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# DOES ENTREPRENEURSHIP EDUCATION PROMOTE STUDENTS ENTREPRENEURIAL INTENTIONS IN INDONESIA? THE MEDIATING ROLE OF MOTIVATION AND ATTITUDE

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A B S T R A C T

*This research aims to find out how the influence of entrepreneurship education on entrepreneurial attitudes, motivation, and intentions in universities and to see the role of attitudes and motivation as a mediation between entrepreneurship education and entrepreneurial intentions. This study uses a quantitative research approach to see the effect between variables using a questionnaire with a sample of 221 respondents. Data were analyzed using smart PLS to test the predictions of the hypothesized variables. It was found that entrepreneurship education significantly affected motivation and attitude, while it significantly affected entrepreneurial intention. The direct influence of entrepreneurship education cannot significantly impact entrepreneurial intentions, but through the mediation of attitudes and motivation, entrepreneurship education can influence entrepreneurial intentions. This research can provide consideration and input for the campus to make better learning methods and create student characteristics for entrepreneurship because the role of attitude and motivation can support the role of entrepreneurship education in shaping entrepreneurial intentions. This paper could give better understandings of entrepreneurial intention among university students and add to the existing literature of the disciplines. This research could also enable the government, especially the Ministry of Higher Education, to swot and forecast the future educational agendas or programs of all tertiary edification in the country to upsurge the pool of future young entrepreneurs who could lead and bring the republic to prosper*



## 1. INTRODUCTION

Indonesia has the four largest populations after China, India, and the United States), with around 260 million. The Indonesian state has great potential to develop and move forward because half of Indonesia's total population is 30 years old, where young people are the next generation. Indonesia gets the golden era because of the demographic bonus, namely in 2045, the total population of Indonesia is 70% in productive age (15-64 years), while the remaining 30% of the population is unproductive, namely people under the age of 14. years

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and population aged over 65 years in the period 2020 to 2045. The demographic bonus will be achieved if Indonesian residents have quality and competitive human resources so that it will have an impact on Indonesia's economic growth. The factors that influence the competition's success for countries and companies are human factors Zavyalova et al. (2017) based on human resources (Ignatova &Vasilyev, 2013). The role of human resources is critical and supportive in the country's economy. Porter (1990) is skilled, flexible, and educated, making it an essential source of competitive advantage for the economy. Haber & Larasati (1999) emphasize the need for human resources to change the global economy. In some Southeast Asian countries, high-quality human resources are the key to growth (Vo & Rowley, 2010). Quality, creativity, productivity human resources will increase per capita income and impact the country's economic growth.

However, the Indonesian state is still facing the problem of unemployment. High unemployment is a significant problem for a country (Vo & Rowley, 2010) and a particular concern for the government to solve it immediately. Based on published data and statistics from the Indonesian Central Statistics Agency (BPS), it is surprising to know that the unemployment rate in Indonesia in 2019 compared to 2017 from the graduate level for elementary school, junior high school, senior school, and vocational levels have decreased, but graduates' unemployment at the diploma and university levels have increased, even for university graduates reaching 20 %. This is considered a problem because diploma and university graduates are considered future leaders of a country, and they are considered capable in terms of expertise and knowledge in contributing to the progress of the Indonesian nation. This issue will become a great future burden to the government of Indonesia if the unemployment rate remains increasing. Perhaps, this is caused by the gap between the education system and the intention of students to become entrepreneurs. The quality of the education system is a very important contributor to the quality level of human resources. In higher education, coaching is needed for students to create an entrepreneurial spirit of students. This is with the hope that college graduates can create jobs. However, the reality is that the level of unemployment among university graduates continues to increase. In addition, the world conditions that occurred with the Covid 19 outbreak made job opportunities in companies getting smaller.

Shinnar et al. (2014) claimed that entrepreneurship education is the primary driver in encouraging entrepreneurial activities and job creation. The government is looking forward to the youth generation being skillful and innovative in creating their jobs through entrepreneurship because entrepreneurship will reduce disturbance and improve its economy. Entrepreneurship is built upon courage, problemsolving skills, creativity in making solutions (Fauzi,2021). According to Hafer (2013), increased economic growth is normally a result of increased entrepreneurship. Entrepreneurship in many countries has been viewed as a positive contributor to job creation simultaneously reduces poverty (Igwe et al., 2013). Seeing the success in many developed countries such as Europe and American, almost all of their universities offered entrepreneurship courses at the tertiary level of education. According to Vučijak et al. (2018) it is very important to work on the development of entrepreneurial competences for students, through the improvement of study programs, student exchange and mobility. Even countries in fast-growing Asia such as Singapore, Japan, and China also emphasized the concept of entrepreneurship in their curriculum (Kitson et al., 2004). Thus, entrepreneurship is the primary means of stimulating the country's competitiveness. The researcher included the motivation and attitude factors that were expected to mediate the effect of entrepreneurship education on students' intention to entrepreneurship to support the research thought. Motivation and attitude make it essential for students to intend to be entrepreneurial. Motivation can increase student enthusiasm, while attitudes can shape character and entrepreneurial spirit. In Indonesia, several attempts were made to create entrepreneurial spirit and motivation. This is done in schools and universities and continues to be improved by several methods and strategies. Solesvik (2013) argues that entrepreneurial motivation follows beliefs related to attracting emerging ideas. (Collins et al., 2004), entrepreneurial motivation significantly affects entrepreneurial career choices.

