

Integrated Entrepreneurship Education, Entrepreneurship Intention and Multidimensional Poverty Alleviation in West Jakarta

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Info Artikel

Keywords:
*Entrepreneurship
Intention, Integrated
Entrepreneurship
Education,
Multidimensional Poverty
Alleviation, Purposive
Sampling, Structural
Equation Model*

ABSTRACT

Poverty cannot be handled by individuals alone; they must work together with the government, society, and the state. Entrepreneurship is believed to be the driving force of the economy, opening up and creating job opportunities as a solution to poverty alleviation. The aims of this study were to describe the effect of integrated entrepreneurship education on the multidimensional poverty alleviation of housewives in the Krendang area, West Jakarta, mediated by entrepreneurship intention. This area is a densely populated area in Southeast Asia with various limited facilities, located very strategically in a business location. This study uses qualitative and quantitative analysis with a sample of 75 respondents, taken by a purposive sampling technique. The data has been collected and processed using the Structural Equation Model methodology. The findings of this study are, integrated entrepreneurship education has a positive effect on multidimensional poverty alleviation; integrated entrepreneurship education has a positive effect on entrepreneurship intention; entrepreneurship intention has a positive effect on multidimensional poverty alleviation; and integrated entrepreneurship education has a positive effect on multidimensional poverty alleviation indirectly through entrepreneurship intention.

1. INTRODUCTION

Jakarta, as the center of government and the nation's capital, is still facing problems of poverty and unemployment. This is due to the long-standing COVID-19 pandemic, where data as of February 2020 shows that the unemployment rate in Indonesia has reached 6.88 million people (Bappenas, 2020). There are three important things that have become important concerns related to poverty. First, a high poverty rate will make it increasingly

difficult for the eligible portion of the population to obtain credit loans. Second, high poverty will weaken social stability and solidarity. And lastly, high poverty will prevent poor people from accessing economic resources. One of the causes of poverty is the inequality of development. The impact of this poverty is the non-fulfillment of basic needs such as food, clothing, housing, education, health, adequate housing and neglect of community welfare.

(Huraerah, 2005) said that the cause of the failure of poverty alleviation is that the government only views poverty as an economic problem. (Ras, 2013) also said that the government only focused on income factors, thus ignoring multidimensional factors, namely social, cultural, and political. (Syawaluddin, 2015) said that poverty occurs because the government fails to provide employment and business opportunities for the community, where the distribution of access to economic resources is uneven and it is difficult for the community to develop productive businesses.

As a result, (Chaniago, 2015) asserts that poverty cannot be addressed solely by individuals but must be addressed collaboratively by the government, society, and the state. Various methods, methods, rules, approaches, and policies in coordination with all parties in an integrated, planned, and sustainable manner. One solution to alleviating multidimensional poverty is through entrepreneurship education, which is believed to increase global economic growth and create new businesses as labor absorbers (Minniti, Bygrave, & Autio, 2005).

For this reason, good cooperation between the government, universities, and investors is needed to increase public interest in entrepreneurship so that the level of multidimensional poverty can be suppressed. The DKI government has implemented a

strategy in the form of policies to support the welfare of the poor through Integrated Entrepreneurship Education (IEE) or what it calls "Pendidikan Kewirausahaan Terpadu", which is intended especially for the general public of DKI who are underprivileged. This IEE activity includes entrepreneurship knowledge to motivate participants to explore entrepreneurship, including in the fields of management, finance, and marketing, as well as the process of obtaining an entrepreneurship license. Furthermore, participants are given training in the form of practical skills such as making various foods whose raw materials are easily available and affordable in order to improve their skills, making detergents for washing, making crafts and fashion. The implementation of this IEE takes quite a long time, which is approximately 8 months, from March to October 2019. This IEE activity is supported by research (Packham, Jones, Miller, Pickernell, & Thomas, 2010), where education and training related to entrepreneurship is the initial capital that will affect the mindset and attitude of the person. Because the purpose of entrepreneurship education is to be able to change views and behavior in order to understand how to build a successful new business in the future, so that it can create new employment opportunities (Keat, Selvarajah, & Meyer, 2011).

