Evaluation of Entrepreneurship Education for University Students: A Scale Development Study

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Abstract

Entrepreneurship education had an important contribution in developing the number of entrepreneurs. Entrepreneurship education could be specified into two constructs, namely curriculum attendance and extracurricular activity. The purpose of the study was to measure and assess entrepreneurship education for students. This study examines a new instrument of curriculum attendance and extracurricular activity. The research method consists of two phases: the first phase was content validity, and the second phase was construct validity assisted by AMOS. The first phase examines the measurement instrument by involving seven experts. The second phase examines the instrument by involving students (N= 393) from various backgrounds at Universitas Lambung Mangkurat (ULM). Content validity using V-Aiken, and construct validity using EFA. The results show that 1) curriculum attendance could be measured by two indicators, namely participation in the entrepreneurship course (3 items) and enjoyment in the entrepreneurship course (3 items), and 2) extracurricular activity measured by five indicators, namely the entrepreneurial community (3 items), enthusiasm for entrepreneurship (2 items), entrepreneurship seminar (2 items), entrepreneurial project (3 items), and entrepreneurial spirit (2 items). This research implies is that the instrument can be used by researchers in universities to evaluate entrepreneurship education.

Keywords: Entrepreneurship education, curriculum attendance, extracurricular activity, entrepreneurial project, entrepreneurial spirit

Introduction

Unemployment is something that must be the main focus of developed and developing countries. Unemployment rates worldwide, especially during the global crisis (Taha et al., 2017). Each country has specific policies and strategies to reduce unemployment in their respective countries. Among the most widely chosen alternative solutions to reduce unemployment is to increase the number of entrepreneurs (Nazri et al., 2016). This is because entrepreneurship is the main driver in fostering innovation, creating jobs and can significantly grow a country's economy (Badulescu & Badulescu, 2013). However, to be able to develop entrepreneurship and change the entrepreneurial mindset of the community itself is a challenge for almost all countries (Memon et al., 2019).

Entrepreneurship education is an effort to internalize the entrepreneurial spirit and mentality through educational institutions and other institutions such as training and training institutions. Entrepreneurship education is explained as a process of transmitting entrepreneurial knowledge and skills to students to help them take advantage of business opportunities, entrepreneurship education aims to teach students to start new businesses to be successful and profitable so that it is expected to help the country's economic growth (Tung, 2011). Entrepreneurship education also refers to the number of training and motivational activities in the education system that offers entrepreneurial skills, inspiration, and knowledge to become a successful entrepreneur (Bazkiaei et al., 2020; Turker & Selcuk, 2009). Entrepreneurship education is

an educational program that works on the entrepreneurial aspect as an important part of equipping students with competencies. This is in line with the opinion from Izedonmi & Okafor (2010) that entrepreneurship education is designed to instill the competencies, skills, and values needed in recognizing business opportunities, organizing and starting new businesses. Entrepreneurship education can support the development of entrepreneurial values in students while in higher education (Darmanto & Yuliari, 2018). This research provides an opportunity for researchers to be able to develop entrepreneurship education in universities to increase the entrepreneurial value of students while studying in higher education (Table 1).

Moreover, considering entrepreneurship education can set up a college education, the entrepreneurial education is

Authors	Item	Operational Categories
Shahab et al. (2018)this study theorizes that entrepreneurial creativity (EC	6	Entrepreneurship education is frequently defined in the context of learning foundation, i.e. "higher education", ongoing schooling, school educational programs, or technical training courses
Ahmed et al. (2020)inspiration and resources	10	Entrepreneurship education learning (EEP-L, entrepreneurship education Inspiration (EEP-I), and entrepreneurship education: incubation resources (EEP-R).
Maresch et al. (2016)	1	Single item of entrepreneurship education
Cui et al. (2019)	15	Entrepreneurship education on the entrepreneurial mindset of college students
Handayati et al. (2020)	6	The entrepreneurship education also exponentially helps individuals to acquire resources through knowledge and information transfer
Saptono et al. (2020)	6	Entrepreneurial preparation is associated with the readiness of being an entrepreneur, which is defined as the confluence set of personal traits that distinguish individuals in preparing for business.
Entrialgo & Iglesias (2016)	1	Single item: We asked the students if they had taken the subject "Entrepreneurship". "It was a binary yes/no variable. Entrepreneurship education is linked to the development of competencies in identifying innovative business opportunities and in dealing with ambiguity in decision-making

