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Does Entrepreneurship Education, Motivation, Ability, Attitude and Social Factors Influence Entrepreneurship Intentions in Indonesia?

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Abstract

The high unemployment in high school and university graduate students is a problem that must be solved by the Indonesian government. Various methods are used to reduce the unemployment rate for college students, one of them is by fostering students' intention in entrepreneurship. College students Entrepreneur intentions are expected to be able to grow entrepreneurs who can open jobs. To push entrepreneurship intention, many factors affect students' entrepreneurship intentions. This research is conducted to find out the determinants of student entrepreneurship intentions. This research uses quantitative research with multiple regression statistical analysis with a sample of 221 respondents. The results of the study found that entrepreneurship education influences entrepreneurship attitudes but does not affect entrepreneurship intentions, motivation influences entrepreneurship attitudes and entrepreneurship intentions, ability influences entrepreneurship attitudes but does not affect entrepreneurship intentions, social factors, and entrepreneurship attitudes affect entrepreneurship intentions. The dominant factor affecting entrepreneurship intentions is the entrepreneurship attitude that the campus and the government have inculcated the spirit of a good entrepreneurship attitude by creating entrepreneurship education and training methods as well as conducting mentoring for final semester students as prospective entrepreneurs and beginners entrepreneurs.

Keywords: Ability, Attitude, Entrepreneurship Education, Intentions, Motivation, and Social Factors.

I. Introduction

Indonesia is the fourth most populous country after China, India, and the United States, with a population of around 260 million. The Indonesian state has great potential to develop and move forward because half of the total population of Indonesia is 30 years old. The youths are the next generation of the Indonesian people. In 2012 the McKinsey Global Institute (MGI) released a report entitled the archipelago economy: unleashing

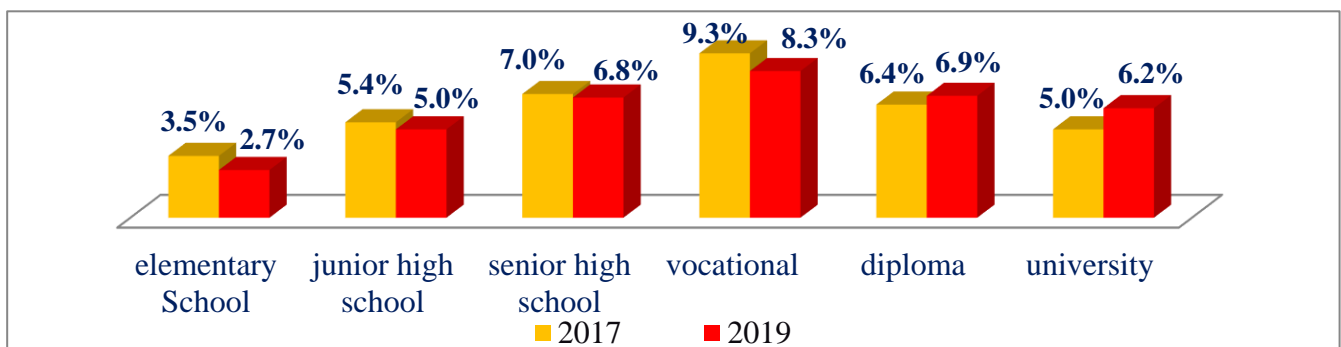
Indonesian potential which gave a prediction that Indonesia would experience an economic increase from rank 17 to 7 in 2030. Upgrading to 7 is not an impossible thing for Indonesia because Indonesia is a big country and rich in natural resources. To achieve this, several conditions must be carried out, which are improving economic productivity and overcoming the economic gap. Indonesia has a tremendous advantage because it has a golden

generation in 2045 which will be the capital for the future survival of the Indonesian nation. Indonesia gets a golden generation because of the demographic bonus that is in 2045 the population of Indonesia is 70% in the productive age period (15-64 years), while the remaining 30% of the population is the unproductive population that is the population below the age of 14 years and the population age over 65 years in the period 2020 to 2045. A demographic bonus will be achieved if the Indonesian population has the quality and competitive human resources, which will have an impact on Indonesian economic growth. The factors that influence competitive success, for countries and companies are human factors (Zavyalova et al 2017) and human resources (Ignatova, Vasilyev,

2013). The role of human resources is very important and supportive of the country's economy. Porter (1990) skillfully, flexible and well-educated employees make important sources of competitive advantage for the economy. Habir and Larasati (1999) emphasize the need for human resources to change in terms of the economy globally. In some Southeast Asian countries, high-quality human resources are the key to growth (Vo and Rowley, 2010). Quality human resources, creativity, productivity will increase income per capita and have an impact on the country's economic growth. However, Indonesia is still faced with unemployment problems. The number of unemployed is a major problem and a special concern for the government to solve it immediately.

