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ENTREPRENEURIAL BEHAVIOR AMONG ECONOMIC EDUCATION STUDENTS

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Abstract

Entrepreneurship is one of the distinguishing characteristics in the Economics Education Program at Universitas Swadaya Gunung Jati with the goal of producing outstanding entrepreneurs. This study aims to explore entrepreneurial behavior among students in the Economics Education Program at Universitas Swadaya Gunung Jati. The results of this research can provide insights for developing entrepreneurship programs tailored to their behaviors. The subjects of this study were active students in the academic year 2023/2024. Data were collected through interviews and observations. The research findings on students' entrepreneurial behavior indicate that psychological, social, and educational factors play crucial roles in influencing students' decisions to engage in entrepreneurial activities. The study found that intrinsic motivation, such as the desire to create something new and enhance independence, often serves as the primary driver behind students' decisions to start their own businesses. Universities should assist students in managing their time between running businesses and their academic activities

Keywords: Behavior, Entrepreneurship, Student.

INTRODUCTION

The background of entrepreneurial potential among students is highly intriguing to understand as it delineates how this younger generation can influence the economy and society in the future. The entrepreneurial potential held by students is substantial and strategic in inspiring positive changes across various sectors. Students are a source of creative and innovative energy capable of generating fresh ideas and new solutions to existing social and economic challenges (Ponce, P., Polasko, K., & Molina, 2021). They often have broad access to technology and information (Henderson, M., Selwyn, N., & Aston, 2017; Warschauer, M., & Matuchniak, 2010), coupled with intrinsic motivation to create positive change. With an educational environment that fosters independence and experimentation, students can test their business ideas with relatively lower risks. Moreover, their ability to collaborate and leverage strong social networks expands market potential and support for their ventures. In an ever-changing global context, this potential not only opens new opportunities for job creation but also enriches the entrepreneurial ecosystem with impactful social and economic innovations. Recognizing students' self-potential can provide insights into how far they feel the need to improve themselves and learn better (Suwena,

2015). Thus, supporting and developing entrepreneurial potential among students is a crucial investment for a more dynamic and sustainable future.

The importance of entrepreneurship for students cannot be underestimated in the context of their education and career preparation. Entrepreneurship is not just about creating job opportunities for oneself but also about developing essential skills such as creativity, innovation, leadership, and risk management (Noraga, G. B., et al., 2024). It provides a platform for students to apply theoretical knowledge in real-world settings, expand professional networks, and learn to manage businesses from inception to fruition. Additionally, entrepreneurship offers opportunities for students to develop characteristics such as independence, perseverance, and adaptability, which are highly valuable in facing the challenges of a dynamic job market. By becoming entrepreneurs, students can also make tangible contributions to the local economy and society at large, through the creation of new jobs, innovative products or services, and the development of sustainable communities (Rizky, R., et al., 2023). Therefore, encouraging students to embark on entrepreneurship is not just about creating personal opportunities but also about investing in a brighter and more competitive future for the next generations.

Entrepreneurial behavior needs to be cultivated among students because it provides broad and significant benefits for personal development and contributions to society and the economy (Adeel, S., Daniel, A. D., & Botelho, 2023; Narmaditya, B. S., Sahid, S., & Hussin, 2023). First, entrepreneurship develops skills such as innovation, leadership, and management that are not only useful in the business world but also in daily life. Second, it offers independent and flexible career alternatives amidst intense job market competition. Moreover, through entrepreneurship, students can create added value for society through new solutions and contribute to local economic growth. Finally, experience in entrepreneurship shapes proactive, adaptive, and resilient attitudes crucial for facing future challenges. Thus, promoting entrepreneurial behavior among students not only prepares them for a better individual future but also for contributing to sustainable social and economic development.

The Economics Education Program is one of the programs under the Faculty of Education and Science at Universitas Swadaya Gunung Jati. While its primary profile is to produce outstanding economics education teachers, the curriculum equips students with entrepreneurial skills. This is done because the demand for and competition in the current job market are intense, making it a highly strategic alternative by preparing graduates capable of creating their own job opportunities. The success of internalizing entrepreneurship cannot be separated from the factors within each student. Therefore, the program continuously adapts to changes and societal needs.

