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THE IMPLICATIONS OF THE ENTREPRENEURSHIP EDUCATION COMPONENTS TOWARDS ENTREPRENEURIAL INTENTIONS AMONG NON-ECONOMICS AND BUSINESS STUDENTS IN JAKARTA

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Abstrak

Meski tidak banyak terpapar masalah komersial dan bisnis, bukan berarti mahasiswa non-ekonomi dan bisnis sama sekali tidak tertarik untuk berwirausaha. Penelitian ini mencoba untuk menyelidiki apakah pembelajaran kewirausahaan di perguruan tinggi memiliki dampak yang cukup terhadap niat kewirausahaan mahasiswa non-ekonomi dan bisnis tersebut. Untuk tujuan ini, dilakukan penelitian tentang bagaimana dampak dari tiga komponen pendidikan kewirausahaan yang terdiri dari kurikulum, pedagogi, dan ko-kurikulum terhadap intensi kewirausahaan siswa. Menggunakan metode statistik deskriptif dan inferensial melalui korelasi Pearson dan model regresi berganda, 256 sampel dianalisis dan diinterpretasikan. Terdapat beberapa temuan bahwa intensi berwirausaha mahasiswa non bisnis sangat dipengaruhi oleh komponen kurikulum, pedagogi, dan kurikulum pendidikan kewirausahaan. Semakin baik komponennya maka semakin tinggi pula minat berwirausaha siswa. Temuan ini akan membantu pendidik kewirausahaan di jurusan ekonomi non bisnis, tentang bagaimana mereka dapat menarik minat berwirausaha siswa dengan memperhatikan komponen pendidikan kewirausahaan yang dieksplorasi dalam penelitian ini

Kata Kunci : *Kewirausahaan, Pendidikan Kewirausahaan, Intensi Berwirausaha, Kurikulum, Pedagogi, Ko-Kurikulum*

Abstract

Although not much exposed to commercial and business problems, it does not mean that non-economics and business students have absolutely no interest in entrepreneurship. This study tries to investigate whether entrepreneurship learning in tertiary institutions has a sufficient impact on the entrepreneurial intentions of these non-economic and business students. For this purpose, investigations were made on how the impact of the three components of entrepreneurship education consisting of curriculum, pedagogy, and co-curriculum towards the entrepreneurial intentions of students. Using descriptive and inferential statistical methods through Pearson correlation and multiple regression models, 256 samples were analyzed and interpreted. There were some findings that the

entrepreneurial intentions of non-business students were strongly influenced by the components of the curriculum, pedagogy, and curriculum of entrepreneurship education. The better the components, the higher the student's entrepreneurship interest. These findings will help entrepreneurship educators in non-business economics majors, on how they can attract students' entrepreneurial intentions by paying attention to the components of entrepreneurship education explored in this study.

Keywords: *Entrepreneurship, Entrepreneurship Education, Entrepreneur Intention, Curriculum, Pedagogy, Co-Curriculum.*

INTRODUCTION

Entrepreneurship education in Indonesia is currently felt to be increasingly important because of the nd to prepare students for dealing with work and the contemporary environment. Although not entirely conclusive, entrepreneurship education has contributed to student entrepreneurship interest. (Küttim et al., 2014). Other researchers have shown that there is a positive and significant effect betwn entrepreneurship education and achievement nds, the tendency to take risks, internal locus of control, and entrepreneurial intentions. (Ndofirepi, 2020)

Entrepreneurship education has bn defined in both narrower and broader terms. Küttim, Kallaste, Venesaar, & Kiis (2014) define entrepreneurship education as a collection of formal teachings that inform, train, and educate anyone interested in business creation, or small business development.

Entrepreneurial intentions have bn used in previous studies as a reference to owning a business or becoming self-employed (either by setting up one's own company or taking over an existing one), as a set of personal orientations, dispositions, broader desires, or intentions that might lead to the creation of a business. new. Newborn entrepreneurs include those who only think about starting their own business and those who have taken more specific decision steps in that direction (Liñán, Rodríguez-cohard, & Rueda-cantuche, 2011).