Furthermore, intention is the psychological aspect of a person who influences behavior (Fauzi,2021). student entrepreneurial intentions are heavily influenced by individual factors and social factors in the environment. (Shirokova et al., 2015). The attitude that a person has will be a solid mental and character to become an entrepreneur. Having the courage to take risks and having creative ideas are the main assets for students to become entrepreneurs. Entrepreneurship education, entrepreneurial family background, and environments such as the influence of family and friends can change a person's character. Individual attitudes will form entrepreneurial intentions driven by strong motivation and supported by unique abilities. Tkachev & Kolvereid (1999). attitudes towards entrepreneurship are influenced, business background, innovation, self-efficiency, risk-taking, and independence. Furthermore, entrepreneurship education, family background, role models, and personality traits (Krueger *et a*l., 2000; Diaz & Jimenez, 2010; Rauch & Hulsink, 2015) influence entrepreneurial success intentions. From the background and problems that occur, this study aims to determine the influence between variables and see the role of motivation and attitudes in mediating students' intentions to become entrepreneurs, and It is expected that the conceptual framework in this study will provide an overview and assumptions of the variables studied.

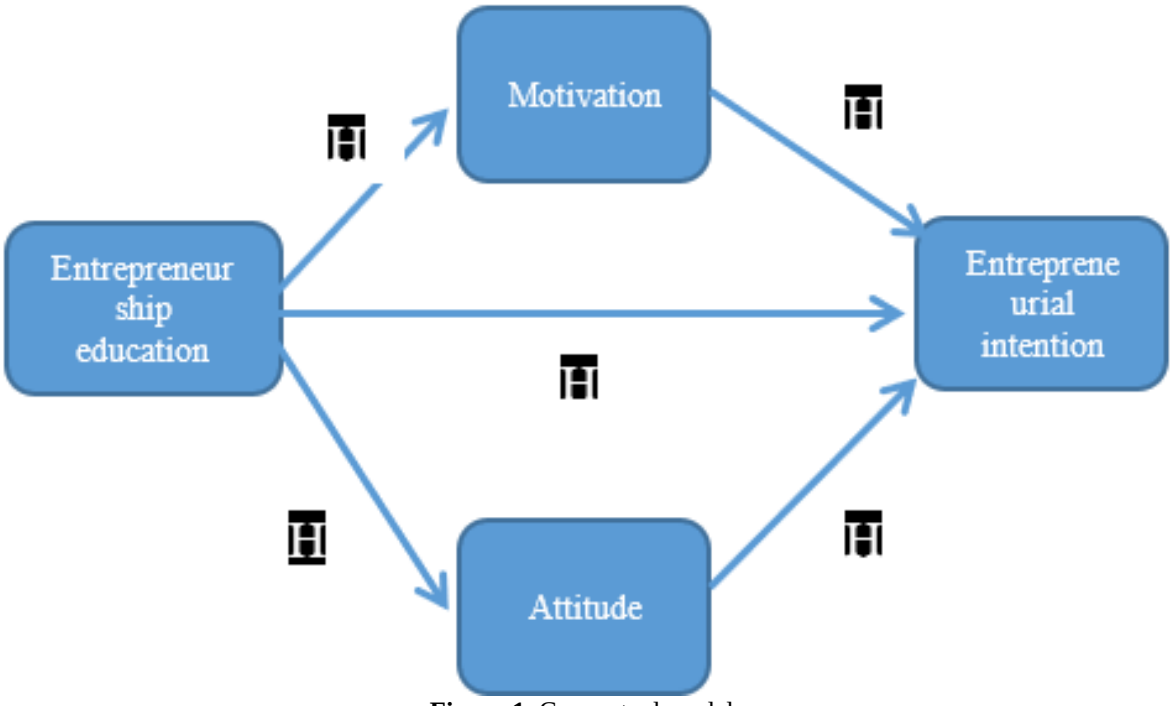


**Figure 1.** Conceptual model

Based on the above discussions and framework, the following predictions and hypotheses were formed for further analyses and testing. Accordingly, the following are the hypotheses that will be explored in this study:

**H1a**: Entrepreneurship education has a significant effect on attitudes
**H1b**: Entrepreneurship education has a significant effect on motivation
**H1c**: Entrepreneurship education has a significant effect on entrepreneurial intentions
**H2**: motivation has a significant effect on entrepreneurial intentions
**H3**: Attitude has a significant effect on entrepreneurial intentions

