

FACTORS AFFECTING ENTREPRENEURIAL INTENTION THROUGH ENTREPRENEURIAL ATTITUDES AS MEDIATION VARIABLES

Janeta Naomi Putri¹, Sarwo Edy Handoyo^{1*}

¹Faculty of Economics and Business, Universitas Tarumanagara, Jakarta - Indonesia

*Email: sarwoh@fe.untar.ac.id

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ABSTRACT

This study aims to determine the effect of entrepreneurship education and the environment on entrepreneurial intentions. This study also aims to determine the mediating effect of entrepreneurial attitudes on the influence of entrepreneurship education on entrepreneurial intentions and the environment on entrepreneurial intentions. The subjects of this study were students studying at Universitas Tarumanagara, majoring in management with a concentration in entrepreneurship. The sample used in this study was 100 respondents. The sample selection technique used in taking respondents is non-probability sampling with a purposive sampling approach. The data collection technique uses the survey method with questionnaires distributed online via Whatsapp social media, which is made via the Google form. Data analysis was performed on SmartPLS software version 3.3.9. The results of the data analysis show that entrepreneurship education and the environment each have a positive but not significant effect on entrepreneurial intentions. Entrepreneurial attitude has a positive and significant effect on entrepreneurial intentions.

Keywords: Education, Environment, Attitude, Entrepreneurial Intention

1. INTRODUCTION

Poverty and unemployment are problems that often occur in developing countries. Indonesia is a developing country that has high levels of poverty and unemployment. Fianka (2022) on indonesiabaik.id reported that the Central Statistics Agency (BPS) stated that the number of poor people in March 2022 reached 26.16 million people or 9.54% of the total population of Indonesia. Even so, this figure shows a decrease of 0.17%/0.34 million people in September 2021 and a decrease of 0.60%/1.38 million people in March 2021. However, this figure is still quite high when compared to the poverty rate and percentage. in 2019.

Unemployment is the main cause of the poverty rate where Abidin and Masrurroh (2022) on unair.ac.id report that the latest data from the Central Statistics Agency (BPS) shows that as of February 2022, the unemployment rate for Indonesian people was recorded at 5.83% of the total population. working age which amounted to 208.54 million people. The problem is that of the 5.83%, almost 14% are residents who graduated from diplomas and undergraduate (S1) levels. Several factors cause unemployment to occur at the diploma and undergraduate (S1) levels, namely: skills that do not match needs, expectations of income with high status, and limited job opportunities.

The low number of entrepreneurs causes unemployment and poverty. This is a crucial problem currently being faced by the people of Indonesia (umy.ac.id, 2011). Yuliardi (2022) on wartaonomi.co.id reports that Indonesia's entrepreneurship rate is still below 5% of the population. At present the Indonesian population who are self-employed is still low, namely, only 3.47% of the total Indonesian population, so more new SMEs are needed that can contribute to the economy in Indonesia. The Director General of IKMA (Small, Medium and

Multifarious Industries) of the Ministry of Industry Reni Yanita stated that Indonesia still needs 1.5 million new entrepreneurs in 2024 where it is targeted that the number of entrepreneurial people will increase by 0.48%, namely 3.95%.

Entrepreneurship needs to be a concern of the government in Indonesia because the poverty rate shows that Indonesia is ranked 4th poorest when compared to other Southeast Asian countries, such as Timor Leste, Laos, the Philippines, Vietnam, Myanmar, Thailand, and Malaysia. Jayani (2021) reports on databoks.katadata.co.id that the Asian Development Bank states that the proportion of Indonesia's population living below the poverty line ranks fourth in Southeast Asia, after Timor Leste, Laos, and the Philippines.

Slamet, et al. (2018: 11) explain that entrepreneurs are those who have a soul and use expertise to start a business as a solution to solving various problems in their environment. Wijaya and Handoyo (2022: 549) explain that entrepreneurial intention is a tendency to do something that is felt by someone who has the soul to form a creative business to benefit from existing opportunities. Universitas Tarumanagara in particular is a university with a vision: To become a superior entrepreneurial university with integrity and professionalism in Southeast Asia. Universitas Tarumanagara has a series of missions to achieve this vision, one of which is: Organizing education based on the values of integrity, professionalism, and entrepreneurship (IPE) (untar.ac.id/history-vision-mission, 2021). Universitas Tarumanagara, especially at the Faculty of Economics and Business with the Department of Management, is a very appropriate place for students to develop and maximize their skills and intentions toward entrepreneurship. Teaching staff needs to maximize the skills of UNTAR students to achieve the vision that has been set and need to encourage students to choose entrepreneurship as an appropriate and promising career.

