

# Entrepreneurship Competency on Building Entrepreneurship Intention: A Case Study among Graduates from Hospitality Program

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**DOI Link:** <http://dx.doi.org/10.6007/IJARBSS/v15-i9/26540>

**Published Date:** 19 September 2025

## Abstract

The development of a culture of entrepreneurship in society is a basic tool for the economic and social development which improves the competitiveness of a country. It is possible to train and develop the entrepreneurial attitude. The entrepreneurship competencies of college students as prospective entrepreneur or whom has started their business. There is the influence of entrepreneurship education given to the college students by seeing the difference in scores of competences generated from the program of entrepreneurship education that has been established. In this study addresses the respect of students of entrepreneurship education related with their competency and also the opportunity seeking and competency enhancement are nominated as a sign of readiness and effort for entrepreneurship intention. Education system in Indonesia tends to create education only constituting the process of transferring knowledge. The students were not given adequate opportunity of developing their creativity and independency. The result of this study expected to add reference about entrepreneurship education commonly, included entrepreneurship competency, constructive entrepreneurship education, consist of; 1) standard syllabus 2) teacher qualification and 3) teaching approaches. Besides, entrepreneurial teacher training programs motivate student teachers to develop their own entrepreneurial knowledge, skills and attitudes.

**Keywords:** Entrepreneurship Education, Entrepreneurship Competency, Entrepreneurial Intention

## Introduction

Education becomes a thing for developing knowledge and ability through teaching which is given. But the competition condition is more intense. It is not enough to stop on the level of high school education only. The higher the level of education which is taken, the higher the level of knowledge and an individual ability. This occurred, prosecution of the times for being individuals who survived competition. Education which is taken and focused on one field

concentration and is expected to be implemented in the world of work. Education is a process which lasted in live for the effort in balancing condition inside and outside of ours. Balancing process is survived form we did in order can do every activity which lasted in live, Saroni and Muhammad (2011).

Nobody argues today about the importance of entrepreneurship. The development of a culture of entrepreneurship in society is a basic tool for the economic and social development which improves the competitiveness of a country. It is possible to train and develop the entrepreneurial attitude. There are many competencies related with entrepreneurship and these competencies can be acquired and developed through learning (Gibb & Hannon, 2006). Therefore, it is essential to provide students with entrepreneurial skills.

About 2% of populations should be entrepreneurs for a country to be prosperous (Tuan, 2023). The entrepreneurial pathway of Vietnamese super-rich. The sources of their successful business performance. *International journal of entrepreneurship and small business*, 10, 1-17.). It means that out of 240 million Indonesian populations, 4.8 million should be entrepreneur. But, currently there have only been 400,000 (0.16%) of total Indonesian population categorized as entrepreneur (Tambunan, 2014). It is believed as related to education system in Indonesia. For a long time, education system in Indonesia tends to create education only constituting the process of transferring knowledge. The students were not given adequate opportunity of developing their creativity and independency.

It begins to make the government and a few of Indonesian people aware of the importance of entrepreneurship, that is, to grow and to develop the prospect entrepreneurs. Entrepreneurship education begins to be taught by education institution from elementary school to college. According to Wrahatnolo and Munoto (2018), entrepreneurship have been provided by teacher in school, but still in theoretical context and less of implementation. In addition, it is rated as personal responsibility, leading towards lesser attention in current curriculum.

In unique GEM indicator (TEA value), Indonesia has a fairly low value of 7.5%. It means that out of 100 Indonesian adult population (18-64 years), there are 7-8 people who have business in the early stages of business that is under 3.5 years. This 7.5% value makes Indonesia ranked 41 out of 54 countries surveyed. This indicates a decline from 2016, where the value of TEA is 14%. However, the interesting thing about the GEM report is Indonesia has an entrepreneurial spirit index score of 53% or is ranked third, this can be influenced by the perception of a high business opportunity that is equal to 47.7%, perception of ability of 57.3% interest in entrepreneurship at 28.1% and low fear of failure of 46.7%. Based on these data, it indicates that the interest in entrepreneurship is the lowest perception among other perceptions.