Fig 1: Unemployment Rate.

Source: Statistical Center (2019)



Based on data from the Indonesian Statistical Center (BPS) in Figure 1, the level of unemployment in Indonesia in 2019 compared to 2017 from the level of graduates to elementary school, junior high school, senior school, and vocational levels have decreased. However, the level of unemployment in Indonesia in 2019 compared to 2017 from diploma and university graduation levels have increased, even for university graduation reaching 20 %. This makes the problem complicated because diploma and university graduation are considered capable in terms of expertise in knowledge and good in giving a contribution to the Indonesian nation progress, but the reality it becomes a burden for the government by increasing the number of unemployed people. The government hopes the young generation is more skilled and innovative in creating their jobs

with entrepreneurship. Entrepreneurship will reduce disruption and improve the economy country. According to Hafer (2013), an increase in economic growth related to entrepreneurship increasing. Entrepreneurship in many countries has been viewed positively because it creates jobs and reduces poverty (Igwe et al. 2013). Seeing success in developed countries such as countries in Europe and America, almost all universities provide entrepreneurial lecture material. Even Asian countries that are rapidly developing such as Singapore, Japan, and China emphasize entrepreneurship lecture material. Kison et al. (2004) Entrepreneurship is the main means of stimulating competitiveness. In Indonesia, several attempts were made to create an entrepreneurial spirit and motivation. It's done in schools and colleges, continuously improves with a variety of

methods and strategies to attract entrepreneurial intention. Because younger who sit in high school and college will be the front guard in Indonesia's development. The education system is very influential on the level of quality of human resources. Coaching college students is needed as a way to introduce entrepreneurship spirit, hoping that college graduates can create jobs. Shinnar, Hsu, & Powell (2014) Entrepreneurship education is the main driver in encouraging entrepreneurial activities and job creation. Student entrepreneurship intention is greatly influenced by individual factors and social factors that exist in the environment. (Shirokova, Osiyevskyy, & Bogatyreva, 2015) Entrepreneurship education, entrepreneurship family background, and environment backgrounds such as the influence of family and friends. Individual attitudes will form entrepreneurship intention supported by strong motivation and individual abilities (Tkachev and Kolvereid 1999) towards entrepreneurship, attitude is influenced by business background, innovation, self-efficiency, risk-taking, and independence. Entrepreneurship education, family background, and role models, and personality characteristics (Krueger et al., 2000; Díaz-García and Jiménez-Moreno, 2010; Rauch and Hulsink, 2015) influence entrepreneurship intention. From the background and problems that occurred, so the purpose of this study is to determine the determinants of entrepreneurial student intention.

II. Literature Review

Entrepreneurship and entrepreneurship Intention

Entrepreneurship is a process of solving problems and the ability to find business opportunities. An entrepreneur is someone who can create something new. According to Farrington, et.al (2011) entrepreneurship refers to owning and managing their own small business. An entrepreneur must have the courage to produce something useful. People who have courage are not afraid of the risks. However, courage toward risk is taken based on careful consideration and serious planning. The spirit of entrepreneurship is formed from self-confidence and struggle for a better life (Arman et

al., 2019). Entrepreneurship intention is the desire, the relationship, and the willingness to work hard. Wu and Wu (2008) consider Entrepreneurial intentions as a state of mind in terms of starting a new business. Social-psychological studies assume that intention is the single best predictor of actual behavior (Bagozzi, Baumgartner, & Yi, 1989). One way to find out what is an entrepreneurial student's decision to predict what can be done is to look at student entrepreneurial intentions.

The relationship between entrepreneurship education, attitude, and entrepreneurship Intention

Education is one way to change the behavior of individuals or groups through teaching and training efforts. Entrepreneurship education is defined by Young (1997) as a structured delivery of entrepreneurship knowledge. Anderson and Jack (2008) explain entrepreneurial knowledge is the mentality, concepts, skills that are needed of the company. Entrepreneurship education provides entrepreneurial knowledge, skills, attitudes, and intentions to shape entrepreneurial character (Farrukh, Khan, et al. 2017; Cox, et al 2002) entrepreneurship education changes someone's attitudes and mindset in deciding an attitude to start a business. Previous studies have concluded that entrepreneurship education and training can influence entrepreneurial behavior and attitudes (Fayolle et al., 2006). Personal knowledge can significantly influence their intention to become entrepreneurs (Linan et al., 2011). From some of the results of existing studies researchers formulate hypotheses, namely:

H_{1a}. Entrepreneurship education influences student entrepreneurship attitudes.

H_{1b}. Entrepreneurship education affects student entrepreneurship intentions.