Entrepreneurial intentions are important things that are interesting to discuss. There are several factors supporting entrepreneurial intentions, such as entrepreneurship education itself, social environment, family environment, and individual entrepreneurial attitudes. Daniel and Handoyo (2021: 949) found that entrepreneurship education had a positive and significant effect on entrepreneurial intentions in 150 university students in West Jakarta by purposive sampling. Barreto, et al. (2017: 53) on 351 business management students in Chile and Colombia stated that there was a positive and significant environmental influence on entrepreneurial attitudes and entrepreneurial attitudes had a positive and significant effect on entrepreneurial intentions. Bazkiaei, et al. (2022: 1009) of 251 final semester students in the field of management registered at the University of Malaysia stated that entrepreneurial attitudes had a positive and significant effect on entrepreneurial intentions.

The research gap in this study is research conducted by Daniel and Handoyo (2021: 949) stating that the environment has no significant effect on entrepreneurial intentions. Then Wijaya and Handoyo's research (2022: 553) found that entrepreneurship education had no significant effect on entrepreneurial intentions. Furthermore, research by Kusumojanto, et al. (2021: 5) explains that entrepreneurship education has no significant effect on entrepreneurial intentions.

Entrepreneurial intentions need to be improved on an ongoing basis. Entrepreneurial individuals can contribute to increasing the welfare of the country's economy by opening new jobs thereby reducing the open unemployment rate and will automatically reduce the poverty rate. Therefore, the importance of entrepreneurship education, especially for tertiary institutions, and the importance of support from the surrounding environment to increase individual intentions toward entrepreneurship.

With a background, identification, and the existence of a limitation of the problem, five points arise in the research objectives, as follows. Empirically testing the effect of entrepreneurship education, social environment on entrepreneurial intentions, and entrepreneurial attitudes as a mediating variable in Universitas Tarumanagara students majoring in management with a concentration in entrepreneurship.

Theoretical Review

Theory of Planned Behavior

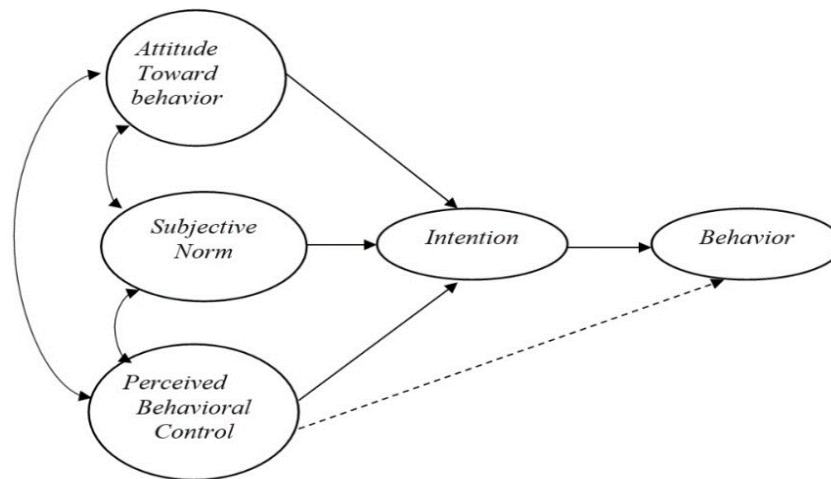


Figure 1. Theory of Planned Behavior
Source: Ajzen (2020)

According to the theory of planned behavior, attitudes, subjective norms, and perceived behavioral control are the only predictors of intentions. Actual intention and control are the only factors that determine behavior. Stating that no additional constructs are necessary to secure accurate predictions of intentions and behavior. This proposition is known as the adequacy assumption. However, the theory of planned behavior is open in principle to the inclusion of additional predictors. Just as the theory of reasoned action is extended to produce a theory of planned behavior by adding perceived behavioral control, it is also possible to include other predictor variables that are not yet part of the theory (Ajzen, 2020: 317). Among the additional factors most frequently posited by researchers are self-identity (the extent to which I perceive myself as the type of person performing the attractive behavior), anticipated affect (how performing the behavior will make me feel), and past behavior (as habit strength indicator). For discussion of research that tests the assumption of adequacy (Fishbein and Ajzen, 2010: 281).