Moreover, the knowledge and entrepreneurial skills of the people in

Indonesia are generally still low (Aprilianty, 2012), especially in DKI Jakarta. DKI Jakarta targets being able to give birth to 200,000 new entrepreneurs by 2022. It aims to attract 3,760 new entrepreneurs to the West Jakarta area (Pemda, Jakbar, 2018). It is hoped that by doing this IEE it can increase the interest in entrepreneurship of the IEE participants, who are generally housewives. Someone who has high entrepreneurial intentions will dare to try and strive to achieve their goals. High entrepreneurial intention has been affected by the entrepreneurial education (Haq, aet al, 2022). A strong entrepreneurial intention will foster the process of finding information on the business that will be planned (Krueger, Reilly, & Carsrud, 2000). The number of entrepreneurs in Indonesia until 2017 was still relatively minimal, at 1.6 percent of the 257 million people in Indonesia's population. Indonesia's neighboring country, Singapore, is far behind, with 7.2 percent of entrepreneurs, 5 percent of Malaysia, and 3.3 percent of Vietnam (<https://www.kabarbisnis.com/read>). (McClelland, 1962), in his findings, said that a country is said to be prosperous if it has at least 2 percent of entrepreneurs.

This study focuses on the Krendang area of West Jakarta, where this area is very strategic and is located in a business location. However, ironically, most of these people do not have jobs and steady incomes. Besides that, this area is a densely populated area in

Southeast Asia (<https://mediaindonesia.com/>). The condition of this area has limited facilities, such as narrow roads, lack of public facilities, waste and garbage pollution, and environmental health that is prone to various diseases with dense housing (Subanpekko, 2016). In addition, some people still have low knowledge and skills related to entrepreneurship (Aprilianty, 2012). This shows that there is still a sizeable economic gap.

In addition, based on 2019 Sakernas data, it shows that the highest unemployment rate in the Jakarta area in 2020 was in the West Jakarta area, reaching 12.27 percent compared to six other areas in DKI Jakarta. The unemployment rate in Kepulauan Seribu is 7.37 percent. Likewise, data on slum locations in DKI Jakarta shows that the West Jakarta area has the most slum locations, namely 38 points, or 23.45 percent, compared to six areas in DKI Jakarta. Meanwhile, the lowest number of slum points is in the Kepulauan Seribu region, which is only 1 point, or 0.61 percent (Pondes, 2018)

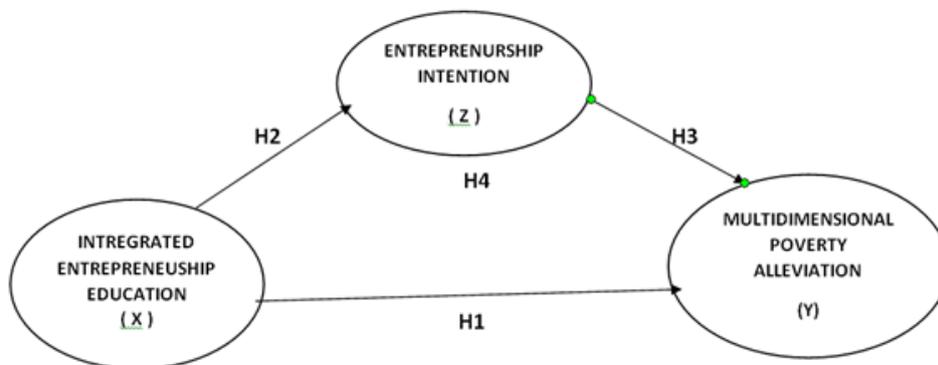
Based on the above background, the purposes of this study are: 1) to find out that integrated entrepreneurship education has a positive and significant effect on multidimensional poverty alleviation; 2) to find out that integrated entrepreneurship education has a positive and significant effect on entrepreneurship intention; 3) to find out

that entrepreneurship intention has a positive and significant effect on multidimensional poverty alleviation; and 4) to find out that entrepreneurship intention is able to mediate the effect of integrated entrepreneurship education on poverty alleviation. This research is structured as follows: Part 1 is an introduction; Part 2 is theory and hypothesis; Section 3 is the research methodology; Section 4 is a result and discussion of the analysis; and Section 5 is the conclusion and implication.