The relationship between motivation, attitude, and entrepreneurship intention

Motivation is an impulse that comes within a person. Motivation is one way to shape someone's attitude and somebody's spirit. Solesvik (2013) argues that entrepreneurial motivation follows

beliefs related to interesting ideas that arise. If someone believes the results of entrepreneurship are the property of ownership, then entrepreneurial activities will be interesting, so that someone will tend to have a positive attitude towards entrepreneurship (Lent et al. 2000). The Beliefs associated with high entrepreneurship motivation can shape attitudes, subjective norms, and behavior control towards entrepreneurship (Solesvik 2013). Individuals with high entrepreneurship motivation will tend to be entrepreneurs (Shane et al., 2003) (Collins et al., 2004). Entrepreneurship motivation will significantly influence positively entrepreneurial career choices. A person's main motivation from entrepreneurial studies has been done by looking at the psychological characteristics and personal characteristics, so that will distinguish between entrepreneurs and non-entrepreneurs (Brockhaus 1982; Gartner 1988), then the hypothesis taken:

H_{2a}. Motivation affects student entrepreneurship attitudes.

H_{2b}. Motivation influences student entrepreneurship intention.

The relationship between ability and attitude and entrepreneurship intention

Rothschild (1999) ability represents somebody's skills or knowledge related to action. People who have the skills and knowledge will feel more confident in starting a company (DeNoble et al. 1999). Special abilities owned by someone will be easier to do when someone is an entrepreneur (Liñán 2008) According to Akmaliah (2010), changes in entrepreneurial attitudes can be done through the process of learning, experience, interaction with the environment, as well as with entrepreneurship intensive innovation education programs. This has found the most important personality traits of entrepreneurial attitudes among Taiwanese students (Chen & Lai, 2010). So that the ability of a person will build someone's passion for entrepreneurship and people more easily become an entrepreneur with the capabilities they have. From the results of the research, a hypothesis will be formulated:

H_{3a}. The ability to influence students' entrepreneurship attitudes.

H_{3b}. The ability to influence student entrepreneurship intention.

The relationship between attitude and entrepreneurship intention

According to Harris and Gibson (2008), the attitude approach increases the relationship of actual behavior and reduces variability that cannot be explained. The formation of an entrepreneurial attitude is very necessary because attitude is an individual determining factor. Someone will be interested or reject something, when someone is interested in something then the person has a positive attitude. When someone rejects something, then the person has a negative attitude towards something. The important behavior of entrepreneurial attitudes is more than personality character (Robinson et al. 1991). Positive relationships between individual attitudes and their intention to start a new business (Gürol&Atsan, 2006; Shariff& Saud, 2009). Some researchers conclude that personality has a positive influence on entrepreneurship intention (Thomas and Mueller, 2000). The hypothesis was:

H₄. Student entrepreneurship attitude influences student entrepreneurship intention.

The relationship between social factors and entrepreneurship intention

Many factors affect a person's decision. Environmental factors become very important because it is directly related to somebody's life. A supportive environment will have a positive impact on someone (Stephan and Uhlaner, 2010). The closest environment is family and friends. Family and friends can provide input and suggestions that influence individual decisions. Support from family members has a positive influence on starting a business (Pant, 2015) Families with a business background tend to have the skills and abilities to become entrepreneurs (Koniget al 2013). Family business backgrounds are an important aspect that influences entrepreneurial intentions (Alvarez et al.,

2006; Franco et al., 2010) then some of the hypothesized studies that were built:

H₅. Social factors affect student entrepreneurship intention.

III. Methodology

Research Framework

The research framework in this study is expected to provide an overview and lead to the assumptions of

the variables studied. From the relationship between variables, four variables are positioned as independent variables, namely entrepreneurship education, motivation, ability, and social factors. Furthermore, the variable of attitude and entrepreneurship intention is positioned as the dependent variable. The research framework can be seen in Figure 2 below and it was developed to see the effect of entrepreneurship education, motivation, ability on attitudes, and social factors on entrepreneurship intention.

