that will grant them to make positive impact. Research by Oetomo and Utami (2019) suggest entrepreneurship education should encourage entrepreneurial students to be passionate, independent, sensitive to market, creative and innovative, calculated risk taker, persistence, and high ethical standard.

In terms of subjective norms, student's views derived from the belief and support of family, friends or significant people, are considered important. Mentor and facilitator are considered one of significant people for students in entrepreneurship education, other than family and friends. The right mentor and mentoring strategy also promote entrepreneurial intention, as Setyawati (2016) stated in her study. Mentor need to have relevant knowledge and skills; can build good and professional relationships; and flexible in monitoring strategy in order to provide a better success rate. Mentoring positively influence the success rate of student's business which will enhance student's entrepreneurial efficacy and beliefs. A positive stress that empowers actions can emerge from mentoring activity with the right mentor. Ultimately, this mentoring process can contribute in the adoption of innovations (Yoehono & Liliani, 2018). When student beliefs that they can manage their own business, means that their perceived behavioural control in entrepreneurship is positively improving. This will affect their entrepreneurial intention as it is stated by Utami (2017) in her study. In Universitas Ciputra Surabaya, since 2006, entrepreneurship subject always involves Entrepreneur in Residence as mentor for students in the classroom. These is one of the strategies that combine street smart and lecturer to work hand in hand as a facilitator to guide students on their entrepreneurial journey.

Entrepreneurship education using experiential learning promotes students' innovations that will lead to higher success rate for their business to survive in the market as part of the perceived behavioural control strategies in Universitas Ciputra Surabaya (Yoehono & Liliani, 2018). Experiential learning is important to encourage the students to be more action oriented and learn the risk management. Students are encouraged to manifest their ideas into real life

business to expose them to multiple types of risks such as competitive risk, legal risk, financial risk, economic risk, and personal reputation risk. These students still have their ‘safety nets’ when they encounter these risks under the supervision of so many mentors and facilitators at Universitas Ciputra Surabaya. Hence, the importance of how university filter and curate the facilitators are essential to the success of entrepreneurship education itself. Lecturers shall provide insight based on references and research, but expert mentors will provide deep insight on how to avoid and manage risks based on their real-life experiences that are not stated in books and journals. Meanwhile, not all universities around Indonesia have this flexibility or scheme to be able to provide more experts that teach entrepreneurship courses. The other business management courses usually offer entrepreneurship education in classes with a more traditional learning model. The government through the “Kampus Merdeka” program put some effort to bring solutions to this matter. Students can learn entrepreneurship education in another university that already has an entrepreneurship ecosystem. Governments also ask companies around Indonesia to be more involved in higher education through many programs to get these students exposed earlier to the real business situation.

At Universitas Ciputra Surabaya, students are required to manage and develop their business during their undergraduate studies and are expected to maintain or grow their business after graduation. This is also by design needed in entrepreneurship education to be able to develop a continuous improvement mindset in students (Ismawati, 2018). As it stated, the right perceived behavioural control empowers entrepreneurial efficacy. Entrepreneurial efficacy can moderate the relationship between entrepreneurship education and relationship support to students’ entrepreneurial intentions (Sienatra, 2020). Lamanepa and Sidartha (2019) supported this research based on their result that showed self-efficacy has significantly affected entrepreneurial intention.

F. CONCLUSION

The finding in this article provides strong evidence that proper entrepreneurship education can boost entrepreneurial intention through meta-analytic approach. Entrepreneurship Education in higher education and many other

institutions are expected to deliver more than just theoretical knowledge, but also experiential learning, promotes entrepreneurial attitude by embracing failures, reduce risk by providing mentors and facilitators from real entrepreneur as support system, a thorough entrepreneurship education ecosystem, and flexible monitoring strategy. Entrepreneurship education ecosystem can be developed through systematic entrepreneurship curriculum within higher education with companies and businesses in Indonesia.

“Kampus Wirausaha Merdeka” as the latest program from government also encourage strengthening in the entrepreneurship ecosystem and entrepreneurship programs that are linked to capital and business players in the industrial world (DUDI). It is hoped that the outputs of these programs able to refined the hard skills of younger generation and make them ready to enter entrepreneurial world. Graduates expected to leave college not only to earn a diploma, but ready to become intrapreneurs, entrepreneurs, scientists, superior politicians through synergy between campus and industrial world. Many institutions and higher education should make a continuous evaluation and evolution to implement effective and efficient entrepreneurship education that can intensify entrepreneurial intention and aiming for a better welfare in Indonesia.