The theory of planned behavior (TPB) provides the view that individual intentions originate from attitudes towards the behavior itself, subjective norms and self-efficacy. This study discusses entrepreneurial intentions that are influenced by entrepreneurship education, the environment and entrepreneurial attitudes. TPB will be a supporting theory that strengthens the framework and research model in this study.

Entrepreneurial Education

Entrepreneurship education is a series of individual knowledge provided by schools/universities related to the business environment, the need for abilities to become entrepreneurs, and individual abilities in detecting business opportunities (Barreto et al., 2017: 51). Bazkiaei, et al. (2021: 1014) defines entrepreneurship education as a learning process related to all entrepreneurial activities carried out by universities for individuals by forming an individual mindset to think about a business plan that is formed. Wardani and Nugraha (2021: 83) define entrepreneurship education as a learning platform that introduces individuals to knowledge about entrepreneurship and makes individuals creative in building businesses. Wibowo and Pramudana (2016: 8172) define entrepreneurship education as learning that individuals receive to change individual views, behaviors, and mindsets to maximize individual intentions to become successful entrepreneurs. Daniel and Handoyo (2021: 945) define entrepreneurship education as an educational program that works on aspects of entrepreneurship as an important role in preparing individuals to become successful entrepreneurs. Entrepreneurship education is an activity carried out to increase one's understanding of the preparation and importance of entrepreneurship and to change one's mindset so that it is oriented towards opening an entrepreneurial business (Wijaya and Handoyo, 2022: 549). Based on several definitions, it is stated that entrepreneurship education is a learning platform received by individuals related to changing mindsets, views, and behavior to become successful entrepreneurs with the provision of the ability to detect the business environment and existing business opportunities.

Environment

The environment is the basis for supporting individual growth and development in carrying out behavior by increasing social knowledge, experience, and effective synergy (Kusumojanto et al., 2021: 11). Barreto, et al. (2017: 51) defines the environment as the ideal location for individuals to gain knowledge, insight, and support for individuals in carrying out certain behaviors such as entrepreneurship and others. Sanchez, et al. (2022: 8) defines the environment as a place for individuals to carry out activities such as a place to carry out entrepreneurial activities surrounded by the surrounding community as well as a place for individuals to gain or contribute to others. The environment is a social process that causes interaction between individuals with one (Prawira, 2014). Wardani and Nugraha (2021: 84) The environment is an individual influencer in the form of motivation which becomes an encouragement or support for individuals in determining every step taken. The environment is divided into two, namely: primary and secondary environments. The primary environment is the closest and closest interaction relationship that a person socializes with, such as family. Whereas the secondary environment has looser interactions, such as friends, role models, and others (Daniel and Handoyo, 2021: 945). Based on several definitions, it is stated an environment is a place for individuals to carry out socialization or social interaction which will broaden individual insights and can make individuals tend to carry out certain behaviors.

Entrepreneurial Attitude

An entrepreneurial attitude is a mental readiness in several forms of correct action towards something such as the act of opening a business and how people respond to conditions and arrangements in their lives (Rosmiati et al., 2015). Kurczewska (2011) suggests that entrepreneurial attitude is a tendency that involves three main domains namely cognitive, affective and conative individuals who encourage to find, take initiative, and implement unique

ways of combining technology and products by increasing efficiency by providing exemplary services to gain more significant profits. Kusumojanto, et al. (2021: 15) entrepreneurial attitudes are individuals who show an interest in all activities related to entrepreneurship and make career choices as entrepreneurs, feel satisfied, and feel that entrepreneurship has unlimited opportunities. An entrepreneurial attitude is an individual's tendency to prefer entrepreneurship by feeling that entrepreneurship is more profitable than all other career choices (Barreto et al., 2017: 51). Bazkiaei, et al. (2021: 1015) define entrepreneurial attitudes as individual feelings and insights towards entrepreneurship by showing a positive sense of profit, attractiveness, preference, and satisfaction for everything that refers to entrepreneurial activity. Santoso and Handoyo (2019: 3) state that an entrepreneurial attitude is an attitude and assessment that is evaluative in nature about positive (beneficial) or negative (detrimental) towards an action that an individual will take regarding his choice to become an entrepreneur. Based on several definitions, it is stated that entrepreneurial attitude is an individual's tendency to have a mentality in entrepreneurship and individuals who show interest and enthusiasm for everything related to entrepreneurship.

