

The Influence of Entrepreneurship Subject Curriculum on Entrepreneurship Awareness for Law Students

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ABSTRACT

Nowadays, work is becoming a tight competition due to the size of the labor force which are dominant compared to the available jobs cause some people who do not get a job will work as unemployed. It has been contended that in developing successful entrepreneurs, an early exposure in entrepreneurial courses is essential. Law graduates will be attached to private firms and this eventually will lead to most of them opening their own legal firm. This means lawyers could not avoid standard business practices such as preparing cash flow report, business and succession plan and audit report. There are also many lawyers who end up in business, such as construction and trading companies. As such, law graduates are potential entrepreneurs. This paper intends to discuss the relationship between entrepreneurship curriculum and entrepreneurship awareness. A quantitative research methodology is adopted in this study. The results show that entrepreneurship curriculum has positive significant influence on entrepreneurship awareness.

Keywords: curriculum, education, entrepreneurship, law, student

1. INTRODUCTION

Unemployment is a labor problem in many countries, as well as in Indonesia (Abbasianchavari & Moritz, 2021). This condition caused by an imbalance between the number of workers and field available jobs. The increasing number of labor cannot go hand-in-hand with the employment opportunity (Tandiyuk & Sampe, 2022). That matter impact on other problems such as poverty, crime and other social gaps.

Seeing the phenomenon that is happening at this time, namely low motivation Indonesian students for entrepreneurship is a serious thought various parties, both government, education, industry, and society (Baharuddin et al., 2022). Various efforts have been made to stimulate entrepreneurial spirit in particular changing the mindset of student who have only been interested in acting job seekers after completing their studies or college (Antonovica et al., 2023). It is challenges for schools and universities as producing institutions graduate of.

Universities in Indonesia currently require all majors to provide entrepreneurship courses aimed at university graduates tall is not confused and not awkward to plunge into society (Baharuddin et al., 2022). Entrepreneurship curriculum can help them to aware the entrepreneurial aspect (Dong & Tu, 2021). Entrepreneurship education provided in universities is not only teaches about the theoretical foundation of the concept of entrepreneurship but how to shape the attitude, behavior, and mindset of an entrepreneur.

Entrepreneurship education is an investment in human capital to prepare students in starting new businesses through the integration of experience and skills (Sampe, 2007). knowledge essential to develop and expand a business (Sampe et al., 2022). Entrepreneurship education can also increase the interest of students to choose entrepreneurship as a one of the career choices besides career choices is to become a private employee, civil servant, or BUMN employees which can significantly direct attitudes, behavior, and an interest in entrepreneurship.

Based on observations and interview results with some students, only a few students who tried entrepreneurship after attending entrepreneurship courses. While others have desires for entrepreneurship and others are still unsure about entrepreneurship, because overshadowed the risk if later it does not work. If students aware the benefits of entrepreneurship, namely they can create jobs for others and generate a large income compare to being an employee. Based on the explanation above, the researcher took the initiative to further research to determine the interest in entrepreneurship in students of Law Students, Law Department, Faculty of Law, Universitas Kristen Paulua Indonesia.

2. THEORETICAL BASIS

2.1. Entrepreneurship and theories of entrepreneurship

The entrepreneurial view appeared for the first time in England in the 18th century, marked by the occurrence of new discoveries (Baharuddin et al., 2022). This era was a period of machine production that began with the invention of the steam engine by James Watt and the spinning machine by Richard Arkwright. Entrepreneurs in England that century put forward economic development by applying knowledge for production purposes and increasing industrial output through the use of new technology.

The majority of Entrepreneurs of that century came from the lower middle class, and not from the aristocratic class, so they had more patience and unlimited energy which was triggered by the need to realize their dreams and creative and innovative ideas (Abbasiachavari & Moritz, 2021). The goal of entrepreneurs at that time was to grow and expand their organization. Their dedication is more focused on the value of the work done, and not profit-oriented and increasing wealth as the main goal so that indicators of success are seen in the meaning and pride of the business they are doing.

