

ENTREPRENEURSHIP EDUCATION AS A DETERMINANT OF ENTREPRENEURIAL INTENTION: EVIDENCE FROM WEST MANOKWARI DISTRICT

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ABSTRACT

This study explores how entrepreneurship education influences entrepreneurial intention among local entrepreneurs in West Manokwari District, Indonesia. Using a descriptive qualitative approach, the research draws on document analysis and field observations conducted with ten local entrepreneurs who have participated in community-based entrepreneurship training programs. The analysis focuses on understanding the ways in which entrepreneurship education affects motivation, confidence, and decision-making toward business creation and growth. Findings reveal that entrepreneurship education contributes to higher entrepreneurial awareness, improved business management capacity, and greater commitment to pursue self-employment. The study concludes that entrepreneurship education serves as both a cognitive and motivational driver for entrepreneurial intention in emerging regions. These findings highlight the need for context-specific education strategies that integrate experiential learning and local business realities.

Key words: Entrepreneurship education; entrepreneurial intention; qualitative study; local entrepreneurs; West Manokwari

INTRODUCTION

Entrepreneurship has become a key component of regional economic growth strategies in developing countries. In Indonesia, national and local governments have encouraged entrepreneurship as a means of reducing unemployment and stimulating inclusive economic participation. However, in several remote and developing regions such as West Manokwari District, entrepreneurial engagement remains limited. Understanding how educational initiatives influence entrepreneurial motivation and intention in such contexts is therefore essential.

Entrepreneurship education has long been regarded as a mechanism to develop entrepreneurial competencies, promote innovation, and strengthen self-efficacy (Nabi et al., 2018; Fayolle & Gailly, 2015). While numerous quantitative studies have established a positive relationship between entrepreneurship education and entrepreneurial intention (Bae et al., 2014), there remains a lack of qualitative evidence that contextualizes this relationship in local Indonesian communities.

This study seeks to fill this gap by qualitatively exploring the role of entrepreneurship education in shaping entrepreneurial intention among local entrepreneurs in West Manokwari District. By adopting a descriptive qualitative approach, this research aims to provide an in-depth understanding of the lived realities of small-scale entrepreneurs, the educational processes they experience, and how these influence their motivation to engage in entrepreneurship.

METHOD

This research employed a descriptive qualitative design, which aims to present a comprehensive and detailed account of participants' perspectives without imposing theoretical frameworks. This approach was appropriate for understanding how entrepreneurship education is perceived and experienced by local entrepreneurs within their real-life settings.

The study was conducted in West Manokwari District, an area characterized by emerging small and micro enterprises, primarily in the service, trade, and creative sectors. Ten local entrepreneurs were purposively selected based on their participation in entrepreneurship training programs organized by local government agencies and community organizations. Participants represented diverse backgrounds, including food production, handicrafts, and household services.

Data were collected through document analysis and field observation.

1. Document analysis involved reviewing training materials, government reports, and participant workbooks related to entrepreneurship programs conducted between 2022 and 2024.
2. Observations were carried out during community workshops and business mentoring sessions to understand how entrepreneurs applied the knowledge gained from educational activities.

Field notes focused on entrepreneurs' behavior, engagement in learning activities, and post-training business practices. Ethical considerations were maintained by obtaining informed consent from all participants and ensuring confidentiality.

Data were analyzed using thematic analysis (Braun & Clarke, 2006). The process included:

1. Familiarization with data through repeated reading of field notes and documents.
2. Coding of relevant statements related to the impact of entrepreneurship education.
3. Grouping of codes into emerging themes that reflected the relationship between education and entrepreneurial intention.

Triangulation of documents and observations enhanced the validity of the findings.

RESULTS AND DISCUSSION

Thematic analysis yielded three major themes that describe how entrepreneurship education shapes entrepreneurial intention among local entrepreneurs in West Manokwari District.

1. Enhanced Entrepreneurial Awareness and Opportunity Recognition

Entrepreneurship education increased participants' understanding of the entrepreneurial process, particularly in identifying local business opportunities. Training sessions encouraged participants to reflect on community needs and market gaps. For example, several entrepreneurs began developing products aligned with local cultural identity, such as Papuan handicrafts and traditional food packaging.

This finding supports Souitaris et al. (2007), who argue that entrepreneurship education broadens cognitive awareness and fosters opportunity recognition. Observation data revealed that entrepreneurs who actively participated in practical sessions were more likely to express plans to expand or diversify their businesses.

2. Development of Business Management Skills and Self-Efficacy

The second theme highlights the influence of entrepreneurship education on participants' confidence and competence in managing business operations. Many entrepreneurs demonstrated improved financial management, marketing communication, and record-keeping skills after attending training programs. One participant described how learning basic bookkeeping techniques helped her better control production costs and profits.

This reflects the assertion by Pihie and Bagheri (2013) that entrepreneurship education enhances self-efficacy — the belief in one's ability to perform entrepreneurial tasks successfully. Observation data showed greater initiative and independence among participants in setting business goals and implementing strategies learned during training.

3. Strengthened Motivation and Commitment to Entrepreneurship

The third theme focuses on the motivational dimension. Entrepreneurship education inspired participants to view entrepreneurship not only as a source of income but also as a pathway to self-fulfillment and community contribution. Exposure to successful local entrepreneurs during workshops motivated participants to pursue their ventures more seriously. This aligns with Ajzen's (1991) notion that intention is shaped by positive attitudes and perceived control. Entrepreneurs who internalized the values of creativity and persistence were more determined to sustain their business efforts despite challenges such as limited capital and market access.

The findings collectively indicate that entrepreneurship education plays a multifaceted role in influencing entrepreneurial intention among local entrepreneurs. It operates through cognitive, behavioral, and motivational pathways — enhancing awareness, developing skills, and strengthening personal drive.

These results resonate with the broader literature suggesting that entrepreneurship education is not merely about knowledge acquisition but about nurturing an entrepreneurial mindset (Fayolle & Gailly, 2015; Nabi et al., 2018). Importantly, this study contextualizes these effects within a developing regional setting, showing that even short-term and community-based educational initiatives can substantially influence entrepreneurial intention when they emphasize experiential and culturally relevant learning.

CONCLUSION

This study concludes that entrepreneurship education significantly shapes entrepreneurial intention among local entrepreneurs in West Manokwari District. Through document analysis and observation, it was found that

education enhances awareness of business opportunities, strengthens self-efficacy, and fosters motivation toward entrepreneurship.

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