2. The theoretical framework and hypotheses

The theoretical framework discusses that there is a direct relationship between integrated entrepreneurship education and multidimensional poverty alleviation; a direct link between integrated entrepreneurship education and entrepreneurial intention; a direct relationship between entrepreneurial intention and multidimensional poverty alleviation; and an indirect relationship between integrated entrepreneurship education and multidimensional poverty alleviation mediated by entrepreneurship intention. (Figure 1).

Figure 1: Research Framework



In this qualitative data, integrated entrepreneurship education is the independent variable which has 5 indicators. Entrepreneurship Intention (EI) is the

mediating variable which has 5 indicators, and Multidimensional Poverty Alleviation (MPA) is the dependent variable which has 6 indicators.

Table 1. The Operational Variables

No	Variables	Indicators
1.	Intregated Entrepreneurship Education (X): is a learning process to change respondents' attitudes and mindive sets. (Fayolle, 2008; Pittaway & Cope, 2007).	X1 Entrepreneurship Material X2 Learning method X3 Entrepreneurial Skills X4 Fasilitator X5 Entrepreneurial Program
2.	Entrepreneurship Intention (Z): A strong desire to start a business is followed by commitment, an effort to find information on the business plan that will be carried out, and preparation for starting a business. (Engle et al., 2010; Urban, Van Vuuren, & Owen, 2008).	Z1 To be independent Z2 Networking Z3 Entrepreneurial opportunities Z4 Market access Z5 Better economics life
3.	Multidimensional Poverty Alleviation (Y): Not only focusing on income and consumption, but also paying attention to services for basic education, health, disability in the economy, and the quality of living standards which are still very far from decent. (Ilmi, 2017).	Y1 Povide calorie intake and nutritious food Y2 Be able to get a source of clean water for my daily needs Y3 Have my own sanitation Y4 Entrepreneurial culture Y5 Can send my children at least up to high school Y6 Use subsidized fuel

2. HYPOTHESIS DEVELOPMENT

Integrated Entrepreneurship Education (IEE) and Multidimensional Poverty Alleviation (MPA)

IEE is important because it acts as a driving force to build and develop entrepreneurial activities through knowledge, skills, and motivation, which aims to prepare skilled entrepreneurs in their fields, ready to work and create jobs and able to compete globally (Ekpoh & Edet, 2011; Hussain & Norashidah, 2015; Izedonmi & Okafor, 2008). In this IEE, students will be provided with not only theory, but also skills and competitions that will give them awareness to capture commercial opportunities in the market (Elmuti, Khoury, & Omran, 2012; Malach & Malach, 2014). So, entrepreneurship is

considered as the main driver of a country's economic development (Acs, Audretsch, & Strom, 2009) and as a strategic tool to reduce poverty, namely how to explore and determine that entrepreneurial skills and knowledge can give birth to a potential entrepreneur. (Powell, 2008). because of the need for an approach to solving unemployment through the IEE in order to increase entrepreneurial skills, grow job opportunities, and increase living standards (Estrin, Mickiewicz, & Stephan, 2016).

Some literature finds that following the IEE can increase innovation and creativity to foster and promote economic growth and economic sustainability. There is a significant relationship between employment and entrepreneurial development that will reduce poverty (Akhueomonkhan, Raimi, & Sofoluwe,

2013). Furthermore, through the IEE that they have learned and practiced, they can spread their knowledge and skills to the community, so that the economy becomes even better.

