

Research article

Young Creative Entrepreneur Pathways: COVID-19 and the Creative Industry Sectors

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The main purpose of this paper was to propose a strategic conceptual framework using the Theory of Planned Behavior in the context of entrepreneurship intention among young creative entrepreneurs. The dynamic environment of the COVID-19 pandemic has significantly affected the cultural resilience of art and design. The present study identified eight hypotheses for pathways of strategic direction for young creative entrepreneurs within and after the pandemic. The conceptual framework developed examines the influence of entrepreneurship education on attitudes, subjective norms, and perceived behavioral control. Furthermore, this study also outlines guidance for young creative entrepreneurs based on attitudes toward entrepreneurship intention, entrepreneurship self-identity, subjective norms surrounding entrepreneurship intention, perceived behavioral control, and entrepreneurship commitment and enactment.

Keywords: entrepreneurship education, Theory of Planned Behavior, entrepreneurship self-identity, entrepreneurship plan enactment, entrepreneurship commitment

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Published 11 August 2022

Publishing services provided by
Knowledge E

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Selection and Peer-review under
the responsibility of the
ICADECS Conference
Committee.

1. Introduction

Creative industries are becoming increasingly important components of modern post-industrial knowledge-based economies. They are thought to account for higher than average growth and job creation, they are also vehicles of cultural to identity that play an important role in fostering cultural diversity. During the last decade, a number of governments around the world have recognized this fact and started to develop specific policies to promote these industries to the youth generations. This mainstreaming of the sector has led to a growing body of analysis, statistics and mapping exercises on the relationship between culture, creative industries and economic development to give officials the raw data they need to make a policy regarding this issue. However, the creative industries sector is still poorly understood and many governments, education

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institutions and relevant stakeholders need to be convinced of its potential, while trying to accurately measure economic activity in the sector poses considerable obstacles.

Youth residing in the countries of the Asian continent have a low level of entrepreneurial intentions. This is evidenced by the outcomes of research conducted by Bosma & Kelley [1] that youth aged 18-35 years in Asian countries have only contributed twenty-five percent. Even countries in Asia, especially in Indonesia, that have 4662 higher education institutions can direct their students to become entrepreneurs [2]. There are several types of higher education in Indonesia, namely academy, polytechnic, higher school, institute, university, and academy community. However, the total number of unemployment in Indonesia is 6.88 million people as of February 2020. While 12.49% of this number are graduates from higher education [3]. This reason can be a motivation for conducting research on entrepreneurial intentions towards the survival agenda during the pandemic and recovery movement.

Programs and activities to create new jobs and overcome unemployment continue to be discussed. One of them is by growing the number of entrepreneurs in the community. Realizing this, the government in Indonesia has determined a solution to try to overcome unemployment by stipulating that all students must take general subjects known as general basic course or also called general education, including entrepreneurship subject courses as compulsory courses and establishing study programs entrepreneurship. Because, with an entrepreneur in the community, it is believed that they can make a big contribution to the development and progress of society [4]. Entrepreneurs and their activities are able to contribute to the community's economy as agents of change. This role is integrated through a process of innovation by entrepreneurs, so that new jobs are created. Moreover, Indonesia has many resources that can be utilized by entrepreneurs creatively and innovatively so that it will become an attraction for investors [5].

In terms of education, entrepreneurship can make students more creative in thinking and also oriented towards opportunities to start their own business. The essence of entrepreneurship education is that students have the potential to become entrepreneurs [6]. This potential can be realized by the ability of students to create value for the surrounding community into an effort from entrepreneurship education carried out by higher education [7]. In relation to entrepreneurship, intention models assume that entrepreneurial behavior is a planned behavior, which reflects several degrees of cognitive processing, where these intentions develop in individuals when they elaborate their knowledge, beliefs, attitudes, and experiences [8].

When an entrepreneur is about to create and start a new business, factors such as commitment, goals, and communication are needed because this is the driving force

to have entrepreneurial intentions. There are several regular and logical procedures that can be carried out by entrepreneurs in starting a business, namely the process of specific goals, creation and maintenance, and the last is the process of setting. Biraglia & Kadile [9] in their research found that creativity and enthusiasm are the main things that underlie the intention to become an entrepreneur.

