

FACTORS INFLUENCING ENTREPRENEURIAL INTENTIONS MEDIATED BY ENTREPRENEURSHIP EDUCATION IN S1 MANAGEMENT STUDENTS OF TARUMANAGARA UNIVERSITY

Theodore Darren Tan^{1*}, Andi Wijaya¹

¹ Faculty of Economics and Business, Universitas Tarumanagara, Jakarta, Indonesia
Email: darrentan129@gmail.com

*Corresponding Author

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ABSTRACT

This research was conducted with the aim to determine the effect of entrepreneurial self-efficacy, entrepreneurial motivation, family support on entrepreneurial intention mediated by entrepreneurial education in Undergraduate Management Students at Tarumanagara University. The method used in this research is descriptive quantitative. The author used 200 respondents as subjects in this study, all of whom were students of the management and business faculties for the 2019-2022 class year. The results of the data from this study were obtained from data collection which was distributed via Google form online. This study explains that: 1) Entrepreneurial Self-efficacy has a non-positive effect on Entrepreneurial Education, 2) Entrepreneurial Self-efficacy has a positive effect on Entrepreneurial Education, 3) Entrepreneurial Motivation has a positive effect on Entrepreneurial Intention, 4) Entrepreneurial Motivation has a positive influence on Entrepreneurial Education, 5) Family Support has a positive effect on Entrepreneurial Intention, 6) Family Support has a non-positive effect on Entrepreneurial Education, 7) Entrepreneurial Education has a positive effect on Entrepreneurial Intention, 8) Entrepreneurial Self-efficacy has a not positive effect and does not significant effect on Entrepreneurial Intention mediated by Entrepreneurial Education, 9) Entrepreneurial Motivation has a non-positive and not significant effect on Entrepreneurial Intention mediated by Entrepreneurial Education, 10) Family Support has a non-positive and not significant effect on Entrepreneurial Intention mediated by Entrepreneurial Education.

Keywords: *Entrepreneurial Self-efficacy, Entrepreneurial Motivation, Family Support, Entrepreneurial Intention, Entrepreneurial Education, Tarumanagara University.*

1. INTRODUCTION

There have been many changes in this modern age and every country must be able to keep up with these changes. Indonesia's economy often experiences random ups and downs due to lack of jobs and many workers who have not found work after completing their education. Unemployment is one of the main problems that must be faced by a country, especially a developing country like Indonesia. Unemployment and overpopulation are 2 bad elements that afflict developing countries and it seems that with the emergence of an entrepreneur it is a hope to overcome the problem of unemployment by building companies in various states (Al Mamun et al., 2019) [4]. One of the factors that causes unemployment to increase is the lack of jobs after graduating from college and it will be difficult to find a job. With entrepreneurial *self-efficacy*, someone with high self-efficacy, namely the ability of a person to mobilize cognitive resources and plan actions needed to achieve successful results (Yousaf et al., 2020) [42].

By giving motivation to someone, he will experience the urge in him to do something like encouragement in entrepreneurship. Motivation is the driving force from within to carry out activities to achieve goals. Support from family or *family support* is one factor so that someone can do an entrepreneur, for example if someone has a family that has a business it will have high entrepreneurial intentions.

Entrepreneurship education is no less important if someone wants to succeed in doing a business, as according to Daniel & Handoyo (2021) [8], having extensive knowledge about entrepreneurship can influence his view of entrepreneurship itself. An entrepreneur must have special knowledge related to the business to be run. And with the existence of entrepreneurial education, it can be a driver to awaken entrepreneurial potential in a person. In addition, entrepreneurship education in higher education strengthens the basic entrepreneurial competencies of students, strengthens the influence of individual behavioral attitudes towards entrepreneurship and self-efficacy, and thus strengthens entrepreneurial intentions.

Based on the background and identification of existing problems, it can be concluded that the problems in this study are as follows,

- a. Is there an effect of *entrepreneurial self-efficacy* on *entrepreneurial intention*?
- b. Is there an effect of *entrepreneurial self-efficacy* on *entrepreneurial education*?
- c. Is there any influence of *entrepreneurial motivation* on *entrepreneurial intention*?
- d. Is there any influence of *entrepreneurial motivation* on *entrepreneurial education*?
- e. Is there any influence of *family support* on *entrepreneurial intention*?
- f. Is there any influence of *family support* on *entrepreneurial education*?
- g. Is there any influence of *entrepreneurial education* on *entrepreneurial intention*?
- h. Does *entrepreneurial education* mediate the relationship between *entrepreneurial self-efficacy* and *entrepreneurial intention*?
- i. Does *entrepreneurial education* mediate the relationship between *entrepreneurial motivation* and *entrepreneurial intention*?
- j. Does *entrepreneurial education* mediate the relationship between *family support* and *entrepreneurial intention*?