H1: There is a positive effect of integrated entrepreneurship education on multidimensional poverty alleviation.

Integrated Entrepreneurship Education (IEE) and Entrepreneurship Intention (EI).

The proper implementation of the IEE is not only a focus of knowledge related to entrepreneurship but is a combination of theory and practice of business creation skills that will move the soul to seize entrepreneurial opportunities (Elmuti et al., 2012; Malach & Malach, 2014). The wider the entrepreneurial knowledge that a person understands, the more it will affect a person's perspective and attitude, such that they are not afraid to take risks in running a business. This is because they have confidence in their ability to run their business (Sánchez, 2013). Furthermore, individuals who dare to take risks, in the sense of not being afraid of failure, show that they have greater entrepreneurial intentions compared to individuals who avoid risk. Of course, it is very important to be able to develop individuals who are not only able to create new businesses but also have the ability to identify and generate opportunities that already exist. The biggest obstacle that stands in the way of entrepreneurial intentions and

business creation is the fear of failure in entrepreneurship. Therefore, IEE should be studied in depth in order to provide insight into how the idea of starting a new business turns into reality (Al Mamun, Binti Che Nawi, Dewiendren, & Fazira Binti Shamsudin, 2016). According to (Küttim, Kallaste, Venesaar, & Kiis, 2014), entrepreneurship education has a positive and significant effect on the intention to start a new business among the respondents. Adekiya & Ibrahim (2016) and Hattab (2014) found that there was a significant relationship between entrepreneurship education and entrepreneurial intentions by involving students in practice and experiential learning. So, based on the above review, the proposed hypothesis is:

H2: There is a positive effect of integrated entrepreneurship education on entrepreneurship intention.

Entrepreneurship intention (EI) and Multidimensional Poverty Alleviation (MPA)

A person's entrepreneurial interest can be seen by how strong his desire to start a business is (Engle et al., 2010). Of course, this must be followed by a strong commitment where there must be an effort to find information on the business plan that will be planned and preparation at the time of starting a business (Urban, Van Vuuren, & Owen,

2008). The greater a person's interest in entrepreneurship, the greater the probability of success in achieving his goals (Malebana, 2014). This success will foster individual tendencies to become independent entrepreneurs. This success is also synonymous with increasing the resulting business performance (Ramadani, Alili, Dana, Rexhepi, & Ibraimi, 2017). This, of course, will be positively correlated with poverty alleviation because it can create new jobs, improve their welfare, and increase their income. This statement is in accordance with the findings (Ali Hasaballah, Abdel Hafiez, and Sheikh Ali, 2013; Ezeji, Ugwoke, Edeh, & Okanazu, 2015; Ogundele, Akingbade, & Akinlabi, 2012) regarding entrepreneurial success, which has an impact on reducing poverty levels. So, based on the above review, the proposed hypothesis is:

H3: There is a positive effect of entrepreneurial intention on multidimensional poverty alleviation.

Intregated Entrepreneurship Education (IEE), Multidimensional Poverty Alleviation (MPA) and Entrepreneurship Intention (EI).

There is a positive and significant effect of entrepreneurship education on student entrepreneurship interest in Pakistan. (Hussain & Norashidah, 2015). Entrepreneurship education contributes significantly to the

interest in entrepreneurship that gives birth to potential entrepreneurs (Fayolle, Lián, & Moriano, 2014; Souitaris, Zerbinati, & Al-Laham, 2007), which will lead to economic growth and poverty alleviation. There is a strategic approach to equipping students with the knowledge and skills related to entrepreneurship needed in companies to become entrepreneurs (Kadir, Salim, & Kamarudin, 2012), so they choose a career as entrepreneurs (Lestari & Wijaya, 2012). In this case, they have the attitude of being more daring to take the initiative and take risks and show their responsibilities (Enu, 2012). From the statement above, the younger generation is able to overcome poverty through entrepreneurship education (Raposo & do Paço, 2011), because it can stimulate them to create jobs for the younger generation (Akhuemonkhan et al., 2013). There is a significant relationship between employment and entrepreneurial development, which results in reduced poverty (Akhuemonkhan et al., 2013). (Enu, 2012) found that there was a positive relationship between entrepreneurship education and social change. Based on previous research, the proposed hypothesis development is:

H4: There is a positive effect of integrated entrepreneurship education on Multidimensional poverty alleviation which is mediated by entrepreneurial intention.