2. CONCEPTUAL DEVELOPMENT

In essence, everyone has an entrepreneurial spirit which means that they have creativity and have certain goals and desire to achieve success. Etymologically, entrepreneurship comes from French, namely “entre” and “preneur” which means to do business [10]. Then, a well-known researcher known for entrepreneurship research, namely Schumpeter [11], defined entrepreneurship as an innovative and creative process consisting of three core components: process, behavior and results. Scarborough & Cornwall [12] adds that entrepreneurship is the result of a disciplined and systematic process of applying creativity and innovation to market needs and opportunities. Then along with the development of research, several recent researchers describe entrepreneurship as a process of identifying and taking advantage of opportunities to start new businesses and can be a way to stimulate economic development and for employment growth ([13]; [14]; [15]).

Actually, today the theory of entrepreneurship is focused on the actions taken by entrepreneurs. The theory from Stokes et al., [16] is equivalent to Schumpeter's Innovation Theory about entrepreneurship that the components of entrepreneurship are identified by processes, responses, and results. Majid & Koe [17] provide a similar opinion that the characteristics of entrepreneurship are the process of assessing, differentiating, seeking, and imagination to find new products that have unique qualities. Meanwhile, an entrepreneur is someone who takes the risks required to organize and manage a business and receives rewards or favors in the form of financial and non-financial benefits. A person who is capable and brave enough to create jobs for himself and others, with the aim of earning an income to meet the needs of himself and society in general. Therefore, it can be said that an entrepreneur is a person who establishes, develops, and institutionalizes the business he owns. In his efforts it is carried out creatively, innovatively, self-control, and ready to take risks in seeing, creating, and taking advantage of opportunities to advance and improve his business ([18]; [19])

3. UNDERPINNING THEORY

Every educational process that aims to develop attitudes, knowledge, and skills regarding entrepreneurship is a description of entrepreneurship education ([20]; [21]; [22]). With education, it will create changes in human behavior to become more qualified, creative and innovative to contribute to society and the country. One of the efforts to realize the country's development, especially in terms of the economy, is by carrying out entrepreneurial activities. In addition, entrepreneurship education according to Ahmed, et. Al [23], is an effort to carry out careful analysis that can enrich understanding of science and help obtain stronger and more value-laden theoretical and practical concepts. One of the factors that can encourage someone to start a new business is entrepreneurship education, because in entrepreneurship education, students will be equipped with knowledge about entrepreneurship so that they are better prepared to realize new businesses. The results of the previous research stated that the dimensions of entrepreneurship education consisted of a curriculum, teaching method, and university's role [24].

A person's entrepreneurship intentions can be seen and analyzed in the general framework model of Theory of Planned Behavior. Within this framework, intention has three antecedents, namely attitudes, subjective norms, and perceived behavioral control [25]. Previous studies have used the TPB theoretical framework to examine the effects of entrepreneurship education on intentions, attitudes, norms, and behavior ([20]; [26]; [27]; [28]; [29]; [22]; [30]; [31]).

As explained above, the framework of the Theory of Planned Behavior has three components, namely attitudes, subjective norms, and perceived behavioral control. Souitaris *et al* [32]. revealed that attitudes, in relation to entrepreneurship, can be shown in the spirit of an independent person to start a successful business and are considered to be profitable or continue to work in a company if the business is not profitable. Previous research adds that an attitude can be described as someone who responds positively when the business provides benefits and responds negatively when the business does not provide benefits [33].

Meanwhile, the subjective norm as stated by Ajzen [25] is one of the three extraordinary convictions that create intention and behavior. Liñán *et al.* [21], added that the tool used to measure social pressure from the surrounding environment in the form of perceptions of other people who are considered to play an important role in their lives is called subjective norms. Then the last part of the Theory of Planned Behavior component is perceived behavioral control which, according to Ajzen [25] is the concept

of belief in one's own ability to organize and act as necessary to manage future situations which are also known as self-efficacy. In addition, Bandura [34] emphasized that in order to take action, a person is very dependent and influenced by self-belief. Research conducted by Liñán et al., [21] added that perceived behavioral control in terms of entrepreneurship can be described as the extent to which a person's difficulty level becomes an entrepreneur. Previous researchers have found that attitude, subjective norm, and perceived behavioral control have a positive influence on entrepreneurship intention [35]; [36], which can be interpreted as a state of mind that directs individual behavior towards the development and implementation of new business concepts [24].