According to (Izquierdo, n.d.), the entrepreneurial intention model refers to (1) Obtaining useful entrepreneurial knowledge. (2) To acquire skills in the use of techniques, in the analysis of the business atmosphere, and the synthesis of action plans. (3) To identify and stimulate entrepreneurial drive, talent, and skills. (4) To develop empathy and support for all the unique aspects of entrepreneurship. (5) To develop an attitude towards change. (6) To encourage new start-ups and other entrepreneurial ventures.

Most of the scientific articles describe the understanding of entrepreneurship education (PK) fragmentally and most of them are built not by theoretical framework work, but by general theories that are empirically tested (Azanza, Grama, and Bono, 2017). From the results of a meta-analysis of several articles reviewed, Mwasalwiba (2010) found that Entrepreneurship Education () focuses more on the educational process that emphasizes individual attitudes, behaviors, values, or intentions towards entrepreneurship. He also added that the focus is also directed at acquiring personal skills in entrepreneurship where everything is related to business formation, recognizing opportunities, and managing existing small businesses. Another

controversy regarding the objectives of this SR stems from the government requiring universities to direct the objectives of this SR to local, regional, and national economic challenges related to low economic growth, unemployment rates, and so on.

Problem Statement

Although there has bn much research on the relationship between entrepreneurship education and entrepreneurial intention or desire among students, there is not much discussion about how this specific component of entrepreneurship education relates to entrepreneurial intentions, especially among non-economic and business students in Indonesia, especially in Jakarta. The trigger to investigate this is because there is an opinion that the financial literacy of non-business students is lower than that of economics and business students (Olawale, 2014). This literacy is considered important for someone who wants to become an entrepreneur. Therefore, the researcher tries to analyze how the influence of the components in entrepreneurship education on the entrepreneurial intentions of non-economic and business students at several universities in Jakarta.

Research Objectives and Significance

Referring to the problem statement above, several research questions should be addressed and focused on analyzing the impact of entrepreneurship education (EE) factors such as curriculum, pedagogy, and co-curriculum on entrepreneurial intentions (EI) among non-economic and business students in Jakarta. From these research questions, it can be determined that the specific objectives of the research are as follows: (1) Investigating the implications of the entrepreneurship curriculum on students' entrepreneurial intentions. (2) Evaluating the implications of entrepreneurship education pedagogy on students' entrepreneurial intentions. (3) Analyzing the impact of the entrepreneurship education co-curriculum on students' entrepreneurial intentions

An understanding of the main factors in the components of entrepreneurship education in tertiary institutions is expected to be able to contribute new thoughts on how an educational design and learning of entrepreneurship problems can be arranged in a more planned manner to provide interest (interest) for students who study it in college. More specifically, the selection of students from non-economics and business majors is intended to s the extent to which students from these majors can mobilize their interest in the problem of forming a new business when they are not as much exposed to this entrepreneurial learning as their counterparts in the economics department business.

By observing what elements of entrepreneurship education affect the entrepreneurial intention among students, higher education can adjust the existing curriculum to what students want in generating their interest in this field of entrepreneurship.

LITERATURE REVIEW

Entrepreneurship Education (EP) and Its Components

In general, entrepreneurship education (EE) is defined as the process of providing concepts and skills to individuals to recognize opportunities that others have overlooked and

have the insight and self-respect to act where others are hesitant (Zhang et al., 2014). EE is instruction in recognizing opportunities, taking resources to face risks and starting a business venture. Business management such as business planning, capital development, marketing and cash flow analysis should be included in the PK. Entrepreneurship education can be thought of as an attempt to create something new and is usually not the result of pure imagination or chance discovery. By creating something new, the entrepreneur recognizes these opportunities and incentives to achieve a better position

As mentioned by (Zhang et al., 2014): "The effect of general education on one's career development has been extensively explored but few studies have looked at entrepreneurship education, particularly at the university and college level." According to (Do, 2015), the effect of entrepreneurship education on entrepreneurial intentions is still limited and is still undergoing empirical testing. Communication skills, teamwork, and lifelong learning are important components of EE programs in higher education institutions. EE is effectively an advantage for university students to increase their interest in entrepreneurship.