Entrepreneurial Intention

Entrepreneurial intentions are individual thoughts that direct their actions to do or create new, creative and unique businesses through exploiting business opportunities and taking risks (Linan et al., 2011). Barreto, et al. (2017: 51) states that entrepreneurial intention is an individual's consideration for creating new businesses in the future by taking every necessary effort and choosing to be self-employed rather than being an employee. Sanchez, et al. (2022: 8) stated that entrepreneurial intentions are individuals who are ready to do everything, have a main goal, be involved, and are strongly oriented to establishing a business in the future. Entrepreneurial intention is a person's tendency to choose to do or not do certain behaviors/work/purposes, especially to open/create a new business. Entrepreneurial intention is an individual process of integrating opportunities, and resources and identifying opportunities regularly to create businesses (Asunka et al., 2016: 22). Daniel and Handoyo (2021: 946) state that entrepreneurial intentions are a representation of planned actions to carry out entrepreneurial behavior. Before someone starts a business (entrepreneurship) it takes a strong commitment to start it. Based on several definitions, it is stated that entrepreneurial intention is all thoughts, dedication, and individual tendencies to open a business in the future by doing business related to identifying opportunities in entrepreneurship and choosing entrepreneurship rather than being an employee.

Research Framework and Hypotheses

The number of poor people in Indonesia increased from 2019-2021 and decreased slightly in 2022. Nearly 14% of diploma and undergraduate students are unemployed in Indonesia. The low number of entrepreneurs causes a high percentage of poverty and unemployment, where the number of Indonesians who are self-employed is only 3.47 of the total population of Indonesia. This figure is still far when compared to other Southeast Asian countries. This happens due to a lack of individual entrepreneurial intentions, which is triggered by a lack of entrepreneurship education and an environment that does not support individuals to carry out entrepreneurial activities.

Entrepreneurship education plays an important role in triggering individual entrepreneurial attitudes to increase individual entrepreneurial intentions. Entrepreneurship education is known to be a place for learning that is received by individuals regarding changing mindsets, views,

and behavior to become successful entrepreneurs with the provision of the ability to detect the business environment and existing business opportunities. If entrepreneurship education is improved, it will trigger individual entrepreneurial attitudes to grow and will increase individual entrepreneurial intentions which can make individuals engage in entrepreneurial behavior.

The environment also plays a strategic role in triggering individual entrepreneurial intentions. The environment is known to be a place for individuals to carry out socialization or social interaction which will broaden individual insights and can make individuals tend to carry out certain behaviors. The more the environment supports individual entrepreneurial activity, the more it can trigger a growing individual entrepreneurial attitude where which can further foster individual entrepreneurial intentions.

An entrepreneurial attitude is an individual's tendency to have a mentality in entrepreneurship and individuals who show interest and enthusiasm for everything related to entrepreneurship. Entrepreneurial attitude increases, it also increases individual entrepreneurial intentions.

The problems of poverty and unemployment that occur are caused by a lack of public awareness, especially among tertiary institutions, of the importance of entrepreneurship. Individuals carrying out entrepreneurial behavior can be triggered by their intentions. Entrepreneurial intentions are triggered by entrepreneurship education, the environment, and entrepreneurial attitudes. Based on this, an image of the research model was created, namely as follows:

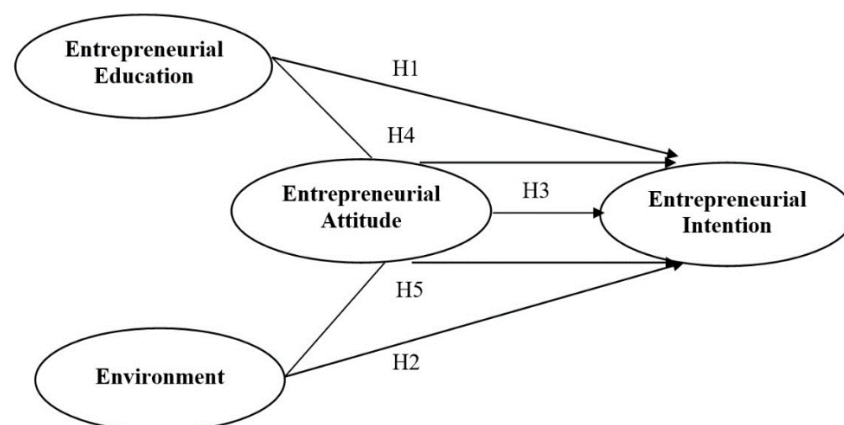


Figure 2. Research Model

Based on the framework that has been made in the previous section, relevant research, and descriptions of the problem formulation and framework, five research hypotheses are formed, namely as follows. Entrepreneurial education refers to a place for learning that individuals receive regarding changing mindsets, views, and behavior to become successful entrepreneurs with the provision of the ability to detect the business environment and existing business opportunities. Enhanced entrepreneurial education will increase entrepreneurial intentions. Previous research conducted by Brush et al. (2017) explained the strong correlation between entrepreneurial education and the attainment of human resources to generate strong entrepreneurial intentions. Then the next previous research conducted by Souitaris et al. (2007); and Gurbuz and Aykol (2008) revealed that entrepreneurial education is measured by indicators of entrepreneurial knowledge, values, motives, social interactions, and entrepreneurial abilities