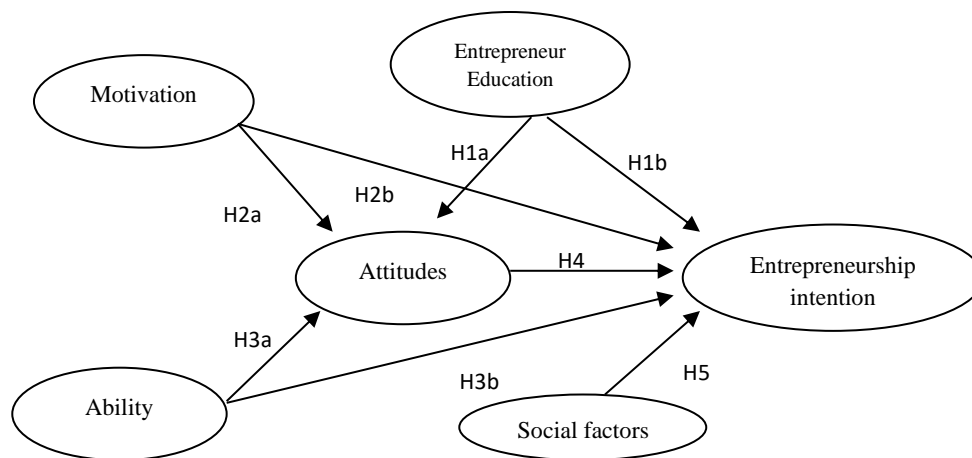


Fig 2: Research Framework

Research approach, sampling, and procedures

The quantitative approach used in this study is considered more suitable because it generalizes the results to the population of entrepreneurship intention. This research was conducted for 7 months starting from October 2020 - April 2021 by collecting supporting data in this study. The population in this research is the undergraduate semester students of the economics faculties who will graduate from various colleges and universities in East Java, Indonesia. The researchers took the final student's sample because they wanted to know the entrepreneurship intention of students who had received entrepreneurship education materials, having basic entrepreneurship knowledge, and training. Besides, researchers took the economics faculty students because following the objectives of the faculty to nurture entrepreneurs and most students and alumni had the intention to become a businessman, and some became entrepreneurs.

From the distribution of questionnaires at universities and colleges in East Java, a research sample of 221 respondents was obtained.

Questionnaires given to respondents need to be checked again to see the answers given by respondents. From the questionnaire given to 230 respondents, 221 were obtained according to the advice given by researchers. Then the results of the answers are ready to be analyzed. This study uses a nonprobability sampling method that is accidental sampling. Data retrieval is given to students through questionnaires designed by researchers.

The Questionnaire distribution to students is assisted by lecturers who are members of the management lecturer forum and the lecturers' association of the Republic of Indonesia (IDRI) so that the questionnaire can be distributed throughout the universities/colleges in East Java, Indonesia conveniently. In this study, there are 2 variables,

namely the independent variable and the dependent variable. The dependent variable is a variable that can be influenced by other variables consisting of entrepreneurial attitudes and interests. While the independent variable is a variable that cannot be influenced by other variables consisting of entrepreneurship education, motivation, ability, and social factors. The variables in this study were measured using a Likert Scale which has an interval of 1 - 5. The answers of respondents who did not support the question were given the lowest score and the answers that supported the question were given the highest score.

To get a good quality questionnaire, a validity and reliability test is needed. A validity test is used to measure the validity of the question items. The questionnaire is valid if the correlation value is $r > 0.3$. While the reliability test is used to test the reliability of the questionnaire. It is reliable if Cronbach's alpha values are > 0.6 . SPSS software is used in the analysis.

IV. Analysis And Results

Measurement

The responses for entrepreneurship education are measured by a Likert Scale of 1 to 5 and the items to measure the variable was adopted from a series of similar variable developed by Storen (2014). Originally, there were 9 statement items developed by the researcher but to match the setting of this research, there are only 7 items of statement suitable for this research. Those items are usefulness, help them work, competence, trust, creativity, knowledge, and skills. The details of the selected items to measure entrepreneurship education is listed in the following table.

Statement items, R-value as well as their sources are listed below in Table 1 to measure the independent variable of this research namely entrepreneurship education. The R-value of all selected items is above 0.5 which indicated that the items are fit and good for further analysis.

Table 1: Entrepreneur Education

No	Item	R-Value	References
1	Entrepreneurship education helps to build their businesses	0.533	Storen (2014)
2	Entrepreneurship education is Useful for doing my current job	0.729	
3	Entrepreneurship education has increased my competence in terms of the innovation process	0.623	
4	Increase my ability and confidence to take initiative	0.721	
5	Entrepreneurship education encouraged me to develop creative ideas to become an entrepreneur	0.641	
6	Entrepreneurship education adds to the knowledge needed	0.724	
7	Entrepreneurship education develops my skills and abilities	0.675	

On the other hand, motivation is directly measured on a scale of 1 to 5 by adopting the items developed by Botsaris and Vamcaka (2016). Researchers used 5 items of statement namely searching for information, searching for methods, sharing with

experienced people, inspiration, and the main reason to test the motivation variable in this study. The 5 items statements and the source of motivation are listed in Table 2 below.