Entrepreneurship has the status of self-employment (Sampe, 2012). An entrepreneur buys goods now at a certain price and sells them in the future at an uncertain price. Richard Cantillon defines entrepreneurship which places more emphasis on how an entrepreneur responds in the face of risk and uncertainty.

Entrepreneurship includes activities necessary to create or run a company when the market has not been clearly defined or the components of the production function are not fully understood. Joseph Alois Schumpeter explained that understanding the concept of innovation is the main factor for distinguishing the uniqueness of a company's business from other forms of business (Duarte et al., 2023). According to (Blankesteijn et al., 2021) that entrepreneurial actors are referred to as entrepreneurs. Schumpeter said that no one always behaves as an entrepreneur, one can only be said to be an entrepreneur when innovating.

Innovation contributes a lot and benefits in entrepreneurship even though the benefits are temporary and will decrease if you lose in competition (Ferreira et al., 2021). The essence of entrepreneurship is the process of creating something that has its own value by requiring effort and time, assuming financial, psychological and social risks, and receiving a salary of money and personal satisfaction.

Apart from improving their standard of living, being an entrepreneur is a noble job (Aparisi-Torrijo & Ribes-Giner, 2022). Eddy Soeryanto Soegoto in his book entitled Entrepreneurship Becomes a Great Businessman describes that by becoming an entrepreneur, it means he creates jobs for other people, ranging from a few people to thousands of people, which means he has

provided a living for so many people who need jobs to support their families. , and reduce unemployment (Soegoto, 2015).

Entrepreneurs use personal initiative, and engage in calculated risk taking, to create new business ventures by pooling resources to implement new, innovative ideas that solve problems, meet challenges, or meet clear market needs. Experts have presented several theories to explain the field of entrepreneurship, these theories include: economics, psychology, sociology, anthropology, and management (Antonovica et al., 2023).

1. Economic Entrepreneurship Theories (Economic Entrepreneurship Theory)

The theory of economic entrepreneurship is based on a strong approach from classical economic theory, neo-classical economic theory, and the Austrian Market Process (AMP) (Hasanah et al., 2023). Economic theory discusses economic factors that can motivate entrepreneurial behavior (Hasanah et al., 2023).

a. Classical Theory (Classical Theory)

Classical economic theory extols the business advantages derived from free trade, specialization or superior products, and competition. This theory is the result of the British industrial revolution that took place in the mid-1700s to the 1830s. This classical theory reflects the role of the entrepreneur in the production and distribution of goods in a competitive market. Classical economic theorists also highlight three modes of production, namely land, capital, and labor.

b. Neo-classical Theory (neo-classical theory)

Neo-classical economic theory arose out of criticism of classical economic theory and showed that economic phenomena can be translated into pure exchange instances, exhibit optimal ratios, and occur in a closed economic system. The economic system consists of stock exchange actors, stock events, and the impact of market outcomes on other market participants. Important exchange coupled with diminishing marginal utility motivates entrepreneurship in the neo-classical movement (Murphy et al., 2006).

c. Austrian Market Process (AMP)

The AMP theory was put forward by Joseph Alois Schumpeter in 1934, where this theory focuses on human behavior in the context of economic knowledge. Schumpeter described that in entrepreneurship as a driver of the market system (Schumpeter, 1934). This theory explains that the important task of a company is to create a new product that causes every company activity to function as a motivation for market economic movements.

2. Psychological Entrepreneurship Theories (Psychological Entrepreneurship Theory)

The level of analysis in psychological theory is individual (Hasanah et al., 2023). This theory focuses on seeing how personal characteristics determine entrepreneurship. The personality that is considered in the review is seen from the characteristics of an entrepreneur in calculating the risks taken, the innovations carried out, and the tolerance for uncertainty.

3. Sociological Entrepreneurship Theory (Sociological Entrepreneurship Theory)

The sociology-based theory of entrepreneurship is one of the three main theories. This theory focuses on the social context and the level of analysis is traditional society (Duarte et al., 2023).