G. LIMITATION

This articles only concluded 14 selected journals from authors in Universitas Ciputra Surabaya. The result applicable with the findings in Universitas Ciputra Surabaya context. Factors in order to increase Entrepreneurial Intention and the process of Entrepreneurial Education itself can be further explore in a larger respondent from several entrepreneurial university throughout Indonesia. For further studies, the improvement needs to be made to the involvement of the role of family and support from friends so that students have an interest in entrepreneurship (Nainggolan & Harny, 2020). Motivation, entrepreneurial performance or even personality trait and prior knowledge are still very little found in the entrepreneurship research database of Universitas Ciputra Surabaya.

REFERENCES

- Aboobaker, N. & D., Renjini. (2020). Human capital and entrepreneurial intentions: do entrepreneurship education and training provided by universities add value? | Emerald Insight. *On the Horizon*. <https://doi.org/10.1108/OTH>.
- Amalia, R. T. & von Korflesch, H. F. O. (2021). Entrepreneurship education in Indonesian higher education: mapping literature from the Country's perspective. *Entrepreneurship Education*. <https://doi.org/10.1007/s41959-021-00053-9>.
- Anwar, R., Fertilitas, S., Reproduksi, D., Obstetri, B., Ginekologi, D., Kedokteran, F., & Bandung, U. (2005). *Meta Analisis*. http://pustaka.unpad.ac.id/wp-content/uploads/2010/05/meta_analisis.pdf.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155–159.
- Handriani, Eka. (2011), “Pengembangan Kualitas Pendidikan Kewirausahaan di Perguruan Tinggi “. *Jurnal Ilmiah Inkoma*, Vol. 22, No. 1, pp.83–95.
- Hardini, Han Tantri & Taufiq, M. (2021). Entrepreneurship Education and Entrepreneurial Attitudes as Predictors of Student Entrepreneurial Intention. *Enrichment: Journal of Management*, 11(2), 290–296. <https://www.enrichment.iocspublisher.org/index.php/enrichment/article/view/90>.
- Ismawati. A. F. (2018). The Evaluation of the Business Plan of University Alumni using Continuous Improvement Mindset Concept. *Review of Management and Entrepreneurship*, 2(2).
- Indudewi Febe, Yulianto Jony, & Februanto Dwi. (2020). Nurturing Entrepreneurial Mindset among College Students through Challenges-based Learning: Construction and Validation of The Entrepreneurship Essentials Course in Universitas Ciputra. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v4i3.6455>.
- Indudewi, Yuanita R. (2021). Perceived Learning Outcomes and Team Behavior in Entrepreneurial Venture Creation Universitas Ciputra Surabaya 2020. *FIRM Journal of Management Studies*, 6(1), 37. <https://doi.org/10.33021/firm.v6i1.1332>.
- Jena, R. K. (2020). Measuring the Impact of Business Management Student's Attitude towards Entrepreneurship Education on Entrepreneurial Inten-

- tion: A Case Study. *Computers in Human Behavior*, 106275. doi:10.1016/j.chb.2020.106275.
- Kampus Merdeka untuk Akselerasi Entrepreneurship dan Pemulihan Ekonomi. (2021, April 29). Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. <https://www.kemdikbud.go.id/main/blog/2021/04/kampus-merdeka-untuk-akselerasi-entrepreneurship-dan-pemulihan-ekonomi>.
- Krichen, K., & Chaabouni, H. (2021). Entrepreneurial intention of academic students in the time of Covid-19 pandemic | Emerald Insight. *Journal of Small Business and Enterprise Development*. <https://doi.org/10.1108/VJSBED>.
- Lamanepa, A. W. & Sidharta, Helena. (2019). The Effect of Entrepreneurship Education And Self-Efficacy to Entrepreneurial Intention. *Review of Management and Entrepreneurship*, 3(1).
- Liu X, Lin C, Zhao G., & Zhao D. (2019) Research on the Effects of Entrepreneurial Education and Entrepreneurial Self-Efficacy on College Students' Entrepreneurial Intention. *Front. Psychol.* 10:869.doi:10.3389/fpsyg.2019.00869.
- Mahendra, A. M., Djatmika, E. T., & Hermawan, A. (2017). The Effect of Entrepreneurship Education on Entrepreneurial Intention Mediated by Motivation and Attitude among Management Students, State University of Malang, Indonesia. *International Education Studies*, 10(9), 61. doi:10.5539/ies.v10n9p61.
- Mani, Mukta. (2017). Entrepreneurship Education: A Students' Perspective. *Research Gate; unknown*. https://www.researchgate.net/publication/320007887_Entrepreneurship_Education_A_Students'_Perspective.
- Mediana. (2021). Pandemi Pengaruhi Serapan Lulusan Perguruan Tinggi di Pasar Tenaga Kerja. <https://www.kompas.id/baca/dikbud/2021/03/23/pandemi-covid-19-memengaruhi-keterserapan-lulusan-perguruan-tinggi-di-pasar-tenaga-kerja>.
- Meta-analysis in JASP - JASP - Free and User-Friendly Statistical Software. (2017, November 20). *JASP - Free and User-Friendly Statistical Software*. <https://jasp-stats.org/meta-analysis-jasp/>, accessed on September 27th, 2021.
- Mikolajewicz, N. & Komarova, S. V. (2019). Meta-Analytic Methodology for Basic Research: A Practical Guide. *Frontiers in Physiology*, 10. doi:10.3389/fphys.2019.00203.