Curriculum

Mumtaz, Munirah, and Halimahton have tried to explain educational support as a predictor of entrepreneurial intention based on models adapted from Bird (1988), Krueger and Carsrud (1993) & Shapero and Sokol (1982). Supporting education here is similar to entrepreneurship education which, according to the researchers above, involves the factors, namely curriculum, pedagogy, and co-curriculum. Curriculum is defined as a document consisting of topics or sections that are discussed in certain subjects. It is determined by the board of examiners and made by the professors (Surbhi, 2015) The curriculum is based on the objectives to be achieved and the content that can be learned and maybe in the form of a structural, functional, or skills procedural curriculum (Suter, 2001).

Pedagogy

Pedagogy or teaching methods are important in the learning process and involve effective approach methods, competent lecturers and teaching aids. According to (Mokhtar & Zainuddin, 2009), the importance of learning from real situations, interactions through role playing and the use of projects, development and presentation of business plans that reflect how courses are taught and how they should be taught. In addition, for exposure to real work life, entrepreneurial spirit such as education, innovation, teaching methods, assessment methods must be more practical among engineering students.

Co-curriculum

Cocurriculum refers to activities, programs, and learning experiences that complement, in some ways, what students learn in school i.e., experiences that connect to or reflect the academic curriculum. In general, co-curricular activities are an extension of the formal learning experience within an academic course or programme, whereas extracurricular activities may be offered or coordinated by the school, but may not be explicitly linked to academic learning. There is a framework for understanding the official and applicable shared curriculum. In addition, the success of reforms and curricular initiatives is influenced by the level of consultation and engagement that occurs (Bregman et al., 2008). The importance of co-

curriculum is to increase students' self-development such as their self-confidence level. This is also a training so that they can be involved in the club and community in college.

Entrepreneurial Intention(EI)

Entrepreneurial interest (intention) is considered as a personal orientation that may lead to the creation of a business or can be defined as a position to own a business or become self-employed. Referring to Fishbein and Ajzen, 1975, entrepreneurial intention can be seen as a predictor of planned behavior towards starting a business. One of the most frequently used theoretical models in analyzing the relationship between PK and IB is the Theory of Planned Behavior (TPB). This theory is based on previous theories of reasoned action (Ajzen & Fishbein, 1975; I Ajzen 1975). In this theory Ajzen (1991) presents three antecedents of intention: attitudes, subjective norms and perceived behavioral control. Attitudes are expectations and beliefs about personal outcomes of behavioral performance. Intentions and attitudes vary in each situation and individual, and can be learned.

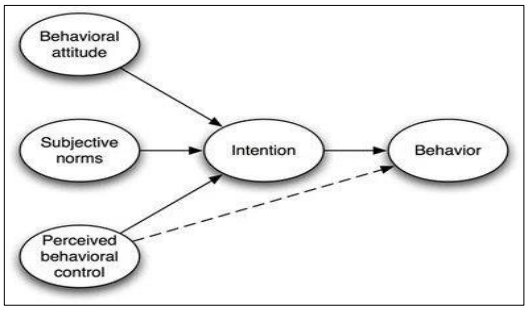


Figure 1. Theory of Planned Behavior

Subjective norms (perceived social norms,) are the second major construct of TPB. It is important to represent an individual's perceptions and beliefs about a particular behavior. In other words, it is a social desire to perform an action by a certain individual. If we assume that entrepreneurship education also contains attitudes towards action, subjective values and behavioral control, then if it is associated with the components of entrepreneurship education, Figure 1 above can be changed to the framework as figure beside.