4. Anthropological Entrepreneurship Theory (Anthropological Entrepreneurship Theory)

The fourth major theory of entrepreneurship is called anthropological theory. Anthropology studies the origin, development, mores and beliefs of people, that is, the culture of people (Crecente et al., 2022). Anthropological theory states that social and cultural context must be considered in starting a business.

5. Opportunity-Based Entrepreneurship Theory

Chance-based theory is supported by several experts such as Peter Drucker and Howard Stevenson. This approach provides a broad conceptual framework for research on

entrepreneurship (Hasanah et al., 2023). Peter Drucker argues that Entrepreneurs do not cause change, but pay more attention to opportunities created by changes in technology, consumer preferences, etc. He said that Entrepreneurs are always looking for change, respond and take advantage of it as an opportunity. Therefore, the definition of an entrepreneur and entrepreneurship is pursuing change and taking advantage of it (Audretsch et al., 2022). Based on research to distinguish between entrepreneurial management and administrative management, he concluded that the essence of entrepreneurial management is "to take opportunities without taking into account the resources at hand."

6. Resource-Based Entrepreneurship Theories

Resource theory in entrepreneurship believes that founders' access to resources is an important factor in predicting success in taking advantage of opportunities and building new businesses (Dong & Tu, 2021). This theory emphasizes the importance of financial, social, and human resources in helping individuals recognize and seize opportunities (Dong & Tu, 2021). There are three criteria for capital in resource-based entrepreneurship theory, namely financial, social, and human.

2.2. Entrepreneurship awareness

Entrepreneurship has a high level of competition and requires sharp business sense (Dong & Tu, 2021). Like a hunter who uses his instincts to compete with the animals he hunts, so an entrepreneur must compete not only with other competing companies, but also with certain situations and conditions such as the economic and monetary situation, politics, and changes in government policies.

1. Entrepreneurial Innovation Policy

Innovation must become an integral part of organizational culture and norms, otherwise innovation will only become a routine activity in the organization.

2. Seizing Business Opportunities

In accordance with the thinking related to the integration process, to realize the commitment to the vision of the future, it is important to unify the thinking and identify business opportunities (Glinyanova et al., 2021). With the motivation of mind power through awareness, intelligence, and reason, an entrepreneur always tries to take advantage of opportunities with the help of intuition and utilizes his knowledge and imagination to create new ideas and seize future business opportunities.

3. Ideas for Seizing Opportunities

This idea is the result of thoughts and ideas that have been expressed by many successful business people and become skills that are developed continuously (Glinyanova et al., 2021). These ideas include:

- a. Understanding creates value.
- b. Develop collaborative leadership.
- c. Build and develop partnerships.
- d. Carry out IT-based transformation.
- e. Adjustments in strategy.

The fear of failure is something that has been an obstacle for aspiring entrepreneurs (Aparisi-Torrijo & Ribes-Giner, 2022). In fact, precisely by experiencing failure, prospective entrepreneurs can be forged to continue doing business or switch to other professions. Entrepreneurs who have the courage to overcome the fear of failure are those who apply entrepreneurial principles well (Blankesteijn et al., 2021). Therefore, an entrepreneur must have a positive and optimistic view of the opportunities and efforts being made. Enthusiasm, willpower and perseverance will make the business continue to grow and advance.

An entrepreneur must hold several important principles, namely: dare to start a business, not be afraid to take risks, think carefully and structured, have a clear business plan, not easily

satisfied and not easily give up, have an optimistic and confident attitude, be responsible, and have good ethics and morals (Hasanah et al., 2023). Courage to face failure is the main principle in entrepreneurship. Being brave here means not being afraid to start a business, not giving up easily, and not being afraid to fail.

In more detail, the entrepreneurial principles according to Belitski et al., (2021):

1. Not afraid to fail;
2. Full of enthusiasm;
3. Creative and Innovative;
4. Perform risk calculations in making decisions;
5. Patience, tenacity and perseverance;
6. Optimist;
7. Ambitious;
8. Never give up;
9. Can read market opportunities;
10. Implement ethical standards in business;
11. Independent;
12. Honest;
13. Building relationships.