## 2. METHODOLOGY

The quantitative approach used in this study is considered more suitable because it generalizes the results to the entrepreneurial intention population. This type of research uses explanatory research to explain the causal relationship between several existing variables through hypothesis testing (Sugiyono 2012:93). This research was conducted for seven months, from March 2020 - September 2020, by collecting data supporting this research. In the research to take samples with several criteria, the first is 7th-semester students and has taken entrepreneurship courses, and the second is economics faculty students. The population in this study is 7th-semester undergraduate students of the economics faculty who will graduate from universities in East Java, Indonesia. East Java is an area in terms of the economic and business environment with good conditions. Central Bureau of Statistics data states that East Java has the lowest inflation rate with a value of 2.75%. This is one of the opportunities that college graduates must become entrepreneurs. The researcher took a sample of 7th-semester students because the researcher wanted to know students' entrepreneurial intentions who had received material, knowledge, and training about entrepreneurship education. In addition, the researcher took a sample of students from the economics faculty because it was following the objectives of the economics faculty who, on average, had the intention to become entrepreneurs. From the distribution of questionnaires that have been carried out using the help of google forms at universities and colleges in East Java, the research sample is 221 respondents. In this study, the researchers took random without discriminating gender between men and women and financial conditions in the family. Researchers do this because researchers generalize between men and women in doing entrepreneurship. Everyone has the potential to be entrepreneurial. This study uses a non-probability sampling method, namely incident sampling, and data collection is given to students through a questionnaire designed by the researcher. In distributing the questionnaire to students, lecturers who are members of the management lecturer forum and the Indonesian Lecturer Association (IDRI) are assisted in distributing the questionnaire to all universities and colleges in East Java, Indonesia.

This study has three main variables: the independent variable, the mediation, and the dependent variable. The dependent variable is a variable that can be influenced by other variables consisting of intentions. At the same time, the independent variable cannot be influenced by other variables, namely entrepreneurship education. Furthermore, motivation and attitude become moderating variables. The measurement items of the entrepreneurial education variable were adopted Storen's (2014) with 7 question items, and the motivation variable refers to Botsaris & Vamcaka (2016) with 5 question items, the 7 question items to measure the attitude variable was adopted from Liñán & Chen (2009), Kolvereid & Isaksen (2006); Gundry & Welch (2001), as well as Leroy et al. (2010). At the same time, the variable of entrepreneurial intention adopted 6 question items developed by McGee et al. (2009) and Gelaidan & Abdullateef (2017). All the items were measured using 5-points Likert scales. This study collected the data using a questionnaire developed by adopting a series of items developed by previous prominent studies as outlined before. The data was then analyzed and tested through various analyses starting with the items' validity test. A validity test was conducted to see the validity of the questions in the questionnaire, which is said to be valid if the value of r> 0.3 (Sugiyono, 2013). In the PLS analysis, the indicator test can also be seen from the value of the outer model. If the outer model value meets it, it can be said that the indicator can be measured and is valid. Furthermore, to see a good relationship between variables, it must meet the inner model test. After the outer model and inner model meet, it can be tested for the effect of variables.

## 2.1 Validity Test

Sugiyono (2012) states that a valid instrument means that the measuring instrument used to obtain data (measurement) is valid. In this research, valid means showing that the research instrument can measure what should be measured. To measure the validity of an instrument item, it can be seen from the correlation coefficient (r count), which connects the score of the question item with the total score. If the correlation coefficient (r count) is 0.3, ≥ it can be concluded that the question item is valid. Meanwhile, if the correlation coefficient (r count) ≤ 0.3, it can be concluded that the question item is invalid. SPSS was used to calculate the r-value.

Previously mentioned, entrepreneurship education is directly measured on a scale of 1 to 5 developed by Storen (2014) by using existing research from 9 items of statements, the researcher takes 7 statement items, namely use, help work, competence, trust, creativity, knowledge, and skills. The statement items and their sources are listed in Table 1.

**Table 1.** Entrepreneur Education

| No | Item | r value | Reference |
|---|---|---|---|
| 1 | Entrepreneurship education helps to build their own business | 0.533 | Storen (2014) |
| 2 | Entrepreneurship education is useful for doing my current job | 0.729 | |
| 3 | Entrepreneurship education has enhanced my competence in the innovation process | 0.623 | |
| 4 | Increase my ability and confidence to take the initiative | 0.721 | |
| 5 | Entrepreneurship education encourages me to develop creative ideas to become an entrepreneur | 0.641 | |
| 6 | Entrepreneurship education adds to the necessary knowledge | 0.724 | |
| 7 | Entrepreneurship education developed my skills and abilities | 0.675 | |

To explain motivation. Motivation is directly measured on a scale of 1 to 5, with items developed by Botsaris & Vamcaka (2016) using existing research. Researchers used 5 statement items: looking for information, methods, sharing with experienced people, inspiration, and the main reason. The 5 statement items and their sources are listed in Table 2.