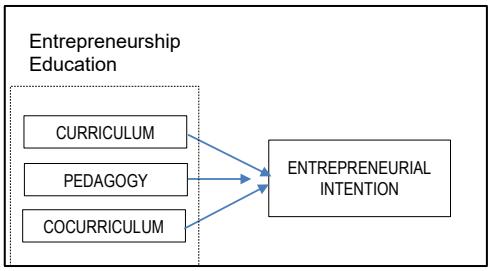
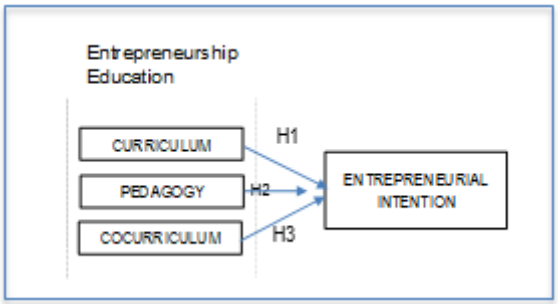


Figure 2. Research Framework

In the context of entrepreneurship education, entrepreneurial intentions can be considered as implementation actions resulting from behavioral responses to entrepreneurial pedagogy as part of entrepreneurship education. By adopting the TPB, it is possible to derive a research framework with components of entrepreneurship education (curriculum, pedagogy and co-curriculum as independent variables and entrepreneurial intentions as dependent variables).

Hypothesis Development

From this framework, the hypothesis can be derived as follows:



H_1: There is a significant statistically positive relationship between curriculum and entrepreneurial intention
H_1: There is a significant statistically positive relationship between pedagogy and entrepreneurial intention
H_3: There is a significant statistically positive relationship between cocurriculum and entrepreneurial intention

Figure 3. Hypothesis Development

METHOD

In this research project, an explanatory research design will be used with the consideration that research questions not only require answers to what variables affect other variables but also how the relationship between these variables can be explained.

The choice of this explanatory research design will be combined with quantitative methods where data collection is large enough to be analyzed and interpreted to obtain a valid and generalizable conclusion. This data collection will use a survey technique with the help of research instruments in the form of a questionnaire containing a number of structured questions related to the variables to be studied. Conceptual framework derived from the Planned Behavior (TPB) theory as shown in **Figure 1**. This conceptual framework can be transformed into a research framework as shown in **Figure 2**.

The target population for the sample consists of all university students in the Greater Jakarta area, including State and Private Universities, Institutes and Colleges. Meanwhile, the target sample is students from non-economic and business majors.

For sampling, non-probability purposive sampling was used. This is based on previous studies. Besides the target respondents, it is clearly aimed at non-economic and business students. In addition, the sampling location was chosen for the Greater Jakarta area and its surrounding (Jabodetabek). Jakarta is a barometer for students from other universities in other cities, so it can be considered as a quite representative.

Before the questionnaire was distributed, a pilot test was conducted by distributing about 25 -30 questionnaires to people who were quite representative in filling out the questions asked. From this pilot test can be known the level of validity and reliability.

In processing data related to variables, each respondent's answer results will be quantified in the form of a Linkert scale from 1 to 7. Data processing uses inferential statistical principles such as data processing to determine the magnitude of the Pearson correlation number, Anova and multiple regression analysis. The initial processing of this data is very much using the help of SPSS software.

After all the data is processed and presented, then an interpretation of the data analysis is carried out, both with correlation analysis, ANOVA and multiple regression analysis, and hypothesis testing. All this analysis must refer to supporting theories, so that the conclusions generated are valid and can be generalized.

RESULT AND DISCUSSION

Demographic Data

From the Table 1, it appears that the respondents are dominated by female gender (76.3%) with the majority aged 17-20 years. This shows that the majority of them are first-year students, although there are some of their seniors who also filled out this questionnaire.

Table 1. Demographic data

Gender	Frekwensi	Prosentase
Laki-laki	61	23.7
Perempuan	196	76.3
Usia		
17 - 20 tahun	171	66.5
21 - 25 tahun	75	29.2
26 - 35 tahun	7	2.7
> 35 tahun	4	1.6
Pendidikan terakhir		
SMA sederajat	222	86.4
D3/Sarjana Muda	12	4.7
Sarjana S1	17	6.6
Sarjana S2	6	2.3
Latar belakang keilmuan		
SMA IPA/IPS	122	47.5
Prodi Ilmu-ilmu Sosial	24	9.3
Prodi Teknik	10	3.9
Prodi Humaniora	5	1.9
Prodi Sains	25	9.7
Prodi lainnya	71	27.6

Validity and Reliability Test

To test the validity, a pilot test is needed by taking a sample of N = 25 people. This pilot test is intended so that if the data contained in the research instrument is not valid, it can be corrected before all questionnaires are distributed to respondents.