- Nainggolan, R. & Harny, D. (2020). Pengaruh Pendidikan Entrepreneurship dan Lingkungan Sosial terhadap Minat Berwirausaha (Studi di Universitas Ciputra). *Jurnal Ekonomi Pendidikan dan Kewirausahaan*, 8(2), 183. <https://doi.org/10.26740/jepk.v8n2.p183-198>.
- Oetomo, A. & Utami, Christina W. (2019). The Study of Mindset and Behavior of Businessmen on the Theory of the 7 Spirits of Entrepreneurship. *Review of Management and Entrepreneurship*, 3(1).
- Setyawati, C. Y. (2016). Dampak Mentoring Pada Keberhasilan Start-Up Business: Studi Kasus pada Start-Up Business di Indonesia [Mentoring the Impact of Success of a Start-Up Business: A Case Study of a Start-Up Business in Indonesia]. *DeReMa (Development Research of Management): Jurnal Manajemen*, 11(2), 290–310. <https://ojs.uph.edu/index.php/DJM/article/view/236/131>.
- Sienatra, K. B. (2020). Pemoderasian Efikasi Diri dalam Pendidikan Kewirausahaan dan Dukungan Relasi terhadap Intensi Berwirausaha Siswa SMA di Surabaya. *Parsimonia - Jurnal Ekonomi dan Bisnis*, 7(1), 37–52. <https://jurnal.machung.ac.id/index.php/parsimonia/article/view/372>.
- Swaramarinda, Darma Rika, Isa, B., Yusof, Norhayati Mohd, & Kadir, Mohd Ali Bahari Abdul (2021). Exploring Vocational High School Studentsâ•TM Entrepreneurial Intention: Preliminary Study. *International Journal of Learning, Teaching and Educational Research*, 20(6). <http://mail.ijlter.org/index.php/ijlter/article/view/3837>.
- Tali, F. & Dewi, L. (2016). Entrepreneurial Intention Ditinjau dari Entrepreneurial Motivation dan Education Mahasiswa Manajemen Universitas Ciputra. *BIP's Jurnal Bisnis Perspektif*, 8(2), 80–89. <https://doi.org/10.37477/bip.v8i2.2>.
- Teofilus, Singh, S. K., Sutrisno, T. F., & Kurniawan, A. (2020). Analyzing Entrepreneurial Marketing on Innovative Performance. *ResearchGate; Universitas Mercu Buana*. https://www.researchgate.net/publication/339331096_ANALYZING_ENTREPRENEURIAL_MARKETING_ON_INNOVATIVE_PERFORMANCE.
- Utami, C. (2017). Attitude, Subjective Norms, Perceived Behavior, Entrepreneurship Education and Self-efficacy toward Entrepreneurial Intention Univer-

- sity Student in Indonesia. *European Research Studies Journal*, XX, 475–495. https://www.um.edu.mt/library/oar/bitstream/123456789/29037/1/Attitude_Subjective_Norms_Perceived_Behavior_Entrepreneurship_Education_2017.pdf.
- Wirawati, N., Kohardinata, C., & Vidyanata, D. (2018). Analisis Sikap Kewirausahaan sebagai Mediasi antara Pendidikan Kewirausahaan terhadap Intensi Kewirausahaan di Universitas Ciputra. *Jurnal Performa*. <https://journal.uc.ac.id/index.php/performa/article/view/1350>.
- Wardhani, S. & Kusuma, M. (2021). Pengaruh Personal Attitude dan E-learning terhadap Minat Berwirausaha pada Era Pandemi Covid-19. *Jurnal Maksipreneur: Manajemen, Koperasi, dan Entrepreneurship*, 11(1), 90–104. doi:<http://dx.doi.org/10.30588/jmp.v11i1.782>.
- Yoehono, T. & Liliani. (2018). Innovativeness Differences of Studentpreneurs Based on Entrepreneurship Experiential Learning. *International Journal of Academic Research in Business and Social Sciences*, 8(3). <https://doi.org/10.6007/ijarbss/v8-i3/3932>.
- Yuniza, A., Tanjung, H. B., & Adrizal. (2012). *Peningkatan Mutu Pembelajaran Kewirausahaan pada Fakultas Pertanian dan Peternakan Universitas Andalas*. http://repository.unand.ac.id/3340/2/AHADIIY_AH_Y.pdf, accessed on August 19th, 2021.