Therefore, the purpose of this study is to develop entrepreneurship intention by strengthen education competency started with an entrepreneurship education. It is carried out by first, identifying the advantages and disadvantages of current entrepreneurship curriculum by accessing the graduates and the syllabus. Second, this research will develop a new model that could strengthen current weaknesses. Through this new model, it is hoped that current curriculum will be further improved in developing more competence graduates with good entrepreneurial skills to start business.

**Literature Review**

Entrepreneurship education has been defined by Alberti, Sciacia and Poli (2004) as a structured formal conveyance of entrepreneurship competencies which carries with it the concept of skills and mental awareness which are needed to understand the functioning of an already existing business. Studies of Alberti and Sciascia (2004) have equally laid great emphasis on the benefits of entrepreneurship education to include acquisition of skills, abilities and competencies that yield self-reliance and in turn play a major role in societal development.

Entrepreneurship education is important in schools or colleges; it is expected to foster entrepreneurial interest for students or the community. Several studies have shown the effect of entrepreneurship education on student enthusiasm for entrepreneurship, such as research conducted by Gibb and Hannon (2006). Education received by students in college can influence the character and attitude of students in deciding their career in the future. Entrepreneurship education designed to cultivate entrepreneurial interest contains special curriculum which aims to form the entrepreneurship spirit of students and it plays an important role in changing the students' perspective and behavior.

Mwasalwiba (2010) defines entrepreneurship education as an educational process designed to influence individuals' behavior, values or intention to be involved in entrepreneurship. Entrepreneurship competency is measured by four indicators, professional ability possessed, ability to communicate and relate with others, ability to create opportunity and finally, an ability possessed in business organization (Rahayu, 2009). These indicators are defined as the individual characteristics including attitude and behavior, which allows the entrepreneur to achieve business success. In particular entrepreneurial competencies include entrepreneurial traits, motives, self-image, attitude, behavior, skills, and knowledge (Boyatzis, 1982).

Competence consists of knowledge, capabilities, characteristics and attitudes or necessary for good performance. Driessen and Zwart (1999) claimed that competence can be described as a behavior where knowledge, capabilities and attitudes to run together to accomplish this behavior is successful.

Components which particularly in relation to entrepreneurship are Motivation, Characteristics, Skills and Knowledge (Driessen & Zwart, 1999). Entrepreneurship competency can create student to develop their own mission to use entrepreneurship strategies and methods, to erase bad habit and bad culture, to create an environment that enables creativity and proactive behavior, to transform the assessment process in a learning experience, to support diversity and individuality. Those are part of concepts in entrepreneurship teaching and can create the competent entrepreneur.

The experts define entrepreneurship education as "a process which develops individuals' mindset, behaviors, skills and capabilities. These can be applied to create value in a range of contexts and environments from the public sector, non-profits, universities and social enterprises to corporate organizations and a new venture start-up" (Keith, 2008).

The last number years education of entrepreneurship programs grew, those are run in most higher-level institution all over the world (Hannon, 2006). Its popularity reinforced by the knowing of importance business creation for economic growth and innovation, and by the need of empowering young people with entrepreneur intention and capabilities for successful life in the future.

According to Bird (1988) intentionality can be defined as a state of mind directing a person's attention, experience and action towards a specific goal or a path to achieve something. Tuan (2023) argued that entrepreneurial intention can be defined as intentions toward starting a high- growth business. Many studies explicated the factors that affect intention, such as wants, needs, values, situational factors, difficulty, time constraints, and social norms (Ajzen, 2005). Furthermore, Guerrero et al. (2008) reported that entrepreneurial intention and the tendency to act are considered as the main forces that make the creation of an enter-prise possible.

### **Approach**

This study aims to explore the entrepreneurship competency with its elements such as knowledge, skill and practice. Many initiatives cannot describe a clear line between knowledge, skills and attitudes; hence some categorization of competences has been undertaken by the research team for the purposes of the OvEnt study and is primarily based on Ismail et. al. (2015). The OvEnt Inventory creates a typology of existing initiatives at national, regional and local level which seek to enhance entrepreneurship competence in Europe. Several international initiatives are also included.