The validity test was carried out by comparing the calculated Pearson correlation value with the Pearson critical value in the table. By taking DF(degree of Freedom) N-2=23, and, the value of = 0.05, then the critical value of Pearson correlation (Rtable) is 0.396070. From the table, it can be seen that Rcalculation>Rtable for all examined data. Thus, all the data examined are valid.

Table 2. Results on validity test

Correlations

		Q9a	Q9b	Q9c	Q9d	Q10a	Q10b	Q12a	Q12b	Q12c	Q14a	Q14b	Q14c	Qtotal
Q9a	Pearson Correlation	1	.823**	.646**	.852**	.492*	.717**	.751**	.592**	.691**	.757**	.733**	.666**	.865**
	Sig. (2-tailed)		.000	.000	.000	.012	.000	.000	.002	.000	.000	.000	.000	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q9b	Pearson Correlation	.823**	1	.780**	.791**	.488*	.789**	.738**	.619**	.713**	.742**	.590**	.778**	.874**
	Sig. (2-tailed)	.000		.000	.000	.013	.000	.000	.001	.000	.000	.002	.000	.000
	N	25	25		25	25	25	25	25	25	25	25	25	25
Q9c	Pearson Correlation	.646**	.780**	1	.711**	.482*	.790**	.701**	.571**	.687**	.596**	.450*	.653**	.793**
	Sig. (2-tailed)	.000	.000		.000	.015	.000	.000	.003	.000	.002	.024	.000	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q9d	Pearson Correlation	.852**	.791**	.711**	1	.418*	.619**	.578**	.356	.485*	.667**	.570**	.587**	.751**
	Sig. (2-tailed)	.000	.000	.000		.038	.001	.002	.080	.014	.000	.003	.002	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q10a	Pearson Correlation	.492*	.488*	.482*	.418*	1	.624**	.705**	.448*	.608**	.667**	.527**	.550**	.696**
	Sig. (2-tailed)	.012	.013	.015	.038		.001	.000	.025	.001	.000	.007	.004	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q10b	Pearson Correlation	.717**	.789**	.790**	.619**	.624**	1	.846**	.752**	.895**	.758**	.599**	.795**	.909**
	Sig. (2-tailed)	.000	.000	.000	.001	.001		.000	.000	.000	.000	.002	.000	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q12a	Pearson Correlation	.751**	.738**	.701**	.578**	.705**	.846**	1	.744**	.834**	.801**	.720**	.744**	.910**
	Sig. (2-tailed)	.000	.000	.000	.002	.000	.000		.000	.000	.000	.000	.000	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q12b	Pearson Correlation	.592**	.619**	.571**	.356	.448*	.752**	.744**	1	.920**	.590**	.705**	.698**	.801**
	Sig. (2-tailed)	.002	.001	.003	.080	.025	.000	.000		.000	.002	.000	.000	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q12c	Pearson Correlation	.691**	.713**	.687**	.485*	.608**	.895**	.834**	.920**	1	.731**	.695**	.788**	.902**
	Sig. (2-tailed)	.000	.000	.000	.014	.001	.000	.000	.000		.000	.000	.000	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q14a	Pearson Correlation	.757**	.742**	.596**	.667**	.667**	.758**	.801**	.590**	.731**	1	.807**	.838**	.887**
	Sig. (2-tailed)	.000	.000	.002	.000	.000	.000	.000	.002	.000		.000	.000	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q14b	Pearson Correlation	.733**	.590**	.450*	.570**	.527**	.599**	.720**	.705**	.695**	.807**	1	.747**	.814**
	Sig. (2-tailed)	.000	.002	.024	.003	.007	.002	.000	.000	.000	.000		.000	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Q14c	Pearson Correlation	.666**	.778**	.653**	.587**	.550**	.795**	.744**	.698**	.788**	.838**	.747**	1	.878**
	Sig. (2-tailed)	.000	.000	.000	.002	.004	.000	.000	.000	.000	.000	.000		.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25
Qtotal	Pearson Correlation	.865**	.874**	.793**	.751**	.696**	.909**	.910**	.801**	.902**	.887**	.814**	.878**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The reliability test is carried out by checking the Cronbach alpha value of all the data tested, if the Cronbach Alpha value is > 0.50 then it is said that the data examined is reliable and consistent.