3. RESEARCH METHODOLOGY

This study uses qualitative and quantitative methods with survey techniques, where primary data is obtained directly from respondents by distributing questionnaires through online media. Each indicator is measured by a Likert scale with a scale of 1 to 5.

Testing the hypothesis using the technical analysis of a structural equation model (SEM) using AMOS 22. The research population is the participants of Integrated Entrepreneurship Education in Kerndang Village, West Jakarta, totaling 200 people. The sample taken is from the Krendang area. The number of samples taken was 75 respondents. Using the purposive sampling method, there are considerations in taking the sample, namely: 1) residents of DKI Jakarta; 2) productive age 25 - 40 years; 3) 90 percent of Integrated Entrepreneurship Education participants are housewives.

A validity test is used to measure whether the questionnaire is valid if the questions in it are able to reveal something that will be measured in the questionnaire. A validity test can be done by comparing the p-value with a significance level of 5 percent. If the p-value < 0.05 then the questions or

indicators are valid. If p-value > 0.05 then the questions or indicators is not valid.

A reliability test is a tool that can be used to measure a questionnaire which contains indicators of the variables by using Cronbach's alpha. A questionnaire is reliable if the answers are consistent. A variable is reliable if the value of Cronbach's alpha is > 0.6 (Sekaran, 2006).

4. RESULT AND DISCUSSION.

Regarding sex, the largest part of the respondents were female, namely 68 people (90 percent), while there were 7 male respondents (10 percent). Generally, the respondents were already married. The respondents' age ranged from 20 to 35 years is 85 percent; as well as 15 percent; the respondents' age ranged from 36 to 45 years; education S1 -D3 5 percent; high school 50 percent; and secondary 45 percent. 91 percent of respondents have had entrepreneurial experience in the trade sector, and 9% of respondents have no entrepreneurial experience; The type of business currently running is 77 percent in food; 16 percent in trading; and 7 percent in the service sector.

Validity and Reliability Test Results, Descriptive Statistical Tests and Hypothesis Testing.

Table 2. Validity Test and Reliability Test Results

Variabel/Dimensi/Item	Validitas	Reliabilitas
<i>Intregated Entrepreneurship Education</i>		0.802
I am interested in the contents of Entrepreneurship Education Materials because the knowledge is very dynamic	0.777	
I am interested in the teaching method of entrepreneurship education materials.	0.717	
I can always improve my skills regarding Integrated Entrepreneurship Education	0.711	
The facilitator can transfer his knowledge well, and it's not boring.	0.750	
I am enthusiastic about following all the practice skills given by practitioners who are experts in their respective fields.	0.790	
<i>Entrepreneurship Intention</i>		0.893
I want to be independent and able to manage my own time.	0.888	
I have the opportunity to be an entrepreneur.	0.910	
I'd like to be an entrepreneur because I already have a network.	0.844	
I really want to be an entrepreneur, because I already have market access.	0.819	
I want my economy to be even better.	0.845	
<i>Multidimensional Poverty Alleviation</i>		0.678
I have already provided calorie intake and nutritious food.	0.668	
I have been able to get a source of clean water for my daily needs.	0.690	
I already have my own sanitation.	0.635	
An entrepreneurial culture has started to grow in my environment.	0.633	
I can send my children at least to high school.	0.655	
I use subsidized fuel.	0.623	

Source :Data processed, 202

Table 2 shows the results of the validity and reliability tests that the correlation between each indicator and the total construct score in each variable shows a significant result and shows that p-value < 0.05, which indicates that the data results for all variables are valid. The

Cronbach's Alpha result in this research is greater than 0.6 which means the result of the data is considered reliable.