**Table 2.** Motivation

| No | Item | r value | Reference |
|---|---|---|---|
| 1 | The desire to seek information about entrepreneurship. | 0.676 | Botsaris & Vamcaka (2016) |
| 2 | I will look for various methods to start my business. | 0.577 | |
| 3 | I ask people who have entrepreneurial experience. | 0.712 | |
| 4 | Entrepreneurship is the reason why I seek information. | 0.687 | |
| 5 | Entrepreneurship inspires me. | 0.736 | |

To explain entrepreneurial attitudes. Entrepreneurial attitudes are directly measured on a scale of 1 to 5 with a statement item developed by Liñán & Chen (2009) to make entrepreneurs more profitable, and there are resource opportunities to start a business, Kolvereid & Isaksen (2006) entrepreneurs get satisfaction, like owning their own business, Gundry, & Welch (2001) are better off doing business alone than pursuing a career, willing to make sacrifices, Leroy et al., (2010) evoke positive thoughts. By using existing research, Item statements with their sources are listed in Table 3.

**Table 3.** Attitudes

| No | Item | r value | Reference |
|---|---|---|---|
| 1 | I will benefit if I become an entrepreneur | 0.687 | Liñán & Chen (2009) |
| 2 | I will start a business if I have the opportunity and capital | 0.710 | |
| 3 | I feel the satisfaction of fingering entrepreneurship | 0.734 | Kolvereid & Isaksen (2006); |
| 4 | Owning your own business is preferable to a large salary at someone else's company | 0.638 | |
| 5 | Owning your own business is more like pursuing a career. | 0.642 | Gundry & Welch (2001) |
| 6 | I will make sacrifices to stay in business. | 0.672 | |
| 7 | Being an entrepreneur creates positive thoughts. | 0.749 | Leroy et al. (2010) |

Entrepreneurial interest is directly measured by a scale of 1 to 5 item statements developed by McGee et al., 2009 is determined to make a business venture, learn to start a business, and plan to create a business Gelaidan & Abdullateef (2017) have strong intentions, choices to become entrepreneurs and professional goals. Items by source are listed in Table 4.

**Table 4.** Entrepreneurial Intentions

| No | Item | r value | Reference |
|---|---|---|---|
| 1 | I have a determination 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 someday. | 0.710 | |
| 4 | I have strong intentions to start a company one day. | 0.734 | Gelaidan & Abdullateef (2017) |
| 5 | I prefer to be an entrepreneur | 0.675 | |
| 6 | My professional goal is to become entrepreneurial | 0.691 | |

From the data processing results, the validity measurement of each item of the statement obtained a value of more than 0.3; this indicates that each item made has good validity.

## 2.2 Equation Model Measurement

The measurement model is obtained after being carried out through the bootstrapping procedure. The following is an interpretation of the measurement equation obtained from the analysis (Table 5).

**Table 5.** Outer loading

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values |
|---|---|---|---|---|---|
| Ee1 <- entrepreneurship education | 0.752 | 0.749 | 0.049 | 15.414 | 0.000 |
| Ee2 <- entrepreneurship education | 0.723 | 0.715 | 0.048 | 14.957 | 0.000 |
| Ee3 <- entrepreneurship education | 0.834 | 0.829 | 0.035 | 23.750 | 0.000 |
| Ee4 <- entrepreneurship education | 0.836 | 0.834 | 0.027 | 30.766 | 0.000 |
| Ee5 <- entrepreneurship education | 0.777 | 0.765 | 0.057 | 13.600 | 0.000 |
| Ee7 <- entrepreneurship education | 0.833 | 0.829 | 0.033 | 25.496 | 0.000 |
| M1 <- motivation | 0.830 | 0.825 | 0.037 | 22.307 | 0.000 |
| M2 <- motivation | 0.849 | 0.843 | 0.032 | 26.244 | 0.000 |
| M3 <- motivation | 0.807 | 0.798 | 0.046 | 17.634 | 0.000 |
| M4 <- motivation | 0.792 | 0.788 | 0.042 | 18.796 | 0.000 |
| M5 <- motivation | 0.838 | 0.836 | 0.031 | 27.491 | 0.000 |
| A1 <- attitude | 0.685 | 0.675 | 0.058 | 11.709 | 0.000 |
| A2 <- attitude | 0.821 | 0.814 | 0.038 | 21.331 | 0.000 |
| A3 <- attitude | 0.805 | 0.802 | 0.036 | 22.363 | 0.000 |
| A4 <- attitude | 0.817 | 0.813 | 0.032 | 25.781 | 0.000 |
| A5 <- attitude | 0.745 | 0.741 | 0.043 | 17.270 | 0.000 |
| A6 <- attitude | 0.710 | 0.704 | 0.056 | 12.663 | 0.000 |
| A7 <- attitude | 0.808 | 0.803 | 0.039 | 20.692 | 0.000 |
| In1 <- entrepreneurship intention | 0.863 | 0.859 | 0.025 | 34.517 | 0.000 |
| In2 <- entrepreneurship intention | 0.824 | 0.819 | 0.034 | 23.979 | 0.000 |
| In3 <- entrepreneurship intention | 0.829 | 0.823 | 0.048 | 17.152 | 0.000 |
| In4 <- entrepreneurship intention | 0.851 | 0.850 | 0.026 | 33.209 | 0.000 |
| In5 <- entrepreneurship intention | 0.813 | 0.809 | 0.030 | 27.230 | 0.000 |
| In6 <- entrepreneurship intention | 0.835 | 0.833 | 0.028 | 29.584 | 0.000 |