Table 3. Results on reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
.961	12

From the table of analysis results, it can be seen that the Cronbach Alpha value for N=12 is 0.961. It can be concluded that all the data examined are reliable

In checking whether there is data that must be removed to increase the Cronbach Alpha value, it turns out that there are no items that should be discarded, because the combined Cronbach Alpha value is already very high and the value of each item already seems consistent. Because the data in question has been proven to be valid and reliable, the entire instrument can be used and distributed to all respondents.

Table 4. Item of total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q9a	64.6800	85.977	.833	.957
Q9b	64.4800	88.677	.849	.957
Q9c	64.6400	90.657	.756	.959
Q9d	64.4400	91.340	.706	.960
Q10a	64.5200	90.927	.637	.963
Q10b	64.5200	88.427	.891	.956
Q12a	64.4800	87.260	.890	.955
Q12b	64.5600	87.923	.756	.959
Q12c	64.4400	85.757	.878	.956
Q14a	64.5200	88.843	.865	.956
Q14b	64.6000	88.000	.773	.959
Q14c	64.5200	87.010	.850	.956

Descriptive Statistical Analysis

Descriptive statistical analysis only shows the frequency data of the various variables asked in the research instrument. The measurements were carried out both using a Likert scale from 1 (strongly disagree) to 7 (strongly agree) and also using an assessment score from a score of 1 (very bad) to 5 (very good).

There are three dimensions of entrepreneurship education element measurements carried out which include:

a) Assessment of the entrepreneurship education curriculum
b) Assessment of pedagogy
c) Assessment of co-curriculum

Figures 4a, b, and c show the histogram of these measurements

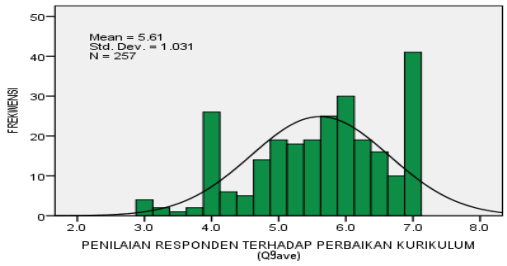


Figure 4a. Respondents' assessment of curriculum improvement

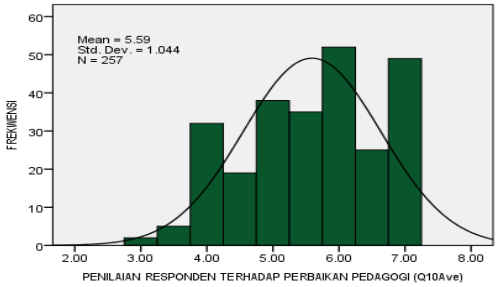


Figure 4b. Respondents' assessment of pedagogical improvement

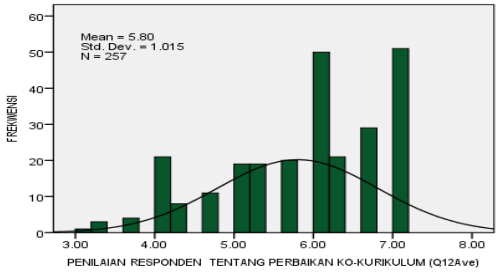


Figure 4c. Respondents' assessment of the curriculum

From the three histogram images above, the average value shows 5.61 ; 5.59 and 5.80 respectively for curriculum, pedagogy and co-curriculum assessment. If the Likert scale is 1 = strongly disagree and 7 = strongly agree, then the average value indicates that most respondents agree and feel the need to make improvements in the fields of curriculum, pedagogy and co-curriculum in an effort to increase student interest in entrepreneurship.