Table 3 shows the mean result of the perception of intergated entrepreneurship education based on data processing.

Table 3. The Mean Value of Intregated Entrepreneurship Education Indicator

Variabel/Dimensi/Item	N	Mean	Category
<i>Intregated Entrepreneurship Education</i>			
I am interested in the contents of Entrepreneurship Education Materials because the knowledge is very dynamic	75	4.06	High
I am interested in the teaching method of entrepreneurship education materials.	75	4.01	High
I will always improve my skills regarding Integrated Entrepreneurship Education.	75	3.78	High
The facilitator can transfer his knowledge well and it's not boring at all	75	3.85	High
I am enthusiastic about following all the practice skills given by practitioners who are experts in their respective fields	75	4.12	High
Total		3.96	High

Source :Data processed, 2020.

Table 3 shows that indicates that respondents' perception of the intregated entrepreneurship education variables is high. The highest value is in practice skills provided by practitioners' indicators, which is 4.12. The indicators with the lowest values

are improving in terms of their ability to learn about entrepreneurship.

We also process the data about the entrepreneurial intentions of respondents in Krendang. The result of data processing is given in table 4.

Table 4. The Mean Value of Entrepreneurship Intention

Variabel/Dimensi/Item	N	Mean	Category
<i>Entrepreneurship Intention</i>			
I want to be independent and able to manage my own time	75	4.08	High
I have the opportunity to be an entrepreneur	75	4.11	High
I'd like to be an entrepreneur because I already have a network	75	4.18	High
I really want to be an entrepreneur, because I already have market access.	75	4.15	High
I want my economy to be even better.	75	4.20	High
Total		4.14	High

Source :Data processed, 2020

Table 4 indicates that respondents' perception of entrepreneurship intention variables is high.

The highest value is to increase their economic life indicators, which is 4.20. The indicator with the lowest value is to be independent.

And last, we also processed the data multidimensional poverty alleviation respondents in Krendang. The result of data processing is given in table 5.

Table 5. The Mean Value of Multidimensional Poverty Alleviation

Variabel/Dimensi/Item	N	Mean	Category
<i>Multidimensional Poverty Alleviation</i>			
I have already provided calorie intake and nutritious food.	75	3.65	High
I have been able to get a source of clean water for my daily needs.	75	3.70	High
I already have my own sanitation.	75	3.66	High
An entrepreneurial culture has started to grow in my environment.	75	3.72	High
I can send my children at least to high school.	75	3.98	High
I use subsidized fuel.	75	3.90	High
Total		3.77	High

Source :Data processed, 2020

Table 5 shows that indicates that respondents' perception of multidimensional poverty alleviation variables is high. The highest value is that they can send their children at least to

high school, which is 3.98. The indicators with the lowest values are those that provide calorie intake and nutritious food.

Table 6. SEM Test Result of Goodness of Fit Model

Goodness of Fit	Cut-off Value	Analysis Result	Model Evaluation
in Chi-square	Expected to be small	0	Good
Probability	≥ 0.05	0.211	Good
RMSEA	≤ 0.08	0.026	Good
TLI/NNFI	≥ 0.90	0,99	Good
GFI	≥ 0.90	0,844	Marginal
CFI	≥ 0.95	0,988	Good

Source :Data processed, 2020

Table 6 showed that all constructs used to make research models in the analysis processes

of confirmatory factor, Chi-Square, Probability, RMSEA, TL, and CFI had

fulfilled the goodness of fit criteria. The GFI was under the cut-off value but still within the

tolerance limit, which was usually called marginal, so the model could be considered fit.