divided into two (2), namely the curriculum in classes and entrepreneurship-related activities outside the classroom according to different learning experiences. The impact of entrepreneurship education by using the difference between the curriculum in the classroom and learning outside the classroom (extracurricular). The concept is divided into 2 (two) categories, namely curriculum attendance and extracurricular activity (Arranz et al., 2016).

Laukkanen (Laukkanen, 2000) explains that it is necessary to develop an educational pathway that is focused on developing individual competencies, with a business generation model that can create the necessary conditions to be able to start a business or business. Another opinion explains that education combines organized education with university institutional support (Collins et al., 2004; Liñán & Chen, 2009; Souitaris et al., 2007). The experts identified two components, namely the first focusing on the curriculum related to the required courses in different degrees in competency development, and the second, namely the extracurricular component. Both components are related to actions that are developed through awareness, support, and or assistance of entrepreneurs. So far, there are researchers who have developed instruments for entrepreneurship education. Many variations of the measurement scale of entrepreneurship education have been produced (see Table 1).

Table 1 shows some of the development and use of entrepreneurship education instruments from 2016-2020. This research provides an opportunity to continue to develop entrepreneurship education assessment instruments as an effort to develop educational knowledge, especially entrepreneurship. Because of this, this study formulates a research statement on how to measure student curriculum attendance and extracurricular activity in universities. This study also confirms from the research respondent's perspective that the respondent must have the criteria to have

completed the entrepreneurship course. The purpose of this study is to develop a new measurement of entrepreneurship education which is divided into two, namely curriculum attendance and extracurricular activity for university students, which consists of two phases: 1) content validity; and 2) continuing to test construct validity with the help of structural equation modeling-analysis of a moment structures (SEM-AMOS) version 26. The reliability of the measurement scale was known through the Cronbach Alpha, composite reliability (CR), and average variance extracted (AVE) values. Furthermore, they will find a scale and measurement of entrepreneurship education that can be used by future researchers to measure student entrepreneurship education in universities.

Method

Research Design

This study was designed to develop an instrument for measuring entrepreneurship education. The design of the instrument development is based on the instruments that have been carried out in previous studies. This study uses two stages of instrument development. The first stage is to measure content validity by involving seven experts in the field of entrepreneurship education. Second, the construct validity test uses the structural equation model - moment structure analysis (SEM-AMOS) version 26. The steps used are designed to obtain the validity and reliability of entrepreneurship education instruments to be ready for use in understanding the implementation of entrepreneurship education in higher education.

Population and Sample

Choose Respondents are students who have taken courses in entrepreneurship education at Universitas Lambung Mangkurat (ULM). The research population is 21.231 un-

dergraduate students from eleven faculties at ULM. The survey instrument was distributed from June to August 2021 and the respondents were collected as many as. Respondents who filled out the questionnaire were 733, but who met the criteria were 393 respondents (53.6%). The number of samples has met the SEM estimation criteria, which is more than 200 for complex models (Hair et al., 2020)confirmatory composite analysis (CCA. So that the samples collected and meet these criteria can be used to measure the validity and reliability of the construct. The data collected was used to test the construct validity using exploratory factor analysis (EFA).