However, for the current conditions, an entrepreneur must also understand and be able to utilize information and communication technology in achieving his business goals.

2.3. Entrepreneurship curriculum and Student's entrepreneurship

Entrepreneurship education is included in the curriculum lectures that discuss the sciences of entrepreneurship of a theoretical nature (Blankestijn et al., 2021). Entrepreneurship education is a science, an art as well as the behavior, nature, characteristics and character of someone who has the ability to translate innovative ideas into the real world creatively.

So the entrepreneurship course is a unit of study applied in universities whose purpose is to provide knowledge of entrepreneurship (Dana et al., 2023). Implementation of learning through theory and practice. Theory is given as prior knowledge students go into the field and practice is given so students can Dig deeper into the entrepreneurial experience. Education Entrepreneurship is given to students aiming at them have entrepreneurial knowledge, so that when students have graduated from college they have the provision to open a business.

Entrepreneurship courses given in the law department is given to students in the form of theory and practice. Theory what is given is not just an understanding of entrepreneurship, but techniques in determining a business. After students get theory, students are invited to form a business and market it its products in product exhibition activities. Title the product held at the end of the semester. Apart from being an assessment of the final eye exam Entrepreneurship lectures This activity can be utilized by students for promote their products to visitors.

Entrepreneurship education contained in courses entrepreneurship in the Law Department. The class learns a value, ability, and person's behavior in creating and innovating according to the syllabus entrepreneurship courses.

The following is the object of study for the Entrepreneurship course are:

1. Have entrepreneurial motivation in reality as well spiritual/religious.
2. Ability to explain good business opportunities in family and community environment.
3. Ability to explain and understand business ethics and social responsibility in business.
4. Ability to create creative ideas in order to create business.
5. Ability to make a business plan.
6. Ability to create strategic business plans.
7. Ability to make or create brand names or branded.
8. Have achievement motivation and teamwork in entrepreneurship.

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9. Ability to initiate new products and identify new business opportunities and analyze them.
 10. Ability to create an operation plan to complement the business plan student.
 11. Ability to create marketing plans.
 12. Ability to analyze the business by looking for a profit by establishing product, price, promotion, and channel strategies distribution to complete the business plan

Through entrepreneurship courses students are expected to be able place himself either personally or as a part of public (Blankesteyn et al., 2021). In essence, entrepreneurship is not just a talent that is brought since birth and practiced just like that in the field of business. Besides being able to be learned, it must also be widely internalized through the educational process (Blankesteyn et al., 2021). The provision of entrepreneurship courses is intended for motivating and forming an entrepreneurial mental attitude so that students have an interest in entrepreneurship. One of the important contents that need to be introduced to students namely the internalization of the value system contained in entrepreneurship, namely independence, creative thinking, soft skills, skills interpersonal, persuasive communication, hard work, persistence, and others. Ultimately, the expected long term impact of the establishment these values are the ability to capture and create business opportunities.

3. RESEARCH METHODS

This research uses quantitative approach. Quantitative research is research conducted by collecting data in the form of numbers which then processed and analyzed to gain information. While the nature of this research is associative (Aguerrebere et al., 2022). Study associative is research that aims to determine the effect or the relationship between two or more variables. So, research that will researchers do this is research in the form of a quantitative approach and is descriptive.

This research uses convenience sampling method and as many as 64 law students participated in the study. Data collected using questionnaire handed to law students between March and May 2023. The collected data were analyzed using descriptive analysis, then validity and reliability test prior to regression analysis.

4. RESULT AND DISCUSSION

This section starts with descriptive analysis, validity and reliability test and regression analysis.

4.1. Descriptive analysis

Descriptive analysis is divided into two sub-sections namely respondents background and descriptive of entrepreneurship curriculum and entrepreneurship awareness.

4.1.1. Respondents' background

There were 64 respondents participated in the study. Male participants are more dominant, as many as 38 respondents (59.4%) compared to female respondents with a total of 26 students (40.6%).