The EE 1 indicator can be explained by Entrepreneurship Education of 0.752. The positive value on the coefficient of the Entrepreneurship Education variable shows that there is a directly proportional influence between Entrepreneurship Education on EE1. The t-statistic value obtained is 15.414> 1.96, which means that the EE1 indicator is valid. The same goes for other measurement models until the last indicator.

## 2.3 Measurement Model (Outer Model)

An Outer model can predict the effect of the relationship between variables in a structural model. The first step in evaluating the measurement model is used to provide indicators and variables. Outer Model measurement is done by looking at the validity and reliability of the variables. The measurement model can be seen using several things, including:

**Convergent validity**

Convergent validity is used to show that the manifest variable of the variable must be highly correlated. Outer loading is used to measure convergent validity; besides outer loading, you can also use Average Variance Extracted (AVE). Based on the results of data analysis, it can be seen in Table 5. All questionnaire indicators have an outer loading value of more than 0.7; this shows that all indicators of valid and significant variables inform their respective latent variables. Apart from looking at the outer loading to see the convergent validity value, it can also be done by looking at the evaluation value of each variable in the Average Variance Extracted (AVE). A construct if the AVE value is ≥ 0.5 indicates that the convergent validity is good to use. The AVE (Table 6) values obtained through the SmartPls software analysis can be seen in the following table.

**Table 6.** Average Variance Extracted (AVE), Cronbach's Alpha, Composite Reliability

| | cronbach's alpha. | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|---|---|---|---|---|
| Entrepreneurship education | 0.882 | 0.884 | 0.911 | 0.630 |
| Motivation | 0.881 | 0.883 | 0.913 | 0.678 |
| Attitude | 0.887 | 0.899 | 0.911 | 0.596 |
| Entrepreneurship intention | 0.914 | 0.914 | 0.933 | 0.699 |

From Table 6. Previously, the value of entrepreneurial education was 0.630, which means that the average variance of the indicators or elements of the entrepreneurial education questionnaire can be explained by entrepreneurship education is 63.0%. The AVE value of the motivation variable is 0.678, which means that the average variance of the indicators or elements of the motivation questionnaire can be explained by motivation is 67.8%. The AVE value of the attitude variable is 0.596, which means that the attitude variable can explain the average variance of the indicators or elements of the attitude questionnaire is 59.6%. The value of entrepreneurial intention is 0.699, which means that the average variance of the indicators or elements of the coach's intention questionnaire can be explained by the entrepreneurial interest variable is 69.9%.

**Discriminant validity**

The next step in evaluating the measurement model is to evaluate the validity of the discriminant when observing the cross-loading value explaining the latent variable which has the correct discriminant. Each indicator that measures construction must be more correlated with construction than other constructions (Yamin & Kurniawan, 2011: 54). The value of the indicator whose contract is higher than other constructs shows high discriminant validity. Based on Table 7, the analysis results show that each variable indicator has a higher cross-loading value than the cross-loading value of other variable indicators. This shows that each indicator is higher in correlation with its latent variable than other latent variables, so that it can be said to have good discriminatory validity. The cross-loading value obtained through data using the SmartPls software can be seen in the following table (Table 7).

**Reliability**

Reliability is the next step in evaluating the measurement model to see the reliability, accuracy, consistency, and accuracy of measuring instruments in measurement realization. This test is carried out to determine the internal consistency of the measuring instrument. The reliability test in PLS can use the composite reliability and Cronbach's alpha value. Composite reliability Measures the real value of the latent variable reliability and better estimates the latent variable's internal consistency. Meanwhile, the Cronbach Alpha value reflects the reliability of all indicators in the model.

Based on the analysis results shown in Table 6, it can be concluded that the composite reliability value of each latent variable has a value of more than 0.6 and a Cronbach's alpha value of more than 0.7. This shows that each indicator is reliable and has accuracy and consistency when measuring its latent variables.