Table 2: Motivation

No	Item	R-Value	References
1	The desire to find information about entrepreneurship.	0.676	
2	I will look for various methods to start my business.	0.577	

3	I ask people who have entrepreneurial experience.	0.712	Botsaris and Vamcaka (2016)
4	Entrepreneurship is the reason why I look for information.	0.687	
5	Entrepreneurship inspired me.	0.736	

Ability is directly measured on a scale of 1 to 5 using items developed by Botsaris and Vamcaka (2016). Item statements are a business opportunity, creative, problem solving, communication, and

development. The 5 item questions and their sources on ability are listed in table 3 to explain the ability of students

Table 3: Ability

No	Item	R-Value	References
1	I can take advantage of business opportunities	0.632	Botsaris and Vamcaka (2016)
2	I am a creative person	0.654	
3	Having the ability to solve problems	0.406	
4	Have good skills and communication	0.570	
5	Able to develop new products and services	0.435	

Social factors are directly measured on a scale of 1 to 5 with items developed by Ozaralli and Rivenburgh (2016) with the question family starting a business and family supporting business, while Gelaidan and Abdullateef (2017) supporting

friends, approving my decision and the family supporting my decision. By using existing research Statement items with their sources, are listed in Table 4. To explain the social factors dimensions.

Table 4. Social factors

No	Item	R-Value	References
1	I have a family member who started a business	0.596	Ozaralli and. Rivenburgh (2016)
2	My family will support me to become an entrepreneur	0.643	
3	My friend supported me to become a businessman	0.549	Gelaidan and Abdullateef (2017)
4	My friend agreed to me starting a business.	6.455	
5	My family agreed to start a business.	7.402	

Entrepreneurial attitudes are measured using a scale of 1 to 5 with the revelation of 2 items adopted from Liñán and Chen (2009). In detail, the statements are about becoming an entrepreneur is more profitable, and there are resources opportunities to start a business. Furthermore, items developed by Kolvereid and Isaksen (2006) on the entrepreneurs' satisfaction, love of having their own business were adopted to be part of the attitude variable. The 2 next items were adopted from Gundry and Welch

(2001). In detail, these items measure statements such as is better to own a business rather than pursuing a career and willing to sacrifice. Finally, 1 item from Leroy et al. (2010) was adopted to see the increase in positive thoughts among students. By using existing research Statement items with their sources, are listed in Table 5. To explain entrepreneurial attitudes.

Table 5: Attitudes

No	Item	R-Value	References
1	I will get benefit if I become an entrepreneur	0.687	Liñán and Chen 2009
2	I will start a business if I have the opportunity and capital	0.710	
3	I feel the satisfaction of being an entrepreneur	0.734	Kolvereid and Isaksen2006;
4	Owning your own business is preferable to large salaries at other companies	0.638	
5	Having your own business is better than pursuing a career.	0.642	Gundry and Welch 2001
6	I will sacrifice to stay in business.	0.672	
7	Being an entrepreneur creates positive thoughts.	0.749	Leroy et al. 2010

Entrepreneurial interest is directly measured on 3 items using a scale of 1 to 5 item statements developed by McGee et al. (2009) on the determination to make a business, learn to start a business and plan to create a business. As for the next remaining items, this study adopted

measurement developed by Gelaidan and Abdullateef (2017) to measure the strong intentions, choices to become entrepreneurs, and professional goals. The items with their sources are listed in Table 6 to explain the interest in entrepreneurship.

Table 6. Entrepreneur intention

No	Item	R-Value	References
1	I have determined to be an entrepreneur in the future.	0.730	McGee et al. 2009
2	I learned how to start a business	0.687	
3	I plan to create my own business one day.	0.710	
4	I have strong intentions to start a company someday	0.734	Gelaidan and Abdullateef (2017)
5	I prefer to be an entrepreneur	0.675	
6	My professional goal is to become an entrepreneur	0.691	

From the results of the SPSS data processing, the measurement of the validity of each statement item obtained a value of more than 0.3. This shows that each question item adopted has good validity. The

next step of the research is to analyze the reliability of the questionnaire. From the data processing, the finding on this can be seen in table 7.

Table 7. Cronbach's Alpha score

	Corrected Item-Total Correlation	Cronbach's Alpha
Entrepreneurship Education	.737	.913
Motivation	.804	.904
Ability	.730	.914
Social factor	.764	.910
Attitude	.816	.902
Entrepreneurship intention	.812	.903

From the results of data processing obtained Entrepreneurship education value $0.913 > 0.6$, Motivation $0.904 > 0.6$, Ability $0.914 > 0.6$ Social factor $0.910 > 0.6$, Attitude $0.902 > 0.6$, Entrepreneurship intention $0.903 > 0.6$ from All dimensions studied show that the Cronbach's alpha value is more than 0.6 so that the questionnaire given to respondents is reliability. Data analysis

was carried out in two ways, namely, in the form of descriptive analysis and multiple regression analysis, the results of the analysis were presented in the form of descriptive statistics and multiple regression analysis. The results of questionnaire distribution and the data collected are presented in Table 8 as follows:

Table 8. Gender Distribution

GENDER	N
Male	104
Female	117
Total	221

Respondents from the questionnaire obtained 104 male respondents and 117 female respondents. In this study, there were more female respondents than

males. In Indonesia, most students who take courses at economic faculty tend to be more women than men.