The age of respondents were between 19 to 22. As many as 8 or 12,5 percent students were 19 years old, 27 or 42,2 percent were 20 years old, 20 or 31,1 percent were 21 years old and 9 or 14,1 percent were 22 years old.

4.1.2. Entrepreneurship curriculum

Entrepreneurship curriculum was measured using six indicators that are presented in table 1 on the next page.

Table 1
Entrepreneurship Curriculum

No.	Statement	Response					Mean	Std. Dev.
		DNA	NA	N	A	DA		
1.	Entrepreneurship material provides basic business skill	-	8 12,5%	7 10,9%	37 57,8%	12 18,8%	3,83	0,88
2.	Entrepreneurship enhance my leadership capability	-	9 14,1%	7 10,9%	35 54,7%	13 20,3%	3,81	0,92
3.	Entrepreneurship improve my problem solving capability	-	9 14,1%	12 18,8%	33 51,6%	10 15,6%	3,69	0,91
4	I get inspiration to contribute to my society	-	9 14,1%	9 14,1%	31 48,4%	15 23,4%	3,81	0,96
5.	I find entrepreneurship curriculum stimulating	-	8 12,5%	11 17,2%	32 50,0%	13 20,3%	3,78	0,92
6	I am eager to be an entrepreneur	-	10 15,6%	8 12,5%	36 56,3%	10 15,6%	3,72	0,92

Source: Data analysis

As can be seen in table 1, entrepreneurship curriculum has emerged out as a demanding subject to be mastered by young students. Entrepreneurship education teaches basic life skills such as an innovative approach to solve a problem, resolve real world problems, collaboration and working with a team, and many more. All these life skills which define the personality of an individual can never be learned through traditional book and classroom studies.

It has always been encouraged by intellectuals to motivate the young mind to start a business of their own. To make the students aware of the possible benefits of being an entrepreneur, a basic entrepreneurship program should be incorporated in the regular curriculum as a mandatory subject.

Creative people always take a different approach to a problem and that's what makes a major difference. By encouraging creativity, innovation, and collaboration the entrepreneurship molds the students into an abler individual strong enough to face the reality of the outside world. Apart from the degrees and certifications, the students will have the much-needed experience to start their journey in the market with a strong foundation.

Develops Problem Solving and Identification Capability: Problem-solving and problem identification are two separate things. Students through years of practice may develop their problem-solving skills but to identify the problem much before its arrival and taking necessary precautions to tackle it differentiates a successful entrepreneur from the rest of the mass.

The world is always in need of a good leader for guidance. The students who are interested to make a difference will certainly succeed in paving a different pathway. While learning about entrepreneurship skills at a younger age, the students tend to incorporate new skills and start thinking like a leader. Beneficial specifically for women entrepreneurs, the leadership skills will

compel them to create their own identity by mitigating the existing gender gap in the corporate world.

4.1.3. Entrepreneurship awareness

Entrepreneurship awareness is also measured by six indicators. The students' responses on the indicators are presented in table 2 below.

Table 2
Entrepreneurship awareness

No.	Statement	Response					Mean	Std. Dev
		DNA	NA	N	A	DA		
1.	Entrepreneurship is important	-	4 6,3%	11 17,2%	40 62,5%	9 14,1%	3,84	0,74
2.	I can contribute more to society if I become an entrepreneur	-	2 3,1%	12 18,8%	26 40,6%	24 37,5%	4,12	0,83
3.	I can achieve my dream should I am businessman	-	4 6,3%	13 20,3%	35 54,7%	12 18,8%	3,86	0,79
4	I can earn more money as an entrepreneur	-	1 1,6%	13 20,3%	23 35,9%	27 42,2%	4,19	0,81
5.	I can enjoy more power as an entrepreneur	-	1 1,6%	14 21,9%	25 39,1%	24 37,5%	4,12	0,81
6	I am eager to be a success entrepreneur	-	1 1,6%	11 17,2%	26 40,6%	26 40,6%	4,20	0,78

Source: data analysis collected for the study

As can be seen from table 2, law students tend to have high intensity of entrepreneurship awareness. Intention to be a successful entrepreneur was the highest average with relatively low deviation. The findings indicate high awareness on entrepreneurship.