The Theory of Planned Behavior (TPB) is a further development of the theory of *Reasoned Action* (TRA), developed in 1967. According to Ajzen (1991) [3], the theory of planned behavior is a theory based on the assumption that people generally behave reasonably (behave rationally). A person usually behaves rationally and considers the consequences of his actions before deciding to act. This theory provides a framework for studying a person's attitude to his behavior. Based on this theory, the most important factor in human behavior is the intention to behave. An individual's intention to perform a behavior is a combination of attitudes toward behavior and subjective norms.

Planned Behavior Theory (TPB) is used to explain a person's desires, which then explains that person's attitude. The theory of planned behavior is a theory based on the assumption that people will generally behave in a rational manner. People often behave rationally, thinking about the effects of their actions before deciding to carry out them. This theory provides a framework for studying a person's attitudes toward their behavior.

From the above understanding, it can be concluded that *the Theory of Planned Behavior* (TPB) or Theory of Planned Behavior is an attitude determined by the will of people to do or not perform a certain feat. behavior or vice versa. then also in relation to the opinion of people who influence it positively or negatively.

The Link between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Self-efficacy can lead to individual entrepreneurial creativity, hence Entrepreneurial desire also plays a role. Self-efficacy can also be a guarantee for someone and encourage interest in starting a

business. A person with high self-efficacy, that is, the ability of a person to exert cognitive resources and plan the necessary actions to achieve a successful result.

Research by Yousaf et al. (2020) [42], is more likely to study entrepreneurial methods and techniques. Individuals with high motivation to plan their resources and activities are more interested in learning new entrepreneurial paradigms.

In Baraba's research (2021) [5], which shows that self-efficacy does not have a positive influence on *entrepreneurial intention*.

H1: There is a non-positive influence of self-efficacy on *Entrepreneurial Intention* in S1 Management students of Tarumanagara University

The Link between Entrepreneurial Self-Efficacy and Entrepreneurial Education

Self-efficacy is the confidence contained in entrepreneurs, entrepreneurship education has a positive impact on students' entrepreneurial career choices and its impact is significant and entrepreneurial self-efficacy increases self-confidence and the more fostered students' self-confidence, the higher the entrepreneurial intention will be (Indahsari & Puspitowati, 2021) [18].

The purpose of entrepreneurship education is to promote the right strategy for starting an independent business (Hasan et al., 2021a) [12], but entrepreneurial learning strategies depend on various factors, of which individual self-efficacy is an important precursor (Huyen Le et al., 2020) [16].

Results of previous studies (Martínez-Martínez & Ventura, (2020) [25]; Yousaf et al. (2020) [42] who found that there is a significant positive impact between self-efficacy and entrepreneurial intention.

H2: There is a positive influence of self-efficacy on *Entrepreneurial Education* in S1 management students of Tarumanagara University

The Link between Entrepreneurial Motivation and Entrepreneurial Intention

Initiatives to start a new business requires available knowledge and information. Individuals need to learn the right techniques and explore new opportunities that will give them an advantage when starting a business. People who are passionate and motivated to start a freelance business often learn from market conditions.

In addition, individuals who are motivated and courageous in taking risks building such businesses need knowledge and learning *platforms* to develop their entrepreneurship (Kah et al., 2022) [22].

This is in line with research from Aidha (2016) [2]; Faghih et al. (2021) [10]; Hassan et al. (2020a) [12] explained that entrepreneurial desire has a significant influence on entrepreneurship, which is directly proportional, when entrepreneurial motivation is low, student entrepreneurial interest is also low and vice versa, when entrepreneurial motivation is high, student entrepreneurial interest is also high.

H3: There is a positive influence of *Entrepreneurial Motivation* on *Entrepreneurial Intention* in S1 Management students of Tarumanagara University

The Link between Entrepreneurial Motivation and Entrepreneurial Education

Human psychology researchers claim that motivated individuals aim to learn new ideas and explore hidden opportunities in the market (Faghih et al., 2021) [10]. Educational institutions,

despite their enormous efforts, cannot make people who are unmotivated or unwilling to start local businesses learn entrepreneurship (Tarigan et al., 2022). Therefore, motivation is very important because it encourages individuals to acquire entrepreneurship education and develop positive entrepreneurial motives to start independent ventures. Encourage motivation.