Teachers or lecturer (in a college) have a central role to promote an entrepreneurial learning. Entrepreneurship begins with entrepreneurial teachers training. Despite the rapid growth of interest in entrepreneurship education, there is still a lack of critical mass of entrepreneurship educators in schools and universities across world. (Wilson, Kickul & Marlino, 2013).

Entrepreneurial teacher training programs motivate student teachers to develop their own entrepreneurial knowledge, skills and attitudes (European Commission, 2012). Entrepreneurial teacher training programs help student teachers to develop their own mission in teaching and their own 'portfolio'; to use entrepreneurial strategies and methods, to create an environment that enables creativity and proactive behavior, to transform the assessment process in a learning experience, to provide feedback, to support diversity and individuality.

Tambunan (2014) said that the entrepreneurship facilitator must have the following characters; (1) willingness to serve, (2) good reputation (3) positive thinking, (4) dedication, (5) adaptability, (6) learning attitude with open minded, (7) effective managerial ability, including effective mentoring, coaching, counseling, facilitating and networking. The students need those characters for achieving entrepreneurship competency.

In this research a few models have been combined to see the relationships of entrepreneurship education, entrepreneurship competency and the entrepreneurship intention of becoming entrepreneur. There are many researches on accessing the relationship of the entrepreneurship education with entrepreneurship eompetency. There are also a few

models that accessing the entrepreneurship education with the intention of becoming entrepreneur.

Teacher have to teach, train and develop the students' intention intensively such as Kimwolo, Saina, and Cheserek (2012), They said that those processes that could enable individuals to acquire the necessary skill to save and to develop the confidence to explore viable business ideas and market opportunities for their products or services. They are those sets of knowledge, skills, behaviors and attitudes that contribute to personal effectiveness, and are very crucial to the survival and growth of small businesses (Hellriegel et. al., 2008). However, the final elements that gathered from many studies for competency can be summarized are attitude, knowledge and skills.

Teacher in Indonesia should be able to be different; either to be a teacher or a motivator, or both. They have to be able not only master in academic but also to practice as entrepreneur in residence, professional and experienced. The students need many characters to enhance entrepreneurship competency. Entrepreneurship education is related with self-efficacy has been implemented in order to explain students' entrepreneurial attitude and intention (Wilson, Kickul & Marlino, 2013).

Much of the studies related to entrepreneurial education tend to be fragmented focusing on any of these aspects individually. This study aims to have a holistic perspective of the entrepreneurial education by investigating the factors that influence the quality of the entrepreneurial education (with respect to the topics covered, teacher's background, and teaching approaches) and its relationship to entrepreneurial competencies (knowledge, skills and attitude) and entrepreneurial intention.