which, if maximized, will maximize entrepreneurial intentions. Based on this, the first alternative hypothesis (Ha1) formed is as follows:

Ha1: There is a positive and significant influence of entrepreneurial education on the entrepreneurial intention of Tarumanagara University students majoring in management with a concentration in entrepreneurship.

The environment refers to a place for individuals to carry out socialization or social interaction which will broaden individual insights and can make individuals tend to carry out certain behaviors such as carrying out entrepreneurial activities. Previous research conducted by Bazan, et al. (2020) found that social, cultural, and environmental had a positive and significant effect on entrepreneurial intentions. Then the next previous research conducted by Kusumojanto, et al. (2021) supports the results of this study where the environment has a positive and significant effect on entrepreneurial intentions and the environment contributes greatly to increasing individual entrepreneurial attitudes. Based on this, the second alternative hypothesis (Ha2) that is formed is as follows:

Ha2: There is a positive and significant influence of the environment on the entrepreneurial intention of Tarumanagara University students majoring in management with a concentration in entrepreneurship.

Entrepreneurial attitude refers to an individual's tendency to have a mentality in entrepreneurship and individuals who show interest and enthusiasm for everything related to entrepreneurship. A good individual attitude towards entrepreneurship will encourage individuals to do or establish a business. An increased entrepreneurial attitude will increase entrepreneurial intentions. Previous research conducted by Bazkiaei, et al. (2021) found that entrepreneurial attitudes have a positive and significant influence on entrepreneurial intentions. Then the next previous research conducted by Kusumojanto et al. (2021) supports the results of this study which reveal that entrepreneurial attitudes have a positive and significant effect on entrepreneurial intentions. Based on this, the third alternative hypothesis (Ha3) formed is as follows:

Ha3: There is a positive and significant influence of entrepreneurial attitude on the entrepreneurial intention of Tarumanagara University students majoring in management with a concentration in entrepreneurship.

An entrepreneurial attitude is a good link in the influence of entrepreneurship education on entrepreneurial intentions. Entrepreneurial attitudes reflect an individual's interest in entrepreneurial activities which can link entrepreneurship education to entrepreneurial intentions. Previous research conducted by Barreto (2017) shows that the positive and significant impact of entrepreneurship education at entrepreneurship universities on entrepreneurial activity that is supported by good entrepreneurial attitudes will increase entrepreneurial intentions. Then the next previous research conducted by Kusumojanto et al. (2021) found that entrepreneurial attitudes can mediate the effect of entrepreneurship education on entrepreneurial intentions in full. Furthermore, previous research conducted by Bazkiaei et al. (2021) supported the results of this study by revealing that entrepreneurial attitudes partially mediate the effect of entrepreneurship education on entrepreneurial intentions. Based on this, the fourth alternative hypothesis (Ha4) that is formed is as follows:

Ha4: Entrepreneurial attitudes can positively and significantly mediate the influence of entrepreneurial education on the entrepreneurial intentions of Universitas Tarumanagara students majoring in management with a concentration in entrepreneurship.

The environment includes the school environment and family environment. The school environment is a very strategic place to grow entrepreneurial talent. There are several reasons why formal schools can foster entrepreneurial talent, namely: First, schools are educational institutions that are highly trusted by the community for a better future. Second, the network already exists in all corners of the country. Third, through the school environment, it can also reach and influence individuals. The social environment is the person closest to the individual, which plays a major role in shaping character, including the entrepreneurial character of an individual. The social environment that initially contributes to entrepreneurial attitudes can foster entrepreneurial intentions so that the social environment can be said to be the foundation for individual behavior patterns and personal development. Previous research conducted by Kusumojanto, et al. (2021) revealed his research that entrepreneurial attitudes mediate between the environment and entrepreneurial intentions. Then the next previous research conducted by Sanchez et al. (2022: 6) supports the results of this study which states that entrepreneurial attitudes fully mediate environmental links to entrepreneurial intentions. Based on this, the fifth alternative hypothesis (Ha5) formed is as follows:

Ha5: Entrepreneurial attitudes can positively and significantly mediate the influence of the environment on the entrepreneurial intentions of Tarumanagara University students majoring in management with a concentration in entrepreneurship.