These results are in accordance with research conducted by Indra et al. (2019) [19]; Jadmiko et al. (2019) [21]; Setiabudi (2019) [34] who stated that family support has significant and positive results on *entrepreneurial intention*.

H4: There is a positive influence of *Entrepreneurial Motivation* on *Entrepreneurial Education* in S1 Management students of Tarumanagara University

The Link between Family Support and Entrepreneurial Intention

Uniting families usually provide emotional support to their members according to Boldureanu et al. (2022) [7] who can develop profitable entrepreneurial motives to launch new initiatives to improve economic well-being. Family financial support can also provide capital to start a business. It is dynamic, easily transformed into a complementary resource and therefore useful in the creation of new businesses and in the implementation of the main basic activities necessary for the creation of new businesses (Manolova et al., 2019) [24]. Therefore, family support is very important for someone in starting a business on their own and family support can increase one's interest in learning entrepreneurship education, so one can increase one's interest in starting a business.

The results of this study are in line with Mukson et al. (2022) [27] family support in this study is not a determining factor for entrepreneurial students. Therefore, this mindset is still the task of society in general in improving entrepreneurship

H5: There is a positive influence of *Family Support* on *Entrepreneurial Intention* in S1 Management students of Tarumanagara University

The Link between Family Support and Entrepreneurial Education

Family support is the level of emotional, social, and financial support provided to launch a startup. Many young people are motivated to achieve something different in life and it is clear that most startup platforms are created by young people. Most young people rely on the emotional support of their families and mentors to achieve their dreams

(Hu et al., 2021) [15], but their dreams can be thwarted if they are forced to choose stable jobs against their will. Family members may be reluctant to support their child in risky work Boldureanu et al. (2022) [7] because they prefer to rely on secure work, regardless of their child's inclinations. Togetherness breeds unity and commitment, fosters a sense of belonging, and involves a moral need to help family members. The results of this study are in line with Maudiarti & Adriani (2021) [26]; Alexander Fabian Kodrati & Christina (2020); Ni Luh Wahyuni Widya Putri (2017) the results of previous research that showed that the relationship between entrepreneurship education and entrepreneurial intention was positive and significant.

H6: There is a positive influence of Family Support on Entrepreneurial Education in S1 Management students of Tarumanagara University

2. RESEARCH METHODS

Understanding research design, namely the strategy chosen by researchers to integrate research components thoroughly in a logical and systematic way to discuss and analyze research priorities. Qualitative research is based on the philosophy of postpositivism because it is useful for studying natural objects, (as opposed to experiments) researchers participate as a key tool, sampling, targeted and snowball data sources, the survey technique is triangulation (combined). Data analysis is inductive / qualitative, and the results of qualitative research emphasize relevance rather than generalization, because the main purpose of qualitative research is to make facts / phenomena understandable (*understandable*) and allow the formation of new hypotheses based on the model. Yusanto's study (2020) states that qualitative research has its own different approaches, allowing researchers to choose from these varieties to be suitable for the object of study. In this research using quantitative research design. Quantitative research is research that takes large amounts of data. It could be tens, hundreds, or maybe thousands. This is because the population of quantitative research respondents is very broad. According to Sugiyono (2018) quantitative data is a research method based on empirical research data (hard data) in the form of numbers measured using statistics as a calculation testing tool, related to the problem topic under study to draw conclusions

3. RESULTS AND DISCUSSIONS

Validity Analysis

In this study the analysis used results from convergent analysis. Here are the results of validity analysis testing:

Convergent analysis

The purpose of convergent validity analysis is to find out whether any relationship between an indicator and its latent variable is valid or not. To obtain the results of convergence analysis, researchers use the SmartPLS version. 04

Discriminant Analysis

Discriminant analysis is a multivariate analysis applied to model the relationship between one categorical response variable (non-metric, nominal or ordinal, qualitative) and one or more quantitative predictor variables.

Reliability Analysis

According to (Ghozali I., 2018). Reliability is actually a tool for measuring a questionnaire which is an indicator of a variable or construct. Cronbach Alpha has a > value of 0.60 so that overall the statement is considered reliable (Sugiyono, 2018) [35].

Coefficient of Determination Test

Based on the value of the test results, the coefficient of determination shows the R-square value (R^2) in the *Entrepreneurial Intention* variable of 0.787. The *Entrepreneurial Education variable* is 0.755. So it can be concluded that the value of the coefficient of determination in the variables *Entrepreneurial Intention* and *Entrepreneurial Education* is strong.