The number of research respondents was 393 students from eleven faculties at ULM. The number of male respondents was 108 (27.48%) and female respondents were 285 (72.52%). Respondents have different disciplines at Universitas Lambung Mangkurat (ULM), but respondents have obtained entrepreneurship courses. Respondents were dominated by Banjar tribes at 69.72%, Javanese at 16.28%. This is because the dominant tribe in South Kalimantan is the Banjar tribe. The

Table 2: Background of the Final Respondents

	Demographics	Frequency	%
Gender	Male	108	27.48
	Female	285	72.52
Semester	2	90	22.90
	4	37	9.41
	6	120	30.53
	8	129	32.82
	10	16	4.07
	14	1	.25
Tribe	Banjarese	274	69.72
	Batak	6	1.53
	Bima	1	.25
	Bugis	10	2.54
	Dayak	26	1.62
	Javanese	64	11.28
	Malay	2	.51
	Sasak	2	.51
	Sundanese	8	2.04
Age (years)	< 20	95	24.17
	20-23	292	74.30
	23-26	5	1.27
	> 26	1	.25
Ownership	Yes	157	39.95
	No	236	60.05

Note: N=393

distribution of respondents based on age was dominated by 292 people (74.30%) aged 23-26 years old and 95 people < 20 years old (24.17%). Then in general, there were 236 students (60.05%) who did not have a business and 157 students (39.95%) who already had a business. The characteristics of the respondents are shown in Table 2.

Instruments

The preparation of the questionnaire scale uses a scale of 1 at least agree to a scale of 7 which indicates a statement that strongly agrees (Hair et al., 2017). The reason for using a 7-point Likert scale is that first from a scale of three to thirteen, scales of five and seven are most often used in assessing respondents' perceptions (Blerkom, 2009). The second reason, the 9-point or 13-point Likert scale makes it more difficult for respondents to distinguish each point on the scale so that respondents find it difficult to provide the information they have (Hair et al., 2017), and the third reason, respondents are given many choices to increase differentiation points (Al-Ibrahim, 2014; Hair et al., 2017). This research is different from previous research because it has a different setting and the development of more detailed entrepreneurship education instrument items.

Measurement of entrepreneurship education was developed based on indicators from the research of Cui, Sun, & Bell (Cui et al., 2019). Entrepreneurship education is divided into two variables, namely curriculum attendance which is constructed by indicators of participation in entrepreneurship courses (3 items) and pleasure in entrepreneurship courses (3 items), and extracurricular activity which is constructed by indicators of entrepreneurial community (3 items), enthusiastic about entrepreneurship. (4 items), entrepreneurship seminars (3 items), entrepreneurial projects (3 items), and entrepreneurial spirit (3 items). This modification has been determined to be able to develop entrepreneurship education instruments. This study uses a 7-point Likert scale consisting of "(1) strongly disagree", "(2) disagree", "(3) somewhat disagree", "(4) neither agree nor disagree", "(5) somewhat agree", "(6) agree", and "(7) strongly agree". The preparation of the questionnaire scale uses a scale of 1 at least to agree with a scale of 7 which indicates a statement that strongly agrees (Hair et al., 2017). There is some support for using a Likert scale of 7, although a Likert scale of 5 is more popular, the necessity of using a Likert scale of 5 is not justified (Preston & Colman, 2000). The measurement technique uses differential semantics, namely the behavior, attitudes, beliefs, and opinions of respondents. The questionnaire consists of evaluation, potential, and activity dimensions. The three dimensions are used according to the form of the statement item.

Data Analysis

The analysis of this research used structural equation modeling (SEM). The use of SEM is due to the advantages of SEM being able to see the influence of variables comprehensively. The data analysis technique in this study uses SEM AMOS version 26. In the first phase, the content validity test consisted of three categories: "(1) irrelevant", "(2) less relevant", "(3) relevant". The reliability construct check uses convergent validity. The instrument to be used is a rule of thumb value of Cronbach alpha of more than .700, composite reliability (CR) of more than .600 (CR for confirmatory research), and average variance extracted (AVE) of more than .500 (Setiawan et al., 2020)there are still the other positive factors, especially on economics subjects. This research aimed to find out the direct effect of the national standard of education (NSE. This study uses a 7-point Likert scale consisting of "(1) strongly disagree", "(2) disagree", "(3) somewhat disagree", "(4) neither agree nor disagree", "(5) somewhat agree", "(6) agree", and "(7) strongly agree".