The novelty of researching students' entrepreneurial behavior depicts a deep exploration of psychological, social, and economic factors influencing students' decisions to initiate and manage their businesses. These studies not only focus on students' intrinsic and extrinsic motivations in pursuing entrepreneurial paths but also explore how students' engagement in business or entrepreneurial activities plays a significant role in shaping their entrepreneurial attitudes and behaviors. Furthermore, the research highlights the impact of entrepreneurship initiatives in higher education, such as business incubator programs and entrepreneurship courses, in enhancing students' readiness to face business challenges. Thus, this research novelty not only provides profound insights into the dynamics of entrepreneurial behavior among students but also lays the foundation for developing more effective and sustainable educational strategies to support the younger generation in realizing their entrepreneurial potential.

Based on the aforementioned research background, this study focuses on understanding the entrepreneurial behavior among students of the Economics Education Program at the Faculty of Education and Science, Universitas Swadaya Gunung Jati. The findings of this research are expected to provide inputs for developing a more concrete framework for entrepreneurship education, aimed at fostering the emergence of graduates who choose careers as entrepreneurs.

METHOD

This research is qualitative in nature. Data collection techniques include interviews and observations which complement each other. The subjects of this study are active students in the academic year 2023/2024 in the Economics Education Program at Universitas Swadaya Gunung Jati, specifically students in their 3rd, 5th, and 7th semesters. Data analysis in qualitative research begins before entering the field, continues during fieldwork, and concludes after fieldwork. However, in qualitative research, data analysis is primarily focused during the fieldwork process concurrently with data collection. In practice, qualitative data analysis occurs throughout the data collection process rather than solely after its completion. The stages of data analysis during fieldwork alongside data collection are as follows: data reduction, data display, and drawing conclusions.

RESULTS AND DISCUSSIONS

The research results indicate that there are students involved in various entrepreneurial ventures. The percentage of entrepreneurs among students in the Economics Education Program shows that the highest percentage of students involved in business comes from the 7th semester at 43%, followed by the 3rd semester at 32%, and the 5th semester at 25%. The study also reveals that the fields of business pursued by students predominantly include fashion and food/beverages. The ability to read the market and the competencies possessed are two crucial factors driving students to choose their entrepreneurial endeavors.

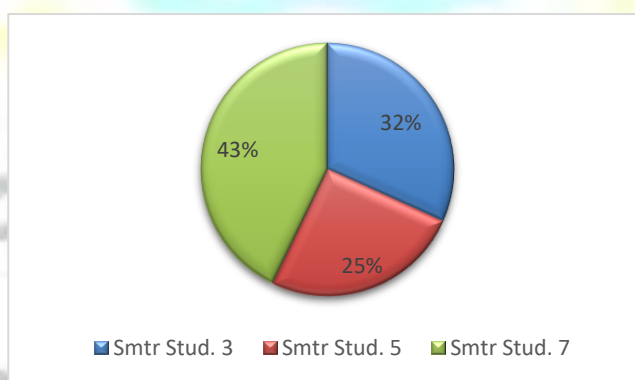


Fig. 1. Percentage of Students Engaged in Entrepreneurship

Data collected in the field also identified various challenges faced by students when starting entrepreneurial activities, as illustrated in.