**Table 7.** Cross loading

| | **Entrepreneurship education** | **Attitude** | **Motivation** | **Entrepreneurship Intention** |
|---|---|---|---|---|
| EE1 | 0.752 | 0.594 | 0.656 | 0.494 |
| EE2 | 0.723 | 0.535 | 0.537 | 0.496 |
| EE3 | 0.834 | 0.517 | 0.660 | 0.528 |
| EE4 | 0.836 | 0.543 | 0.684 | 0.596 |
| EE5 | 0.777 | 0.485 | 0.645 | 0.498 |
| EE7 | 0.833 | 0.569 | 0.661 | 0.514 |
| EE1 | 0.752 | 0.594 | 0.656 | 0.494 |
| A1 | 0.449 | 0.685 | 0.440 | 0.425 |
| A2 | 0.660 | 0.821 | 0.684 | 0.729 |
| A3 | 0.617 | 0.805 | 0.667 | 0.634 |
| A4 | 0.492 | 0.817 | 0.537 | 0.643 |
| A5 | 0.362 | 0.745 | 0.389 | 0.593 |
| A6 | 0.393 | 0.710 | 0.379 | 0.560 |
| A7 | 0.619 | 0.808 | 0.661 | 0.722 |
| M1 | 0.704 | 0.664 | 0.830 | 0.655 |
| M2 | 0.662 | 0.552 | 0.849 | 0.562 |
| M3 | 0.664 | 0.545 | 0.807 | 0.546 |
| M4 | 0.643 | 0.570 | 0.792 | 0.502 |
| M5 | 0.656 | 0.604 | 0.838 | 0.612 |
| IN1 | 0.560 | 0.689 | 0.637 | 0.863 |
| IN2 | 0.628 | 0.688 | 0.644 | 0.824 |
| IN3 | 0.571 | 0.628 | 0.615 | 0.829 |
| IN4 | 0.590 | 0.638 | 0.580 | 0.851 |
| IN5 | 0.475 | 0.726 | 0.525 | 0.813 |
| IN6 | 0.472 | 0.685 | 0.513 | 0.835 |

**Structural Model (Inner Model)**

Evaluation of structural models is carried out to see the relationship between latent variables. Structural model analysis can be performed using the coefficient of determination and prediction relevance. The coefficient of determination is used to measure how a model explains variation in the dependent variable. Endogenous variables are only on the coefficient of determination (R2), so there is no $R^2$ value for one exogenous variable, the independent variable in this research model. Based on the output obtained, the R-Square value for endogenic variables is as follows (Table 9).

**Table 8.** Coefficient determination

| Variable | R Square | R Square Adjusted |
|---|---|---|
| Motivation | 0.655 | 0.653 |
| Attitude | 0.464 | 0.462 |
| Entrepreneurship intention | 0.688 | 0.684 |

Based on the table above, the exogenous variables contained in this research model have a strong predictive accuracy for the motivation variable because the value of $R^2$ (0.65.5)> 0.35 (Botsaris & Vamcaka, 2016). The $R^2$ value of 65.5% means that the diversity of the motivational variable valuesthat the exogenous variable can explain is 65.5%. In contrast, the rest can be explained by other variables not included in the model.

The exogenous variables contained in this research model have a strong predictive accuracy for the attitude variable because the value of $R^2$ (0.464)> 0.35 (Chin, 1998). The $R^2$ value of 46.4% means that the diversity of the value of the consumer intention variable, which the exogenous variable can explain, is 46.4%. In contrast, the rest can be explained by other variables not included in the model.

The exogenous variables contained in this research model have a strong predictive accuracy of the consumer intention variable because the value of $R^2$ (0.688)> 0.35 (Chin, 1998). The $R^2$ value of 68.8% means that the diversity of the value of the consumer intention variable, which the exogenous variable can explain, is 6.88%. In contrast, the rest can be explained by other variables not included in the model.

**Prediction Relevance($Q^2$)**

To see the predictive ability in the research model built, it can be done by using tests. Interpretation of the results of the Prediction Relevance $Q^2$ is said to be good and as an explanation of the Prediction Relevance ($Q^2$) as to the Endogenous variable, if the value obtained is greater than 0, but if the Prediction Relevance ($Q^2$) is equal to 0, it indicates that the exogenous latent variable is less able to predict endogenous variables (Ghozali & Latan, 2015: 79). This test can only be performed for endogenous latent variables with reflective indicators. The value of ($Q^2$) is obtained by:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2)(1 - R_P^2)$$
$$Q^2 = 1 - (1 - 0.655^2)(1 - 0.465^2)(1 - 0.688^2)$$
$$Q^2 = 0.78$$

The Q² value obtained is 0.78 (large because 0.78> 0); this value indicates that exogenous latent variables have a good predictive ability of the model, so it can be said that exogenous variables can explain endogenous variables in this research model.