Content Validity

The content validity criterion compares the mean score of V-Aiken with the rule of thumb of .86. The mean value of V-Aiken that exceeds .86 is declared to have met the content validity criteria (Lewis. R. Aiken, 1985). The construct validity criteria used an average variance extracted (AVE) with a rule of thumb of .500. Internal consistency reliability criteria using outer loading with a value of .700 (Hair et al., 2017).

FINDINGS

Descriptive statistics show that the highest mean value of the curriculum attendance latent variable is CAsub1 and followed by CAsub2. In extracurricular activity, it is shown that the highest average is shown by EAsub2, EAsub1, EAsub4, EAsub3, and EAsub5. Descriptive statistics are shown in Table 3. Furthermore, the results of the validity and reliability tests (discriminant validity) in the second stage using AMOS version 26 have been found. The data is obtained and normally distributed, so that the data meet the requirements for data calculation operations (Table 3).

First phase: content validity

This study involved seven professional experts in the field of entrepreneurship education of the five Universities that have an entrepreneurship curriculum in their education system. Content validity is a function of how well the dimensions and elements of a concept have been described. The content validity testing technique uses Aiken's index formula developed by Aiken (Lewis. R. Aiken, 1985). Aiken V proposes that each assessor/subject matter expert (SME) consists of a panel of experts to answer questions for each item with three answer choices, namely from 3 categories consisting of "(1) irrelevant", "(2) less relevant", "(3) relevant". The formula used to determine the validity of the instrument content based on Aiken is written as follows.

$$V = \frac{\sum S}{n(c-1)}$$

Based on the data that has been collected, the latent variable curriculum attendance consists of two indicators, namely participation in the entrepreneurship course (CAsub1) and being happy in the entrepreneurship course (CAsub2) having content validity which is confirmed to be good. The value of the rule of thumb is obtained through the provisions of the Aiken formula (7 experts; .86) (Lewis. R. Aiken, 1985). Some items have the same value as the rule of thumb, namely CA3 items. The extracurricular activity latent variable consists of five indicators, namely the entrepreneurial community (EAsub1), enthusiasm for entrepreneurship (EAsub2), entrepreneurship seminars (EAsub3), entrepreneurial projects (EAsub4), and entrepreneurial spirit (EAsub5). All items have a good value (> .86), but the EA15 item has the same value as the rule of thumb value. The results of the content validity test are shown in Figure 1 and Table 4.