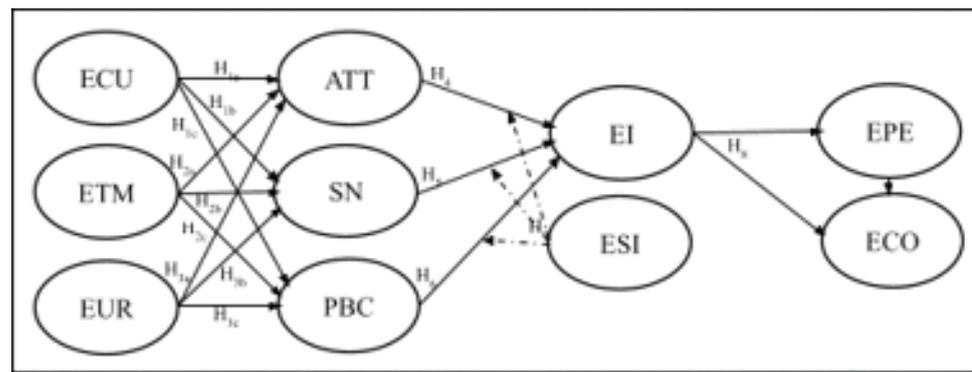


Figure 1: Conceptual Model (Antonius Satria Hadi, 2021).

3.1. Entrepreneurship Self Identity

Identity theory explains that everyone has a number of different identities according to the position they occupy and the role they play in their network of relationships in society. Identity is the result of internalizing the role or behavior expected by society [37]. By connecting internal identity with social structures, identity theory shows that self-concept and human behavior are bound and cannot be separated from their interactions in society [38]. Stryker & Burke [37] adds that the link between identity and behavior lies in the meaning that occurs between the two. Identity can predict behavior when the meaning of identity corresponds to the meaning of behavior.

According to Woolfok [39], self-identity is organizing or arranging encouragement, abilities, and beliefs into a consistent self-image which includes the ability to choose and make decisions. The matter regarding decision making is certainly related to one's outlook and future orientation, for example is related to work. Murnieks *et al.* [38] said that individuals are motivated to engage in entrepreneurial activities because they find that their entrepreneurial activities are in line with the concept of self-identity that are important to them. A congruent concept of self-identity will generate positive emotions

and motivate them to act as entrepreneurs. Key factors in the development of brands and businesses in the future that entrepreneurs must have related to self-identity are behavior, mindset, and the ability to apply strategies [40]. The results of previous studies state that entrepreneurship self-identity has a role as a moderating variable [41] and has an influence on entrepreneurship intention [42], [43].

3.2. Entrepreneurship Plan and Commitment

A person who wants to become an entrepreneur must have a plan to be able to have a new business [44]. Enactment is closely related to a declaration which is a statement, so that the plan enactment itself can be interpreted as a statement about a plan made by a person or organization [45], [46]. Therefore, the entrepreneurship plan enactment is a statement made by himself about the plan to become an entrepreneur [47]. After having a plan to start a business and become an entrepreneur, another important factor that an individual must have in order to start a business is commitment.

The competitive spirit of entrepreneurs can actually be found through the commitment of entrepreneurs. Because commitment becomes the behavior of entrepreneurs who are able to control their business performance. Commitment is the determination of the entrepreneur in starting and running a business [48]. This constant is related to the focus on running the business. It is known that commitment from entrepreneurs ultimately contributes to business performance [49]. Commitment can be formed through several experiences and someone's educational support regarding entrepreneurship [50]. In addition, it is said that commitment is the foundation of trust from entrepreneurs [51].

4. CONCLUSIONS AND RECOMMENDATIONS

The main objectives of this research are to highlight a strategic model of entrepreneurship intention, which is to become an entrepreneur considered nowadays as a top choice for young creative entrepreneurs to advance the economy and open up new jobs. Thus, the unemployment rate in Indonesia is expected to decrease. This paper is a conceptual paper; therefore, it has formulated a strategic conceptual framework of entrepreneurship intention based on the previous literature supports. This paper has described adequate numbers of empirical research on the relevant subjects of the constructs and model. On the dynamic movement of pandemic and recovery seasons, the creative industries sector is fragmented in that it comprises a large number of small

enterprises and a small number of large enterprises. Therefore, the characteristics of small enterprises apply to the creative sector are highly. Many people working within the creative industries are self-employed and work part-time sometimes in addition to full time salaried occupations and many are driven by quality of life imperatives. Therefore, their dedication to business management is low and they often lack time for business processes knowledge. There is also a strong sense that the creative industries are very much rooted at the local level, that they have a sense of place and that localities are important in fostering enterprise and synergies and in facilitating mutually supportive partnerships and networks. Not only can this type of new education match the demands of the market and creative graduates, but also it can be a new direction in the development of entrepreneurship education within the pandemic and recovery seasons.

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