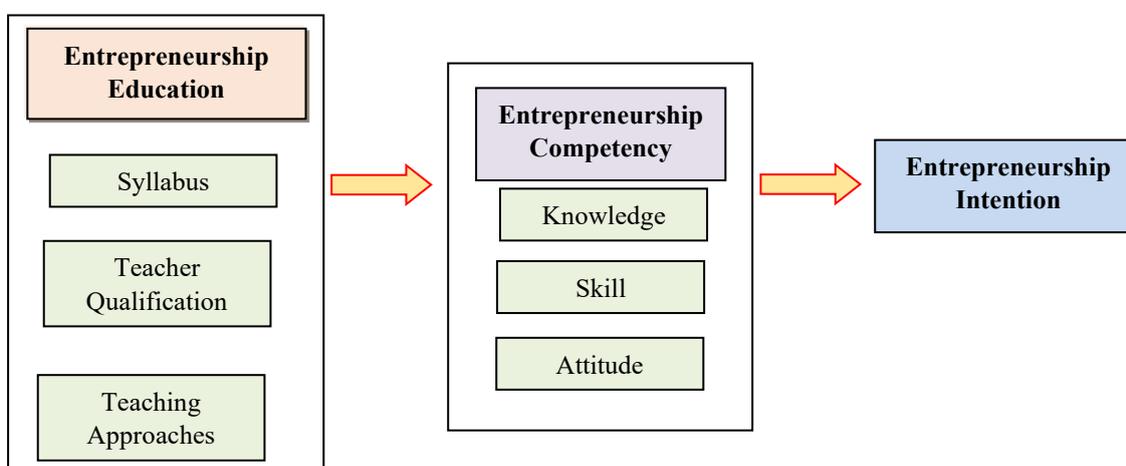


Figure 1: Theoretical Framework

### Methodology

A research design is a planning for the collection, measurement and data analysis, designed specifically to explain the specific research questions. Taherdoost (2021) reported that a research design is "the science of scheduling procedures for piloting studies so as to get the most valid findings". This study employed a process-based research design adopted from Andreini, Bettinelli, Foss & Mismetti (2022) that consists of three stages namely; i) analysis, ii) design and development and finally, iii) the evaluation.

The survey instrument was a self-administered questionnaire. The questionnaire was developed based on the review of students' entrepreneurial intention literature and previous research on prediction of behavior (Ajzen, 2005; Ismail et al., 2009). Nevertheless, it should be noted that most of these studies were conducted with university students; therefore, the most common questions in these studies have been selected to be used in the current investigation.

This study is made up of all final year undergraduates in Academies, Polytechnics and other vocational educations in Yogyakarta and Central of Java; Akademi Pariwisata Mandala Bhakti Surakarta, Politehnik Indonusa Surakarta, Sekolah Tinggi Pariwisata Sahid Surakarta, and Sekolah Tinggi Ilmu Ekonomi Pariwisata Semarang. Those institutions provide education in tourism education or hospitality education. In this study, the survey was conducted with 30 respondents of undergraduates in Academies, Polytechnics and other vocational educations in Yogyakarta and Central of Java Indonesia. This survey specifically targeted undergraduates who work for hotel, restaurant and others hospitality industry.

### **Result**

There are various kinds of theories of entrepreneurship education which backgrounding entrepreneurship competency, such skill, knowledge, attitude, characteristic, behavior and others. Also, many theorists described constructive thinking in learning entrepreneurship. The results derived from the reviews of the needs on building intention of students, as following:

- a. Constructive entrepreneurship education, consist of; 1) standard syllabus which can be learned easier by students, 2) teacher have got qualification in the things of entrepreneurship, not only to teach, but also train and develop the students' intention intensively, and 3) teacher have got characters such as willingness to serve, good reputation, positive thinking, dedication, adaptability, learning attitude with open minded, effective managerial ability, including effective mentoring, coaching, counseling, facilitating and networking.
- b. Entrepreneurial teacher training programs motivate student teachers to develop their own entrepreneurial knowledge, skills and attitudes.
- c. Entrepreneurship education is the one which the most influenced to enhance entrepreneurship competency.
- d. The most important thing of entrepreneurship competency of ex-college students is a courage to start the business and courage on risk taking to be an entrepreneur.

### **Theoretical and Contextual Contributions**

This research contributes theoretically by extending the discourse on the nexus between entrepreneurship education, competency development, and entrepreneurial intention, particularly within the hospitality domain. It integrates established constructs of entrepreneurial knowledge, skills, and attitudes into a cohesive framework that links educational inputs (curriculum, teacher qualifications, teaching approaches) with graduates' entrepreneurial competencies and their subsequent intention to start a business. This holistic perspective enriches the existing body of knowledge, which has often examined these elements in isolation, by offering a process-based model that captures their interrelationships. Contextually, this study provides empirical insights from graduates of

hospitality programs in Indonesia, a setting where entrepreneurship education has been largely theoretical and under-implemented. The findings illuminate how tailored entrepreneurship education can cultivate risk-taking courage, opportunity-seeking behavior, and readiness among hospitality graduates—offering a locally grounded model that can guide policymakers, curriculum designers, and higher education institutions in similar developing country contexts. In doing so, this study bridges a critical gap between theoretical entrepreneurship education frameworks and their real-world applicability in fostering entrepreneurial mindsets among vocational and hospitality graduates.

### **Acknowledgement**

This research was supported by Institute of Technology Management and Entrepreneurship, University Teknikal Malaysia, Melaka and Politeknik Assalaam Surakarta, Indonesia.

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