Predictive Relevance (Q²)

Based on the results of *predictive relevance testing* (Q²) in the Q-Square value table self-efficacy of 0.412, entrepreneurial intention 0.224, and motivation 0.274 has met the requirements > 0. It can be concluded that the resulting prediction model is good.

Hypothesis Test and Mediation Analysis (indirect effect)

Hypothesis testing and *indirect effects* are carried out by looking at t-statistical values and p-values using bootstrapping. If the t-statistic value is greater than 1.96 and the p-value is less than 0.05 then the hypothesis is not rejected. If the t-statistic value is less than 1.96 and the p-value is greater than 0.05 then the hypothesis is rejected. Based on the results of the *path coefficient* in table 4 shows that.

Based on the first hypothesis, the results of the research conducted showed that self-efficacy showed an insignificant influence on *entrepreneurial intention*. According to Rusnawati in Susanto (2018) defines self-efficacy as an individual's belief or trust in the ability he has in carrying out and completing the tasks he faces, so as to be able to overcome obstacles and achieve the expected goals. This can show that self-efficacy has a positive influence on a person. Individuals with high self-efficacy tend to expend significant effort for a longer period that can hinder the course of a business. This is in line with Baraba's research (2021) [5] which shows that self-efficacy does not have a positive influence on *entrepreneurial intention*.

Based on the second hypothesis, the results of research that have been conducted show that self-efficacy shows a significant or positive influence on *entrepreneurial education*. In this study, self-efficacy has a positive influence because *the original sample shows positive which is 0.489 and has a significant influence on entrepreneurial education with a P-value of 0.005 because it is smaller than 0.05 and T-statistics of 3.323 which means greater than 1.64*. This illustrates that the higher a person's confidence in learning entrepreneurship, the more they must have an entrepreneurial learning strategy and depend on different factors, including individual self-efficacy is an important antecedent (Hoang et al., 2021) [14]. These results are in line with the results of previous studies (Martínez-Martínez & Ventura, 2020 [25]; Yousaf et al. 2020) [42] who found that there is a significant positive impact between self-efficacy and entrepreneurial intention.

Based on the third hypothesis, the results of research that has been conducted by the author show that entrepreneurial motivation has a positive influence on *entrepreneurial intention*. This can be seen from the *original sample*, which is 0.292 and has a positive influence on *entrepreneurial intention* with the results of the *P-values showing a value of 0.004 which can be said to be positive because the results are smaller than 0.05 and the T-statistic is 2.849 which means greater than 1.64*. This is in line with research from Aidha (2016) [2]; Faghih et al. (2021) [10]; Hassan et al. (2020a) [12] explained that entrepreneurial desire has a significant influence on entrepreneurship, which is directly proportional, when entrepreneurial motivation is low, student entrepreneurial interest is also low and vice versa, when entrepreneurial motivation is high, student entrepreneurial interest is also high.

Based on the fourth hypothesis, the results of research that has been conducted show that entrepreneurial motivation has a significant or positive influence on *entrepreneurial education*. This can be seen from the *original sample*, which is 0.273 and has a positive influence on *entrepreneurial education with the results of P-values showing a value of 0.049 which can be said to be positive because the results are smaller than 0.05 and T-statistics show a value of 1.969 which means greater than 1.64 or >1.64*. These results are in accordance with research conducted

by Hassan et al. (2020a) [12]; Saoula et al. (2023) [33] who stated that family support has significant and positive results on *entrepreneurial education*.

Based on the fifth hypothesis, the results of research conducted by the authors show that there is a significant and positive influence between family support and *entrepreneurial intention*. This can be seen from the results of the *original sample* that has been carried out at 0.181 and has a positive influence on *entrepreneurial intention because the results of P-values show a value of 0.005 which can be said to be positive because the results are smaller than 0.05 and the results of T-statistics* This shows a number of 2,815 which means greater than 1.64 or >1.64 . The higher the family support, the more enthusiastic students will be in entrepreneurship. Family support is not just about providing assistance, but important is how the recipient perceives the meaning of the assistance. These results are in accordance with research conducted by Indra et al. (2019) [19]; Jadmiko et al. (2019) [21]; Setiabudi (2019) [34] who stated that family support has significant and positive results on *entrepreneurial intention*.