**Overall Model Evaluation (Goodness of Fit Index)**
The goodness of Fit (GoF) in smart PLS research is conducted to see whether the overall model is valid or not. The criteria used to see the value of Goodness of Fit (GoF) with the mean value of commonalities (AVE) and the average value of R². The Goodness of Fit Index is used in evaluating structural models and overall measurements, which can be calculated using the following formula:

$$GoF = \sqrt{\overline{com} \times \overline{R^2}}$$
$$GoF = \sqrt{0.602 \times 0.593}$$
$$GoF = \sqrt{0.357}$$
$$GoF = 0.596$$

From the calculation of the average value of com and the average value of $R^2$, can be obtained through the results of the SmartPLS software output so that the GoF value obtained is 0.596> 0.36 (large), meaning that in explaining empirical data, this model has the high ability so that the model formed can be said to be valid. (Table 9).

**Table 9.** Path Coefficients

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values |
|---|---|---|---|---|---|
| Entrepreneurship education -> attitude | 0.681 | 0.672 | 0.070 | 9.757 | 0.000 |
| Entrepreneurship education -> entrepreneurship intention | 0.077 | 0.067 | 0.092 | 0.840 | 0.401 |
| Entrepreneurship education -> motivation | 0.809 | 0.803 | 0.049 | 16.625 | 0.000 |
| Motivation -> entrepreneurship intention | 0.200 | 0.207 | 0.094 | 2.133 | 0.033 |
| Attitude -> entrepreneurship intention | 0.614 | 0.615 | 0.049 | 12.437 | 0.000 |

Statistical hypothesis testing was carried out using a significance level of 5%, and the p-value ≤ 0.05 was obtained, so the hypothesis was accepted. The effect of entrepreneurship education on attitude obtained a p-value ≤ 0.05, so the research hypothesis was accepted, meaning that entrepreneurship education significantly affected attitude. The path coefficient value, positive, is 0.681; if a person's entrepreneurship education increases by 1 unit, the student's attitude will increase by 0.681. The effect of entrepreneurship education on entrepreneurship intention has a p value> 0.05, so the research hypothesis is rejected, meaning that entrepreneurship education does not significantly affect entrepreneurship intention. The influence of motivation on entrepreneurship intention has a p-value of ≤ 0.05, so the research hypothesis is accepted, meaning that motivation significantly affects entrepreneurship intention. The path coefficient value, positive, is 0.200; this indicates that if a person's entrepreneurship education increases by 1 unit, student motivation will increase by 0.200. The effect of attitude on entrepreneurship intention has a p-value of ≤ 0.05, so the research hypothesis is accepted, meaning that attitude significantly affects entrepreneurship intention. The path coefficient value, positive, is 0.614; this indicates that if a person's entrepreneurship education increases by 1 unit, student motivation will increase by 0.614.

**Mediation Analysis**
The role of motivation and attitude as mediation can be seen in the table from the results of the analysis with PLS; then the data below is obtained (Table 10).

**Table 10.** Total Indirect Effects

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values |
|---|---|---|---|---|---|
| Entrepreneurship education -> attitude -> entrepreneurship intention | 0.418 | 0.413 | 0.052 | 8.081 | 0.000 |
| Entrepreneurship education -> motivation -> entrepreneurship intention | 0.162 | 0.167 | 0.078 | 2.086 | 0.038 |

## 3. DISCUSSION

The results of hypothesis testing that have been carried out indicate that entrepreneurship education significantly affects student motivation in entrepreneurship. Empirically shows that entrepreneurship education can have a real influence on student motivation to intend to be entrepreneurial. Entrepreneurship education has a positive effect, meaning that increasing entrepreneurship education will increase student motivation in entrepreneurship. Entrepreneurship education can increase competence so that it can inspire and increase

student motivation to become entrepreneurs. Entrepreneurship education can increase knowledge to create motivation for students to seek information about entrepreneurship. Entrepreneurship education encourages students to seek more experienced people and look for methods to start a business. Solesvik (2013) argues that entrepreneurial motivation follows beliefs related to attracting emerging ideas. By obtaining knowledge about college education, it is hoped to create ideas that will motivate students with the ideas that emerge. Anderson & Jack (2008) explain that entrepreneurial knowledge is a mentality, concept, skill. Students who are interested in the concept of entrepreneurship will try to learn and start a business. Entrepreneurship education can create skills in innovation, reading market opportunities to encourage student motivation to create their jobs. Strong motivation makes the impetus to be more advanced and learn things related to entrepreneurial knowledge.