Table 3: Summary of the Analysis of Descriptive Statistical Results

	N	Range	Min	Max	Mean	Std. D	Variance	Skewness	Kurtosis
Attendance curriculum	393	25.00	17.00	42.00	36.54	4.43	23.34	-1.14	1.60
Participation in the course entrepreneurship	393	13.00	8.00	21.00	17.97	2.73	7.49	-.991	.89
Glad in the course entrepreneurship	393	13.00	8.00	12.00	18.55	2.56	6.58	-1.22	1.62
Extracurricular activity	393	75.00	37.00	112.00	85.98	15.75	248.24	-.513	-.16
Community enterprise	393	18.00	3.00	21.00	15.23	3.82	14.60	-.514	.03
Enthusiastic about entrepreneurship	393	22.00	6.00	28.00	21.73	4.21	17.74	-.644	.08
Entrepreneurship seminar	393	18.00	3.00	21.00	16.79	3.42	11.69	-.755	.47
Entrepreneurship project	393	15.00	6.00	21.00	15.02	3.54	12.55	-.118	-.51
Entrepreneurial spirit	393	15.00	6.00	21.00	17.18	3.41	11.62	-.793	-.03
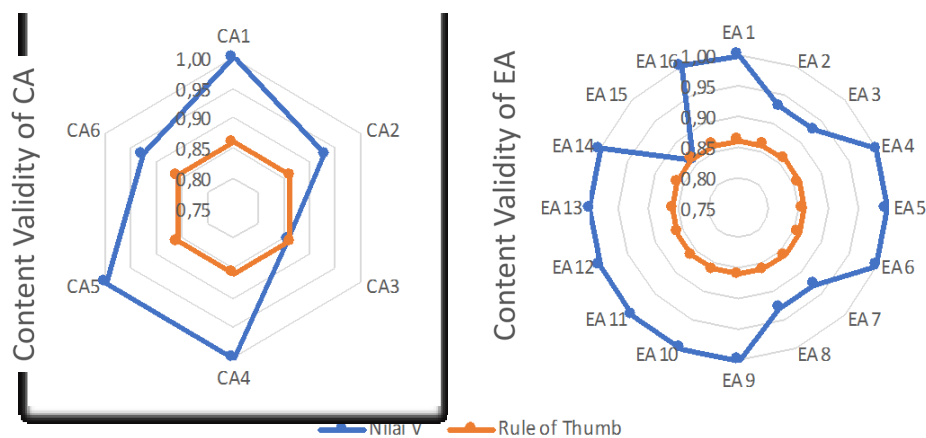
Fig. 1: Diagram Content Validity of CA dan EA

Table 4: Content validity

Code		R1	R2	R3	R4	R5	R6	R7	V	rule of thumb	Category
CA	Curriculum Attendance										
CAsub1	Participation in the entrepreneurship course										
CA1	Subject Entrepreneurship course is very important for my future career	3	3	3	3	3	3	3	1.00	.86	valid
CA2	Entrepreneurship course is very important programmed during college	3	3	3	3	2	3	3	.93	.86	valid
CA3	Entrepreneurship course change my perspective in a positive direction	2	3	3	3	3	2	3	.86	.86	valid
CAsub2	Happy in Entrepreneurship course										
CA4	I enjoy studying in entrepreneurship course	3	3	3	3	3	3	3	1.00	.86	valid
CA5	The material in the entrepreneurship course made me more excited	3	3	3	3	3	3	3	1.00	.86	valid
CA6	I was able to finish the entrepreneurship course well	3	3	3	3	3	3	2	.93	.86	valid
EA	Extracurricular Activity										
EAsub1	Entrepreneurship Community										
EA1	I like to follow the entrepreneurial community haan	3	3	3	3	3	3	3	1.00	.86	valid
EA2	Community makes me more productive entrepreneurial	3	3	3	3	2	3	3	.93	.86	valid
EA3	I gained a lot of knowledge of the entrepreneurial community	2	3	3	3	3	3	3	.93	.86	valid
EAsub2	Enthusiastic about entrepreneurship										
EA4	I like participating in entrepreneurial competitions	3	3	3	3	3	3	3	1.00	.86	valid
EA5	I like listening to stories of entrepreneurs who have been successful	3	3	3	3	3	3	3	1.00	.86	valid
EA6	I like to participate in company visit programs or internships	3	3	3	3	3	3	3	1.00	.86	valid
EA7	I like to communicate with successful entrepreneurs	3	2	3	3	3	3	3	.93	.86	valid

| Code		R1	R2	R3	R4	R5	R6	R7	V	rule of thumb	Category
EAsub3	Entrepreneurship Seminar										
EA8	I am very interested in attending entrepreneurship seminars	2	3	3	3	3	3	3	.93	.86	valid
EA9	I learned to make good business plans through entrepreneurship seminars	3	3	3	3	3	3	3	1.00	.86	valid
EA10	Entrepreneurship seminar provides very important information in my life	3	3	3	3	3	3	3	1.00	.86	valid
EAsub4	Entrepreneurship Project										
EA11	I am able to m create entrepreneurial projects	3	3	3	3	3	3	3	1.00	.86	valid
EA12	I am able to find relationships to create a business	3	3	3	3	3	3	3	1.00	.86	valid
EA13	I am able to work together to build a business with colleagues	3	3	3	3	3	3	3	1.00	.86	valid
EAsub5	Entrepreneurial spirit										
EA14	I am always passionate about my own business	3	3	3	3	3	3	3	1.00	.86	valid
EA15	Learning entrepreneurship with many people makes me think of becoming a successful entrepreneur	3	3	3	3	2	3	2	.86	.86	valid
EA16	I have the passion to always learn with many successful entrepreneurs	3	3	3	3	3	3	3	1.00	.86	valid