Based on the sixth hypothesis, the results of research conducted by the author show an insignificant or not positive impact between family support and *entrepreneurial education*. This can be seen from the results of the *original sample* which showed a value of 0.162 and had an insignificant influence on *entrepreneurial education because the results of P-values showed a value of 0.088 which means greater than 0.05 but the results of T-statistics* showed a value of 1.704 which means greater than 1.64 or >1.64 . The results of this study are in line with Mukson et al. (2022) [27] family support in this study is not a determining factor for entrepreneurial students. Therefore, this mindset is still the task of society in general in improving entrepreneurship.

Based on the seventh hypothesis, the results of research conducted by the author show that there is a significant or positive impact between *entrepreneurial education* and *entrepreneurial intention*. This can be seen from the results of the *original sample* which showed a number of 0.419 and had a positive influence on *entrepreneurial intention because the value of P-values showed 0.000 which means less than 0.05 and the results of T-statistics showed 4.411 which means greater than 1.64 or >1.64*. This shows that the impact of entrepreneurial intentions on students is greater if entrepreneurship education is examined more critically. Entrepreneurship education has a positive and significant effect on entrepreneurial intentions. the more often a person gets entrepreneurship education, the greater his intention to do business (Indahsari & Puspitowati, 2021) [18]. Iswahyudi & Iqbal (2018) [20] stated that the provision of entrepreneurship education is something that can be done to improve entrepreneurship. The results of this study are in line with Maudiarti & Adriani (2021) [26]; Alexander Fabian Kodrati & Christina (2020); Ni Luh Wahyuni Widya Putri (2017) the results of previous research that showed that the relationship between entrepreneurship education and entrepreneurial intention was positive and significant.

Based on the eighth hypothesis, the results of the study show that there is a significant influence between self-efficacy on *entrepreneurial intention* mediated by *entrepreneurial education*. This happens because both self-efficacy variables and *entrepreneurial education* variables directly affect *entrepreneurial intention*. While self-efficacy and *entrepreneurial education variables have an instant impact* on entrepreneurial intention, self-efficacy has a positive effect on *entrepreneurial education* and a positive influence on *entrepreneurial intention*. The results of this study are in line with Pujiastuti & Cahyo (2020) [31] finding evidence that entrepreneurship education mediates the influence of self-efficacy on *entrepreneurial intention*. This indirect causal

relationship shows that *Self Efficacy* will increase understanding of entrepreneurship education which will further increase *entrepreneurial intention*.

Based on the ninth hypothesis, the results of this study show that there is a non-positive influence between entrepreneurial motivation and *entrepreneurial intention* mediated by *entrepreneurial education*. This happens because both entrepreneurial motivation variables and *entrepreneurial education* variables directly affect *entrepreneurial intention*. When the variables of entrepreneurial motivation and *entrepreneurial education* have an instant impact on the variable of *entrepreneurial intention*, then the two variables may reinforce each other in influencing the variable *entrepreneurial intention*. The results found by this author are also in line with Prasetyo's previous research (2019) that entrepreneurial motivation for intention cannot be proven. Thus, mediation carried out by *entrepreneurial education* does not have a non-positive and insignificant influence on entrepreneurial intentions.

Based on the tenth hypothesis, the results of this study show that there is an unpositive influence between family support and *entrepreneurial intention* mediated by *entrepreneurial education*. This happens because both family support variables and *entrepreneurial education* variables directly affect *entrepreneurial intention*. While the variables of family support and *entrepreneurial education* do not have a significant effect, family support has a significant effect on *entrepreneurial intention*. The results of this study are in line with Gujrati et al. (2019) who said that there is no significant influence between family support and *entrepreneurial intention* mediated by *entrepreneurial education*.

4. CONCLUSIONS AND SUGGESTIONS

Based on the experience of researchers in this research process, the limitations found in this study are that researchers use the results and some previous research. The number of respondents that the researchers took was as many as 200 people which would definitely be even better if added respondents. As well as the respondent data that the researchers collected were students who were undergoing education or had just completed undergraduate education in economics and business in Jakarta, especially students of Tarumanagara University, Faculty of Economics and Business, S1 Management Study Program. The data collection process that researchers share with respondents through online questionnaires is sometimes that respondents do not show the opinions of actual respondents due to honesty and understanding factors that differ between each individual. This may make an influence and change in research results every year.

Seeing the rudimentary results of this study, it is hoped that further researchers can expand this research by adding variables and other factors that can affect entrepreneurial intention. In addition, it is hoped that further researchers can add respondents so as to produce more samples and the data to be studied is more accurate than before, so that the results of the study will be better. And can add And it is expected to be able to learn and explore more sources or references related to the research carried out in order to create complete and satisfactory research results.

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