The results of hypothesis testing indicated that entrepreneurship education has no significant effect on entrepreneurial intentions. Empirically, it shows that entrepreneurship education has not affected students' intentions to become entrepreneurs directly. This is not following research (Linan et al., 2011) which states that personal knowledge can significantly influence their intention to become entrepreneurs. The existing problems in education in Indonesia are only limited theoretically and lack practical activities. These conditions do not provide students with the experience to enter the business world. Their character is not ready to face the challenges and risks. A passionate entrepreneur has a resilient motivation and attitude, dares to take risks on the business he will run. A person's mental and character play an important role in entrepreneurial intentions. Entrepreneurship education that is taught directly at the university has not encouraged students to start entrepreneurship. Entrepreneurship education has not provided a strong impetus and determination to do entrepreneurship either shortly or in the future. Entrepreneurship education has not been able to create student intentions as an option for work. Entrepreneurship education given in tertiary institutions has not created a student mentality to be entrepreneurial. Anderson & Jack (2008) stated that entrepreneurial knowledge is a mentality, concepts, and skills are needed by companies.

Furthermore, entrepreneurship education significantly affects student attitudes in entrepreneurship. Empirically, it shows that entrepreneurship education can have a real influence on student attitudes toward entrepreneurship intentions. (Fayolle. et al., 2006) stated that entrepreneurship education and training could influence entrepreneurial behavior and attitudes. Entrepreneurship education can encourage students to create skills and positive thoughts in entrepreneurship. Entrepreneurship education can create student initiative and behavior that encourages the emergence of new and creative ideas. An entrepreneurial attitude forms a character who never gives up and sacrifices the business he will build.
On the other hand, motivation has been found to have a significant effect on student entrepreneurial intentions. Empirically, it shows that motivation can have a real influence on student entrepreneurial intentions. Individuals with high entrepreneurial motivation will become entrepreneurs (Shane et al., 2003) (Collins et al., 2004). Entrepreneurial motivation has a significant positive effect on entrepreneurial career choices. Someone will seek knowledge about entrepreneurship will encourage to create entrepreneurship. People's success will become role models, and exploring knowledge can create the intention to be entrepreneurial. Extensive knowledge will motivate students to intend to run future businesses.

Interestingly, attitudes have also proven to have a significant effect on students' entrepreneurial intentions. Although Solesvik (2013) argues that entrepreneurial motivation follows beliefs related to attracting emerging ideas, empirically, it shows that attitudes can influence students' intention to be entrepreneurial. Someone who has the opportunity and capital tends to have entrepreneurial intentions. Some people say that working alone feels more comfortable working in a company, raising entrepreneurial intentions. People who have a spirit of courage to take challenges and sacrifice can create an entrepreneurial spirit. Sometimes someone is less interested in finding a career in the world of work, they are more looking for time, and without pressure, entrepreneurs are one of the alternatives they are looking for.

From the analysis, the role of motivation as mediation can mediate between entrepreneurship education and entrepreneurial intention. Students need the motivation to encourage to act. The entrepreneurial education model is expected to be able to motivate students. giving easy learning concepts and displaying good figure examples will encourage motivation and increase student entrepreneurial intentions. (Collins et al., 2004) entrepreneurial motivation has a significant positive effect on entrepreneurial career choices. The role of a lecturer when providing education must be able to motivate students to create entrepreneurial desires. The motivation given can then be an evaluation to see the character of students. This existence will differentiate between entrepreneurs and non-entrepreneurs (Brockhaus 1982; Gartner 1985).

In addition to that, the role of attitude as a mediator is proven to work as it can mediate the relationship between entrepreneurship education and asking for entrepreneurship. Attitude is a person's mental attitude. If students can respond to the environment well, students will read existing business opportunities. Attitude is a character that a person has. An entrepreneur must have an unyielding attitude and be able to take existing risks. Some researchers conclude that personality positively

influences entrepreneurial intentions (Thomas & Mueller, 2000). Research that has been conducted (Gürol & Atsan, 2006) states that there is a positive relationship between individual attitudes and their intention to start a new business venture (Gürol & Atsan, 2006). A lecturer in teaching entrepreneurship courses carries out the formation of positive attitudes. They are contributing to the formation of student attitudes to be entrepreneurial.

## 4. CONCLUSION

Empirically, this research can develop concepts from previous research. In this study, entrepreneurship education was not able to directly influence students' intention to become entrepreneurs. Therefore, a mediating role of motivation and attitudes is needed to create student entrepreneurial intentions. Thus practically, university and entrepreneurship lecturers must be able to create good teaching methods for students. The role of lecturers greatly determines how to motivate students and shape students' entrepreneurial attitudes. The learning method with practical implementation and students directly plunging into the actors will foster experiences for students. In addition, the campus prepares a business incubator to support students who start up in entrepreneurship because business failures usually start with no mentoring. It also contributes to developing entrepreneurship science and for universities to determine entrepreneurship curriculum policies taught to students. Lecturers or campuses can provide good entrepreneurship learning concepts and designs according to student conditions to increase entrepreneurial intentions. Furthermore, this paper could give better insights into entrepreneurial intention among youth, especially university students, and enhance the existing literature of the disciplines. The findings from this research also could facilitate the government, especially the Ministry of Higher Education, in revising and planning the future educational programs or curriculum of all tertiary education in the country to increase the pool of future young entrepreneurs who could lead and bring the country to prosper.

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