Respondents' General Assessment of Entrepreneurship Education in Higher Education

The results of respondents' assessments of the components of entrepreneurship education discussed above are strengthened and confirmed by the general assessment of Entrepreneurship Education conducted at universities in Indonesia as shown in the Figure5.

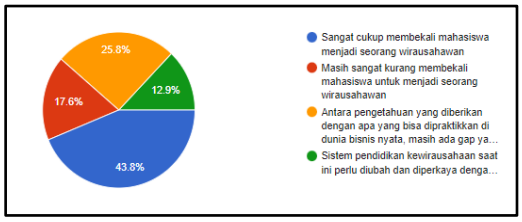


Figure 5. General assessment of entrepreneurship education in universities.

Correlation Test Between Indepen-dent Variables and Dependent Variables

The correlation between the independent variables and the dependent variables was tested through the Pearson Correlation test. For this analysis, the average value of each variable dimension, both independent and dependent variables, is used which includes all the data collected (257 sample data).

Table 5. Results on Correlation test

		Q9Ave	Q10Ave	Q12Ave	Q14Ave
Q9Ave	Pearson Correlation	1	.820**	.773**	.786**
	Sig. (2-tailed)		.000	.000	.000
	N	257	257	257	257
Q10Ave	Pearson Correlation	.820**	1	.800**	.789**
	Sig. (2-tailed)	.000		.000	.000
	N	257	257	257	257
Q12Ave	Pearson Correlation	.773**	.800**	1	.819**
	Sig. (2-tailed)	.000	.000		.000
	N	257	257	257	257
Q14Ave	Pearson Correlation	.786**	.789**	.819**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	257	257	257	257

**. Correlation is significant at the 0.01 level (2-tailed).

The results on testing of the relationship between the independent variables (curriculum, pedagogy and co-curricular) to the dependent variables (entrepreneurial intention), show a fairly strong relationship as shown in Table 7. Pearson's correlation score is more than 0.5. The Pearson correlation values for Curriculum (Q9ave), Pedagogy (Q10ave), and Cocurricular (Q12ave) were 0.679, 0.615 and 0.737 respectively.

From the results of this analysis, it can be concluded that the education component variables consisting of curriculum, pedagogy and co-curriculum have a very strong relationship with the variable of entrepreneurial intention (interest) (Q14 ave).

Regression Analysis

From the correlation analysis, it is known that there is a strong relationship between the independent variables and the dependent variable, but to find out how the relationship forms, multiple regression analysis must be carried out on all these variables. From the calculation using SPSS, the calculation results are obtained as shown in the Summary Model Table, ANOVA Table and the following regression coefficient table.

Table 6. Model Summary

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	182.571	3	60.857	241.795	.000[b]
	Residual	63.677	253	.252		
	Total	246.249	256			

a. Dependent Variable: Q14Ave

From the ANOVA table, the R square results are 0.741, which indicates that 74.1% of the changes in the dependent variable are determined by the independent variables. The dependent variable in this case is Q14Ave which is a variable of student entrepreneurship interest (intention).

While the independent variables are Q9Ave (curriculum), Q10Ave (pedagogy) and Q12Ave (co-curriculum). Thus it can be stated that 74.1% interest in entrepreneurship is influenced by changes in curriculum, pedagogy and co-curricular variables.

How the magnitude of the influence of each independent variable is determined by the magnitude of the regression coefficient as shown in the Table 7.