Table 7. Direct Effect Hypothesis Test Results

Hypothesis	Variables Affected	Affecting Variables	Effect	P	Result Decision
H1	Multidimensional poverty alleviation	<-- Integrated Entrepreneurship Education	0.062	0.048	Accepted
H2	Entrepreneurship Intention	<-- Integrated Entrepreneurship Education	0.049	0.000	Accepted
H3	Multidimensional poverty alleviation	<-- Entrepreneurship Intention	0.027	0.000	Accepted

Source :Data processed, 2020

From the output of direct effect hypothesis in table 7 shows that Integrated Entrepreneurship Education had a positive influence on Multidimensional poverty alleviation, so that Hypothesis 1 is accepted with a probability of 0.048 (<0.05) and a coefficient value of 0.062. This indicates that the higher the understanding of Integrated Entrepreneurship Education, the more it can increase multidimensional poverty alleviation. There is an understanding of respondents such as business management and company finances, the importance of brands in product marketing and the business licensing process. In addition, there is an understanding of the skills provided by practitioners in their respective fields of expertise, such as skills in making various

foods, fashion, crafts, and soap. Education that combines theory and practice together makes respondents more understanding and eager to improve their economy. In this case, respondents received subsidized assistance in the form of raw materials related to the skills they chose, soft loans from state banks, and cooperation that helped market their business results. Of course, this will have a positive impact on poverty alleviation. This means that the more participants understand the importance of IEE, the more multidimensional poverty alleviation in the Krendang area of West Jakarta will increase. The results of this study are in accordance with existing theories, as done by Integrated Entrepreneurship Education had a positive influence on

Entrepreneurship Intention so that Hypothesis 2 is accepted with a coefficient value of 0.049 with a probability level of $0.000 \geq 0.05$. This means that the higher the understanding of Integrated Entrepreneurship Education, the higher the perception of Entrepreneurial Intention. In this case, in general, respondents already have experience in running a business, although in the end the business experienced obstacles such as networking, access to capital and marketing. Given the IEE which has a clear and directed mission, it makes respondents' interest in entrepreneurship even greater. The results of this study are in accordance with the existing theory, as done by (Krueger et al., 2000).

There is a positive influence of entrepreneurial intention on multidimensional poverty alleviation, so that Hypothesis 3 is accepted with a coefficient value of 0.027 with a probability level of $0.000 \geq 0.05$. This means that the understanding of entrepreneurial intention affects multidimensional poverty alleviation. In this case, the respondent's high business interest will increase multidimensional poverty alleviation for respondents in the Krendang area from economic, health, social, and cultural aspects. The results of this study are in accordance with the existing theory, as carried out by (Ramadani et al., 2017).

Table 8. Indirect Effect Hypothesis Testing Results

Hypothesis	Relationship between Variables	<i>Effect</i>	P	Signifikan
H4	Intregated Entrepreneurship Education → Entrepreneurship Intention → Multidimensional poverty alleviation	0.367	0.000	Yes

Table 8 shows that Integrated Entrepreneurship Education has an influence on Multidimensional Poverty Alleviation mediated by Entrepreneurship Intention, so that hypothesis 4 is accepted with a coefficient value of 0.367 with a probability level of $0.000 \geq 0.05$. The results of this study are in accordance with research conducted by (Fayolle et al., 2014).

5. CONCLUSION AND IMPLICATIONS:

Conclusion

The combination of entrepreneurship education, between theory and practice skills, as well as cooperation support from other agencies such as access to capital and marketing, is very much needed in alleviating multidimensional poverty. In this case the entrepreneurial experience strengthens the interest in entrepreneurship. Interest in entrepreneurship can indirectly strengthen the influence of integrated entrepreneurship education on multidimensional poverty alleviation.

Implications:

1. Increase awareness and the role of the poor so that they have a responsibility to use social assistance for policy purposes, not for consumptive purposes.
2. Intensively explore the potential for self-help, especially in slum areas, as a source of economic activity for the local poor.

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