Table 9 Descriptive Statistics

	Mean	Std. Deviation	N
Entrepreneurship Education	4.1380	.64519	221
Motivation	4.1941	.55752	221
Ability	4.0036	.63302	221
Social factor	3.8878	.63852	221
Attitude	4.0923	.64087	221
Entrepreneurship intention	4.0195	.62880	221

From table 9, it can be seen that entrepreneurship education and motivation has a high average value of 4.1 This means that the dimensions of entrepreneurship education and motivation provide the greatest assessment of entrepreneurial attitudes and interests while the Social factor dimension gives an average value of 3,88 gives the lowest rating for entrepreneurial attitudes and interests.

Normality test

In regression analysis to get a good regression model is if the data obtained from the research have normal or near-normal data distribution. From table 10 Kolmogorov-Smirnov below. Based on the Kolmogorov-Smirnov table, the output of the SPSS is obtained Asymp value. Sig. (2-tailed) $0.224 > 0.05$, the normality test based on Kolmogorov-Smirnov above can be summarized as normally distributed data.

Table 10. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		221
Normal	Mean	.0000000
Parameters ^a	Std. Deviation	.35977937
Most Extreme	Absolute	.070
Differences	Positive	.058
	Negative	-.070
Kolmogorov-Smirnov Z		1.046
Asymp. Sig. (2-tailed)		.224

a. Test distribution is Normal.

Heteroscedasticity test

Heteroscedasticity test to test whether in the regression model there is a variance of the residual variance of one observation to another observation.

If it is fixed, then it is called homoscedasticity, and if different is called heteroscedasticity. A good regression model is a homoscedasticity or heteroscedasticity does not occur.

Table 11. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.427E-16	.199		.000	1.000
Entrepreneurship	.000	.072	.000	.000	1.000
Education	.000	.070	.000	.000	1.000
Motivation	.000	.056	.000	.000	1.000
Ability	.000	.060	.000	.000	1.000
Social factor	.000	.063	.000	.000	1.000
Attitude	.000				

a. Dependent Variable: abs_RES

In the Glejser test, the abs_RES variable acts as the dependent variable. Based on the output value of the significance of the variable value > 0.05, based on the Glejser test there is no heteroscedasticity. So, the data meets good regression requirements.

Multicollinearity test

Multicollinearity test aims to test whether there is found a correlation between independent variables (independent) if there is a correlation it is called multicollinearity. To test a good regression, it must be free of multicollinearity. Table 12 Multicollinearity Test below:

Table 12 Multicollinearity Test

Variable	Collinearity Statistics	
	Tolerance	VIF
Entrepreneurship Education	.373	2.684
Motivation	.306	3.269
Ability	.472	2.120
Social factor	.411	2.435
Attitude	.379	2.640

Based on the result of the output in table 12, a tolerance value > 0.10 is obtained. And vice versa if $VIF < 10$ then the data in this study did not occur multicollinearity.

Regression analysis

The completion of the multiple linear regression model is done with the help of the SPSS for Windows Release 20 Program and the full calculation can be seen in table 13. Coefficients. The results are as follows:

Table 13. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.537	.224		2.398	.017
Entrepreneurship Education	.158	.083	.162	1.907	.040
Motivation	.361	.076	.363	4.773	.000
Ability	.335	.058	.340	5.755	.000

a. Dependent Variable: Attitude

In this analysis, the regression test is carried out in 2 stages: first, to test the effect on entrepreneurial attitudes. The attitude of entrepreneurship in the above analysis becomes the dependent variable that is influenced by entrepreneurship education, motivation, and student ability. The results of the analysis obtained the value of entrepreneurship education with a significance of $0.04 < 0.05$ with a β of 0.162 indicating that entrepreneurship education influences student entrepreneurship

attitudes. Motivation gets a significant result of $0.00 < 0.05$ with β of 0.363 motivation significantly influences the attitude of students in entrepreneurship. The ability of students influences entrepreneurship attitudes, from the data analysis obtained significant $0.00 < 0.5$ with β of 0.340. Next in the second stage of the regression test is to examine the factors that influence student entrepreneurship intention. The results obtained as follow:

Table 14. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.177	.199		.890	.374		
Entrepreneurship Education	.080	.072	.069	1.111	.268	.373	2.684
Motivation	.168	.070	.165	2.398	.017	.306	3.269
Ability	.106	.056	.105	1.899	.059	.472	2.120
Social factor	.157	.060	.156	2.635	.009	.411	2.435
Attitude	.463	.063	.451	7.303	.000	.379	2.640

a. Dependent Variable: Entrepreneurship intention

From the data results above mention, entrepreneurship education does not affect entrepreneurship intention. This is indicated by the significance value of entrepreneurship education $0.268 > 0.05$ with a β of 0.068. Motivation obtained a significant result of $0.17 < 0.05$ with a β of 0.165 so that motivation provides an influence on entrepreneurial intention. Attitudes and social factors get a significant value of $0.00 < 0.05$ and $0.009 < 0.05$ with β of 0.451 and 0.156, this states that attitudes and social factors influence the entrepreneurship interest while the ability of students does not influence the entrepreneurship intention, it shown from significance results from $0.059 < 0.05$ with a β of 0.105.

V. Discussion

This study seeks to examine the results of Entrepreneurship education on entrepreneurial attitudes, and entrepreneurial intentions. Data analysis results obtained that Entrepreneurship education affects entrepreneurial attitudes, this is in line with the research conducted by Cox, et al., (2002) which stated that entrepreneurship education can change someone's attitude and mindset. Whereas Entrepreneurship education on entrepreneurial intentions does not affect entrepreneurial intentions. These results are contradicting with the previous study conducted by Fayolle et al., (2006) which claimed that

entrepreneurship education and training can influence somebody's behavior and attitudes. The ineffectiveness of entrepreneurship education can be caused by only theoretical teaching methods and the lack of entrepreneurial practice, resulting in a lack of student experience in forming attitudes and character. Supported by observers that the entrepreneurial material is only given 2 hours.

Ideally, the university that has an entrepreneurial orientation provides entrepreneurial material for at least 8 hours. Entrepreneurship education with the required entrepreneurial competencies becomes important as a provision for graduation, such as innovation and risk-taking (Ferreira et al. 2012). So the university must improve the entrepreneurship education method. So that entrepreneurship education provided on campus can optimally shape the attitudes and interests of entrepreneurial students. Der Zwan et al. (2013) mentioned that, through entrepreneurship education, entrepreneurial decisions can be influenced by growing entrepreneurial interests and skills. Entrepreneurship education must be able to develop students in talent, asking, competence, social skills, learning ability, career, problem-solving, and independence, and most importantly is courage in stepping into entrepreneurship.

Motivational research results affect entrepreneurial attitudes. (Lent et al. 2000) Beliefs associated with

high entrepreneurial motivation can introduce individuals to motivational attitudes that are reflected in the needs, perceptions, and interactions of individual attitudes. While the results of motivation affect the entrepreneurship intention. The results obtained are the following research (Collins et al., 2004) entrepreneurial motivation is positively related to entrepreneurial career choices. The higher the motivation of students the stronger the attitude of students to create entrepreneurship and entrepreneurial intention. Motivation can move the heart to do something to achieve the goal. The role of motivation greatly influences the attitudes and intentions of entrepreneurship, how much motivation affects the success rate of a business. Students to get motivational attitudes and intentions required entrepreneurial knowledge and experience obtained both from entrepreneurial material or from the surrounding environment.

The results of the study showed that the ability to influence the attitude of students, Higher Education has an important role in terms of improving the capabilities and abilities of students through training, research, and development, to student assistance because universities are a place to get new business ideas. Developing new businesses requires not only self-confidence but also the ability to succeed, such as the ability to access information, see opportunities, and solve problems encountered. The ability to solve problems is a skill that is needed by almost everyone in every aspect of life. Rothschild (1999) revealed that the ability to represent someone's skills or knowledge is related to somebody's actions and attitudes. While the results of other studies show the ability does not affect entrepreneurship intention. This is against the finding from the previous research conducted by DeNoble et al., (1999). They found that people who have the skills feel more confident in starting a company. The reality in Indonesia, someone who has the ability may not be able to use and develop the capabilities they have. The fear of stepping and the lack of courage to take risks is the main reason students are not interested in becoming entrepreneurs. They are trying to find work to become company employees and state civil servants who tend to be safe without risk and generate

substantial income despite having to wait and a lot of competition. Therefore, university as a place of learning, knowledge transfer, training for students can create graduates with the entrepreneurial spirit not only to form abilities, attitudes but also to be able to take advantage of students' abilities by fostering intention and accompanying them to conduct business ventures that are already stable.