4.2. Validity and Reliability Test

Validity measures the extent to which results can correctly measure what is supposed to be measured. Meanwhile, reliability measures the extent to which the same results can be repeated using the same conditions.

Using Corrected Item – Total Correlation with standard correlation of 0.3, all of the items used to measure entrepreneurship curriculum and entrepreneurship awareness are valid. Corrected item – total correlations are between 0.663 and 0.863.

Using Cronbach's Alpha with standard of 0.60, all items are also reliable. The Cronbach's Alpha value are between 0.890 and 0.938.

4.3. Hypothesis Testing

To test the significance influence of entrepreneurship curriculum on entrepreneurship awareness regression analysis was applied. Prior to the regression analysis classic assumption tests were performed. To test the normality, *one sample kolmogorov smirnov test* was applied and the results show that asymptot significance value of 0.163 more than 0.05 which indicates that the two variables used in this research have a normal distribution. Using Scatterplot, to test the linearity, also reveal that the two variables are free of heteroscedasticity.

After completing the classic assumption test, simple regression analysis was performed. The result of the regression analysis is presented in table 3 below.

Table 3
Regression analysis

Model	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
	B	Std. Error	Beta		
(Constant)	.874	.165		5.287	.000
<i>Reward</i>	.844	.043	.928	19.638	.000

Source: Data analysis

Based on the regression results, we can claim that entrepreneurship curriculum has significant influence on entrepreneurship awareness. The results are significant because the probability value is obtained that the significance level obtained is $p(0.000) < \alpha(0.05)$, meaning that there is a significant effect between entrepreneurship curriculum and entrepreneurship awareness. This means that Entrepreneurship awareness requires effective entrepreneurship curriculum.

Entrepreneurship education in higher education is related to building entrepreneurial character, entrepreneurial mindset, and entrepreneurial behavior that is always creative and innovative, creating added value or good values, taking advantage of opportunities and dare to take risks. Facing highly competitive future challenges. So entrepreneurial behavior is necessary for all fields of work or professions. Entrepreneurship education can be implemented in universities and applied to all students regardless of the field of science studied, because entrepreneurship education is not business education.

From the results above, it can be concluded that an entrepreneurship curriculum has influence in creating new entrepreneur even for law students. The existence of entrepreneurship education among students is expected to be able provide knowledge about entrepreneurship so that when you graduate you won't be educated unemployed because they have learned about entrepreneurship certainly beneficial for them and able to create a good job market can be useful for the people around him.

5. CONCLUSION

Entrepreneurship education has emerged out as a demanding subject to be mastered by young students including law students. Contributing significantly to economic growth, entrepreneurship also generates numerous job perspectives. As a result of which, it has always been encouraged by intellectuals to motivate students to start a business of their own.

To make the students aware of the possible benefits of being an entrepreneur, a basic entrepreneurship program should be incorporated in the regular curriculum as a mandatory subject. This initiative will not only boost the interest of the students to go for personal business meanwhile ditching the traditional jobs. This basic education will not only help them embracing any upcoming opportunities to be successful entrepreneurs but also tackle the adversities successfully in the future.

Entrepreneurship curriculum should provide essential life skills such as an innovative approach to solve a problem, resolve real world problems, collaboration and working with a team, and many more. Curriculum that encouraging creativity, innovation, and collaboration the entrepreneurship molds the students into an abler individual strong enough to face the reality of the outside world.

Apart from the degrees and certifications, the students will have the much-needed experience to start their journey in the market with a strong foundation. Students through years of practice may develop their problem-solving skills but to identify the problem much before its arrival and taking necessary precautions to tackle it differentiates a successful entrepreneur from the rest of the mass.

It is suggested that entrepreneurship curriculum should be improved continuously and every entrepreneurial activity are highly recommended for law students.

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