Note: R=raters; V= coefficient V
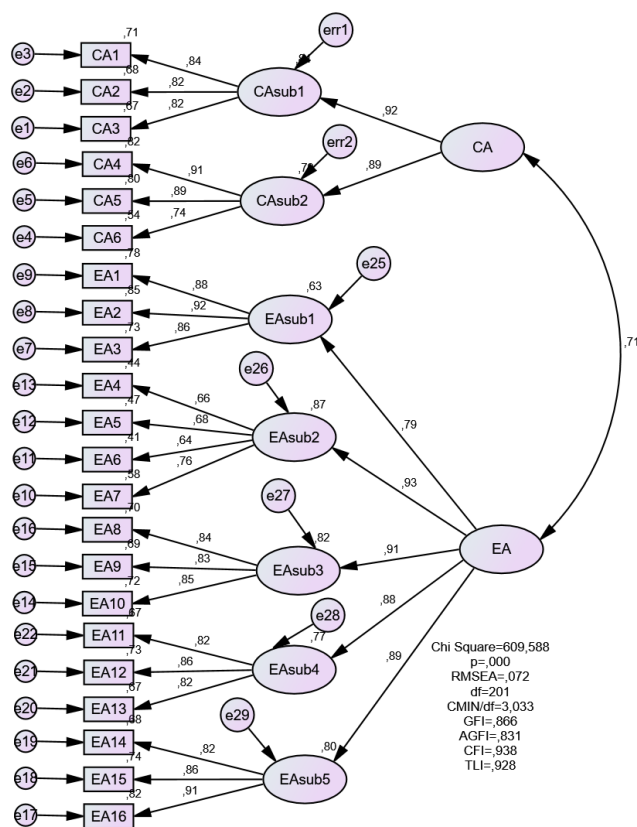
Figure 2: Entrepreneurship Education Model

Construct Validity

Construct validity shown in Figure 2 still has a low loading factor value (<.70) and a GoF value that does not meet the criteria (X2 Chi Square= 609.588), Probability (.000≤ .05), CMIN/DF (3.033≥ 2.00), RMSEA (.072 .08), GFI (.866≤ .90), AGFI (.831≤ .90), TLI (.928≤ .95), CFI (.928≤ .95). So it is necessary to modify the model to fit the predetermined criteria. In the modification stage, we do two ways, namely eliminating items that have a loading factor value <.700 and connecting item errors with a correlation line (e2<->e3; e4<->e6; e20<->e22). We eliminated items EA4, EA5, EA8, and EA16 because they have low loading factor values (<.700). The fit model is shown in Figure 3.