Attitude is an evaluation process that is subjective in a person. According to Allport (1961), attitude is mental readiness. In this research, it is found that attitudes affect entrepreneurial intention. This is following the past studies conducted by Gürol and Atsan, (2006) as well as Shariff and Saud, (2009). Both studies claimed that individual attitudes have a positive influence on the intention to start a business. The University and the government's role in shaping the values and entrepreneurship culture will affect consumer interest because attitudes significantly influence entrepreneurial intention. Zanna and Rempel (1988) stated that attitudes are evaluative reactions that are liked or disliked towards something. A person will show a belief, feeling, or tendency in an object. The formation of a positive attitude will show the students' love and intention in entrepreneurship.

The results of this study found that social factors influence entrepreneurial intention. This is in line with (Baughn et al., 2006) which stated that relational support also influences entrepreneurial intentions. Environmental factors such as friends and family can influence entrepreneurship intention. Friends and family can provide information, skills, and financial support that someone needs to start a business. Someone who has emotional and material support is more confident and braver in taking risks, friends and family sincerely provide information and input that will lead to certainty and the development of courage and trust (Sesen, 2013). So that no doubt family and friends' factors make one of the factors that make a person into what, following the environment in which to hang out.

VI. Implementation

This research study provides an understanding of the interests of entrepreneurial students, which are influenced by attitudes, and social factors that are formed from entrepreneurship education, motivation, and student abilities obtained in entrepreneurship courses. Research results can be implemented by researchers, related academic institutions like universities or high schools to take a policy and for students for their future. The lack of influence of entrepreneurship education on attitudes and asking for entrepreneurship is a spotlight that must be reviewed in entrepreneurial material in high institutions and universities in Indonesia.

The government can support universities or high schools and educators by updating the teaching materials on entrepreneurship more, as far as sharing educational entrepreneurship education and teaching methods. In terms of the policy, this research has major national implications. Entrepreneurship education is important to equip graduates with the necessary entrepreneurial competencies, such as innovation and risk-taking (Ferreira et al. 2012). Entrepreneurial knowledge supports the values of entrepreneurship, especially for students, so it is expected to foster an entrepreneurial spirit for entrepreneurship.

The University developed an entrepreneurial Student Creative Unit (UKM) that could provide technical skills training in starting local creative businesses and small home industries. Because students are more eager to learn skills outside of campus. Related training can also enhance informal socialization relationships in building self-confidence, adding value to improving students' attitudes and entrepreneurial mindsets in the future.

Universities or colleges form business incubators, to accommodate students or alumni who start entrepreneurship, and 50 percent of new businesses tend to fail in the first year due to a lack of entrepreneurial preparation (Robb and Fairlie, 2006). This is very useful for novice entrepreneurs. The number of entrepreneurial failures occurs at the beginning of entrepreneurship because basically

novice entrepreneurs still have little experience and lack of courage in making decisions so that a business incubator can assist young entrepreneurs to be ready and able to run a business plunging into the market and be able to compete. Business incubators' creation and growth of entrepreneurship (Todorovic and Moenter, 2010; Al-Mubarak and Busler, 2010; and InfoDev, 2007) typically provide many services, such as financial services, business consulting services, and connections with experienced business professionals.

Ogutu and Kihonge (2016), stated that government support and private sector partnerships with business incubation are important for any entrepreneurial initiative to appear effective. A study by Foster (2018) shows that if an entrepreneur wants to succeed in the creative industry, for example, he needs important competencies such as relationship competencies, opportunity competencies, strategic competencies, human competencies, and personal strength competencies - this is a set of skills that is rigorous entrepreneurship that education can provide, as long as it is also integrated into the entrepreneurship curriculum because entrepreneurship education and training have a direct impact on students' attitudes and behavioral intentions (Kolvereid and Moen, 1997; Fayolle, 2002).

VII. Conclusion

Students have a good attitude toward entrepreneurship. Students who have an attitude and intention in entrepreneurship depend on the experience they have gained. However, not all students intend to open their own business, the risk of entrepreneurship, such as bankruptcy or failure, is a factor that students are less interested in becoming entrepreneurs. So that knowledge and skills are needed as provisions to make their own business and the need for encouragement and motivation from the campus and the environment. From the results of the study, it was found that entrepreneurship education influences the attitude of entrepreneurship but does not affect entrepreneurial intention, so the college entrepreneurship teaching methods need to be studied again by adding recovery time and more

training, practice rather than theory. Motivation and ability influence entrepreneurial attitudes and intention in entrepreneurship. While entrepreneurship attitudes and social factors influence the intention in entrepreneurship. So that attitudes and social factors become important capital creating interest in entrepreneurship.

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