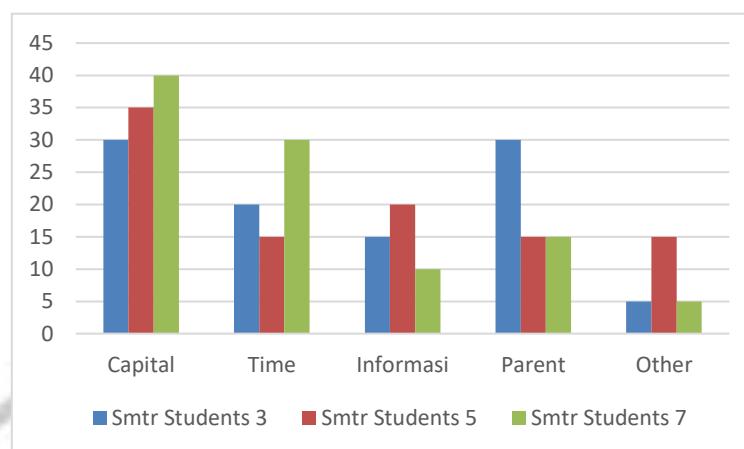


Fig. 2. Comparative Challenges in Entrepreneurship.

Discussion

The research findings on students' entrepreneurial behavior demonstrate that psychological, social, and educational factors play significant roles in influencing students' decisions to engage in entrepreneurial activities. The study finds that intrinsic motivations, such as the desire to create something new and enhance independence, often serve as primary drives behind students' decisions to start their own businesses. Furthermore, educational experiences, particularly through entrepreneurship courses and business incubator programs, have been shown to boost students' confidence and preparedness in managing businesses.

Socially, support from the surrounding environment, including family, peers, and faculty, plays a crucial role in providing the necessary encouragement and advice for students to initiate and develop their ventures. Economic factors also influence students' decisions, with high tuition costs and fierce competition in the job market prompting them to seek alternative income sources through entrepreneurship.

Moreover, the research highlights the importance of an educational environment that supports and fosters entrepreneurial spirit among students. Programs such as mentoring by successful entrepreneurs, access to initial capital, and strong professional networks prove to be significant factors in assisting students to overcome initial challenges in starting their businesses.

Research on students' entrepreneurial behavior has yielded significant findings by comparing new discoveries with previous theories and research. The discussion below outlines the findings of the research on students' entrepreneurial behavior linked to previous theories and research.

Recent studies affirm that intrinsic motivations, such as the desire to innovate or solve problems, play a crucial role in motivating students to start their own businesses. These findings are consistent with self-determination theory, which asserts that individuals seek competence, autonomy, and social relationships in their activities, including entrepreneurship (Chen, M. H., Tseng, M., & Teng, 2020; J. Fox, C., & W. Rayburn, 2022; Ryan, R. M., & Deci, 2000). Additionally, extrinsic motivations, such as the need for additional income or economic influences, also influence students' decisions to engage in entrepreneurship, aligning with economic behavior theory (Ajzen, 1991).

Studies on the impact of entrepreneurship education indicate that entrepreneurship courses and business incubator programs play a key role in enhancing students' readiness to manage their own businesses. This research supports social learning theory (Bandura, 1977), emphasizing the importance of practical experience and modeling in shaping entrepreneurial skills. Furthermore, the theory of behavior change (Prochaska, J. O., & DiClemente, 1983) is also relevant in this context, describing the stages of behavior change experienced by students from disinterest to commitment in pursuing entrepreneurial paths.

Literature studies indicate that social support, whether from family, peers, or mentors, significantly influences motivating and supporting students in their entrepreneurial journey. This is consistent with social network theory (Granovetter, 1973), which emphasizes the importance of access to social resources in supporting career advancement and business endeavors.

The research also highlights the challenges faced by students in starting their businesses, such as limited capital, lack of experience, and market uncertainty. These findings resonate with risk and uncertainty theory (Knight, 1921), underscoring the need for skills to manage risks and make decisions in uncertain situations.

Based on these findings, there are several implications for the development of education policies and entrepreneurial support in universities. Universities can strengthen entrepreneurship curricula, improve access to business incubator programs, and facilitate collaboration between students, alumni, and industries to create ecosystems that support innovation and business growth.

CONCLUSION

Students' entrepreneurial behavior is a dynamic and crucial research area in the context of economic and social development. By understanding the factors influencing students' decisions to engage in entrepreneurship, we can better prepare them to become agents of positive change for society and the economy in the future. Through a holistic approach encompassing education, social support, and policy development, we can maximize entrepreneurial potential among the younger generation to create a brighter and sustainable future.

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