In addition to high validity (Table 5), high reliability is also obtained. Reliability characteristics are indicated by the values Cronbach Alpha and Composite Reliability (CR). Checking the reliability construct using convergent validity. The instrument to be used is a rule of thumb value of cronbach's alpha of more than .700, CR of more than .600 (CR for research confirmatory), and average variance extracted (AVE) of more than .500 (Setiawan et al., 2020). Based on the findings, items that can be valid and reliable include CA1, CA2, CA3, CA4,CA5, CA6, EA1, EA2, EA3, EA, 6, EA7, EA9, EA10, EA11, EA12, EA13, EA14, and EA15. While EA4, EA5 and EA8 do not meet the validity and reliability.
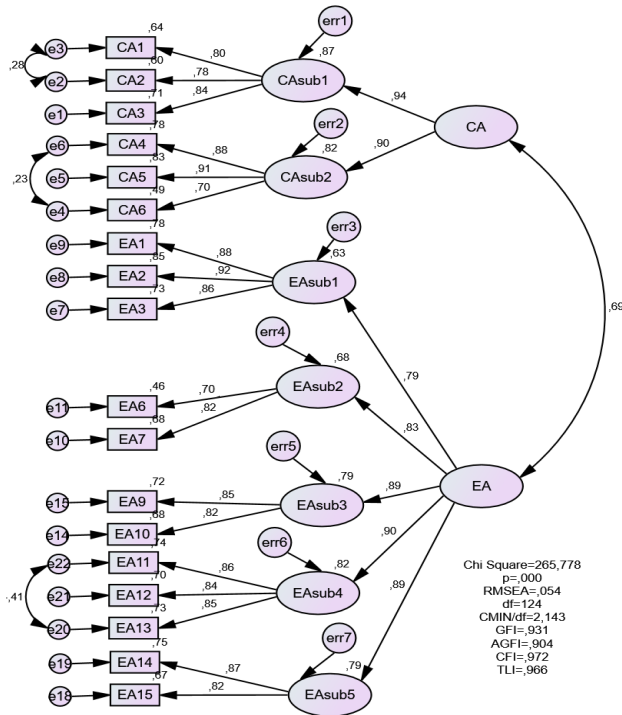
Figure 3: Modified Entrepreneurship Education Model

Table 5: Reliability

Construct	Cronbach's Alpha	CR	AVE	Description
Curriculum Attendance	.916	.934	.703	Reliable
Extracurricullar Activity	.962	.966	.639	Reliable

DISCUSSION

Many researchers have investigated the latent variables of entrepreneurship education, but very few are split into two constructs of entrepreneurship education. This study complements the findings of studies that have measured entrepreneurship education (Arranz et al., 2016; Backström-Widjeskog, 1991; Barbosa et al., 2008; Collins et al., 2004; Cruz et al., 2009; Fayolle & Gailly, 2015; Izedonmi & Okafor, 2010; Liñán & Chen, 2009; Savickas et al., 2009; Shah et al., 2020; Souitaris et al., 2007; Sun et al., 2017; Tung, 2011). So, we see this as an opportunity to find a measurement of entrepreneurship education with two constructs, namely curriculum attendance and extracurricular activity, which in previous findings have an influence on entrepreneurial mindset (Arranz et al., 2016).

Curriculum attendance consists of two indicators, namely participation in entrepreneurship courses and enjoyment in entrepreneurship courses, and extracurricular activity consisting of five indicators, namely entrepreneurial community, enthusiasm for entrepreneurship, entrepreneurial seminars, entrepreneurial projects, and entrepreneurial spirit.

In the first phase is the validity obtained through expert judgment. Expert assessment on content validity revealed that curriculum attendance and extracurricular activity instruments had high validity (R=7; > .86). It is believed to have a high level of accuracy for measuring curriculum attendance and extracurricular activity. Then in the second phase, the construct validity test found good validity, but there were modifications and eliminations of the model. This is in line with the findings in the first phase which showed that the instrument built had high validity for measuring curriculum attendance and extracurricular activity. Content validity aims to measure the adequacy of the entrepreneurship education domain of the content that has been sampled (Hundleby, 1968). Determination of content validity is subjective by judging each item offered (Dawson, 1984; Sun et al., 2017). The items developed were based on the literature on entrepreneurship education. All items were designed with construct definitions as well as related findings from previous literature. This finding complements previous studies (Arranz et al., 2016) and (Bartkus et al., 2012) which in this study used almost the same instruments in the study. The difference instrument used lies in the statement items that are distributed. In this study, the questionnaire developed was based on the sub-dimension of entrepreneurship education. So it is hoped that the valid and reliable items are able to measure the entrepreneurship education variable at ULM.The construction model developed in this study is proven to be able to measure curriculum attendance and extracurricular activity in the field of entrepreneurship in universities. Participation in student curricular and extracurricular activities has long been recognized as having very important benefits for business students, including the development of competencies relevant to future career success (Bartkus et al., 2012; Bazkiaei et al., 2020; Hockerts, 2017; Izedonmi & Okafor, 2010; Nowiński et al., 2019). However, we find that research combining curriculum attendance and extracurricular activity in the field of entrepreneurship in universities is very limited. So we consider this finding to be very important as a guide for further research.