Table 7. Regression coefficient

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.717	.190		3.782	.000
	Q9Ave	.254	.057	.267	4.495	.000
	Q10Ave	.209	.059	.222	3.531	.000
	Q12Ave	.420	.055	.435	7.673	.000

a. Dependent Variable: Q14Ave

If the general equation for linear regression with three variables is written as:
Y= A+BX1+CX2 + DX3
where, Y = dependent variable (Q14Ave)
X1= independent variable 1 (Q9Ave)
X2= independent variable 2 (Q10ve)
X3= independent variable 3 (Q14Ave)
A = constant
B, C, D = the regression coefficients of each variable.
Then the regression equation for this study can be written as follows :
Q14Ave = 0717 + 0.254(Q9Ave) + 0.209(Q10Ave) + 0.420(Q14Ave)

Or,
Entrepreneurial intention = 0.717 + 0.254 (curriculum) +0.209 (pedagogy) + 0.420 (co-curriculum)

From all the data, the regression coefficients appear to be significant because they do not pass the error rate (α) = 0.05, but to test whether the proposed hypothesis is valid or not, we need a 't' test by comparing t calculations with t tables on DF 253 and a confidence level of 95 % or an error rate of 0.05.

Hypothesis Testing

The proposed hypothesis is as follows:
H1: There is a positive relationship between curriculum and entrepreneurial intentions
H2: There is a positive relationship between pedagogy and entrepreneurial intentions
H3: There is a positive relationship between the curriculum and entrepreneurial intentions

By entering the calculated t value, DF(degrees of freedom), = 0.05, the following table of hypothesis testing result is obtained.

Table 8. Hypothesis testing result

Thus, all hypothesis H1 is accepted, which means that all independent variables have a positive relationship with the dependent variable. Mathematically, this relationship is confirmed by the multiple linear regression equation model as follows:

Independent Variable	Koef. Regresi	α	df	t-kalkulasi	T-tabel	Resume	Result
Q_{9Ave}	0.254	0.05	253	4.495	1.650	t-kal>t-tabel	H_1 Accepted
Q_{10ve}	0.259			3.531		t-kal>t-tabel	H_2 Accepted
Q_{14Av}	0.420			7.673		t-kal>t-tabel	H_3 Accepted

Q14Ave = 0717 + 0.254(Q9Ave) + 0.209(Q10Ave) + 0.420(Q14Ave)
Where :
Q14Ave: Entrepreneurial Intention
Q9Ave : Curriculum
Q10Ave: Pedagogy
Q14Ave : Co-curriculum

When viewed in the mathematical model above, the co-curriculum has the highest effect among the other independent variables, followed by curriculum and pedagogy.

CONCLUSION AND SUGGESTIONS

Conclusion

Although less exposed to business, economic and entrepreneurial issues, these non-economic and business students have the desire and interest in entrepreneurship that are not inferior to their colleagues in the economics and business study program. This statement is evidenced by their critical assessment of entrepreneurship education which is currently considered not sufficient to equip students for entrepreneurship.

This study proves that there is a close correlation between the improvement of the components of entrepreneurship education and the entrepreneurial intention (interest) of non-economic and business students. These components include:

1) Curriculum improvement
2) Improved pedagogy
3) Enrichment of interesting and inseparable co-curriculum activities in the curriculum

Hypothesis testing also shows a positive relationship between curriculum improvement, pedagogy improvement and curriculum activity enrichment on non-economic and business student entrepreneurship interest.

From the regression analysis, the mathematical model of the relationship between the independent variable and the dependent variable (not independent) is obtained as follows:

Q14Ave = 0717 + 0.254(Q9Ave) + 0.209(Q10Ave) + 0.420(Q14Ave)

As a final conclusion, the data stated that co-curriculum activity is a very decisive predictor for efforts to attract non-economic and business students' entrepreneurial intentions, followed by curriculum changes and improvements in teaching methods (pedagogy).

Suggestions

Even though they are not exposed much to economic and business problems, these non-economic and business students can be aroused by their entrepreneurial intentions by paying attention to improvements in the education component consisting of curriculum, pedagogy and co-curriculum. Especially the co-curriculum component which has a higher impact than curriculum and pedagogy, should be enriched with interesting activities such as real entrepreneurial activities in campus events or off campus and entrepreneurship week or startup week both inside and outside the campus environment. All of these results should be considered in the implementation of entrepreneurship education, especially in non-economic and business study programs.

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