The findings in the first phase provide new insights for the development of entrepreneurship education research which consists of two constructs, namely attendance curricular and extracurricular activity in universities. Students are expected to be able to become successful entrepreneurs before or after graduation. Universities must be able to develop entrepreneurial mindsets and creativity through designed curricula. The curriculum is an instrument for developing special competencies in the field of entrepreneurship so that it can produce high-value products (Ruiz et al., 2016) there are several important aspects built to be able to prepare students to become entrepreneurs such as psychology, economics, business and management (Coduras et al., 2016; Olugbola, 2017).

However, in actual conditions, various educational challenges and problems cannot be avoided in classroom and environmental learning, so students must prepare themselves physically and psychologically to be strong and tough (Dalimunthe et al., 2021). It is continued by analyzing the factor loading and GoF model that has been constructed. After conducting a content validity test involving seven entrepreneurship education experts. So, the second phase finds the value of the loading factor with the help of SEM-analysis of a moment structures (AMOS) version 26. The curriculum attendance construct can be measured by the best 2 indicators, namely participation in entrepreneurship courses (CAsub1) and enjoyment in entrepreneurship courses (CAsub2). The first indicator shows that the item that has the highest loading factor consists of 3 items, namely "entrepreneurship courses are very important for my future career", "entrepreneurship courses are very important in the program when I am in college", "entrepreneurship courses change my perspective in a different direction. positive". The second indicator shows that the item that has the highest loading factor consists of 3 items, namely "I enjoy studying in entrepreneurship courses", "materials in entrepreneurship courses make me more enthusiastic", "I am able to complete entrepreneurship courses well". Then the extracurricular activity construct can be measured with the 5 best indicators, namely entrepreneurial projects (EAsub4), entrepreneurial seminars (EAsub3), entrepreneurial spirit (EAsub5), enthusiasm for entrepreneurship (EAsub2), and entrepreneurial community (EAsub1).

Then it was further found that the GoF value of the model was fit (Chi-Square = 265.778), Probability (.000≤ .05), CMIN/DF (2.143≤ 2.00), RMSEA (.054≤ .08), GFI (.931≥ . 90), AGFI (.904≥ .90), TLI (.966≥ .95), CFI (.972≥ .95). Based on the research findings, it can be explained that the model built to determine the factor loading of the attendance curricular and extracurricular activity constructs can be used as an effort to determine the condition of students after attending entrepreneurship education in college. The variables in this study can also play a role in measuring and evaluating entrepreneurship education in universities. This instrument is an asset that can be used to find out what factors contribute to the entrepreneurship education variable (Arranz et al., 2016).

Conclusion

Validity and reliability techniques have given confidence to researchers and practitioners, especially in the field of entrepreneurship education. This research is useful as a trigger and an effort to raise two sides of entrepreneurship education, namely curriculum attendance and student extracurricular activity. Most entrepreneurship education variables do not consider extracurricular activity as an important variable to be studied as part of entrepreneurship education in universities. Academics are strongly encouraged to be able to develop measures

of success in entrepreneurship education in higher education. The success of determining the size of entrepreneurship education will result in an improvement in the learning process of entrepreneurship education in universities. Further researchers are advised to be able to use the measurement scale of entrepreneurship education into two important aspects, namely curriculum attendance and extracurricular activity as an effort to increase the number of young entrepreneurs in universities. This research also has an impact on further research in the field of entrepreneurship education to be able to combine other variables partially and simultaneously.

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