2. RESEARCH METHOD

Sekaran and Bougie's (2016) research design is a blueprint for collecting, measuring, and analyzing data based on the formulation of the problems contained in the research. Sekaran and Bougie (2016) explain that there are three types of research designs, namely: exploratory, descriptive, and causal research designs. This research includes a causal research design because it aims to examine the hypothesized influence between variables (causal relationships) and then conclude the results. The research time horizon is divided into two, namely: a cross-sectional study and a longitudinal study. This study used a cross-sectional time horizon because the data was obtained in just one study for approximately 1 month using a survey technique that used questionnaires to the intended respondents (Malhotra, 2010). The population in this study were all students studying at Tarumanagara University. The sample selection technique used in this study is non-probability sampling. Santoso and Handoyo (2019: 5) non-probability sampling is a sampling technique that does not provide equal opportunities for each element or member of the population to be selected as a sample. The approach used is purposive sampling. This study criterion the sample, namely, students studying at Tarumanagara University, who took the Bachelor of Management Study Program, Faculty of Economics and Business, Tarumanagara University majoring in management with a concentration in entrepreneurship. The sample size used was 100 people. The data obtained from the questionnaire will be given a score of 1-5 in the form of a Likert scale. The data generated will be analyzed using the PLS-SEM method in which the data will be processed using the SmartPLS software version 3.3.9.

Sekaran and Bougie (2016) explain the operationalization of variables is the elaboration of variables used in a study which are then described based on dimensions and indicators/statements that aim to create a research questionnaire. Entrepreneurship education consists of 6 indicators which are used as statements in a questionnaire adopted from Kusumojanto et al. (2021: 15) which contains entrepreneurship education to support students, the campus provides a lot of knowledge, the campus develops entrepreneurial skills, lecturers always teach entrepreneurship material, the campus motivates entrepreneurship, and prepares everything for students to become entrepreneurs. The environment consists of 4 indicators which are used as statements in a questionnaire adopted from Kusumojanto et al. (2021: 16)

which contains applying the spirit of competition, capital capacity, building assets and inheritance, obtaining convenience from the capital, and government policies. Entrepreneurial attitudes consist of 5 indicators which are used as statements in a questionnaire adopted from Kusumojanto et al. (2021: 15) which contains interesting entrepreneurial careers, choosing to be an entrepreneur, entrepreneurship gives great satisfaction, entrepreneurship provides benefits, and starting a business if you have the opportunity. Entrepreneurial intention consists of 5 indicators which are used as statements in a questionnaire adopted from Kusumojanto et al. (2021: 15) which contain being ready to do your best, starting an entrepreneur shortly, having no doubts, determined to run an entrepreneur, aims professionally to become an entrepreneur.

3. RESULTS AND DISCUSSIONS

Results

The characteristics of the research subjects are explained based on the profiles of the respondents, which consist of various criteria, namely as follows:

Table 1. Characteristics of Research Subjects

Characteristics	N	Percentage (%)
Type Gender	100	100%
Male	72	72%
Female	28	28%
Age	100	100%
18-19	20	20%
20-21	63	63%
22-23	17	17%
Your Domicile	100	100%
North Jakarta	38	38%
East Jakarta	9	9%
South Jakarta	17	17%
Central Jakarta	7	7%
North Jakarta	22	22%
Bandung	2	2%
Semarang	2	2%
Lampung	2	2%
Sulawesi	1	1%
Monthly Expenses	100	100%
1m-2m		
2m-3m	28	28%
3m-4.5m	58	58%
Above 4.5m	14	14%
	0	0%

Source: Results of primary data processing

The subject of this research describes that the majority are male as many as 72 people (72%). Then, the majority aged between 20-21 as many as 63 people (63%). Furthermore,

the majority live in North Jakarta as many as 38 people (38%). Furthermore, the majority of monthly expenses are between 2m-3m as many as 58 people (58%). First, the processing is done on the outer model to test its validity and reliability. The indicator passes validity if the loading factor value is 0.5-0.7 then it is valid (Hair et al., 2014). The required AVE value is greater than 0.5 to pass the convergent validity test. Then discriminant validity, the value of the outer loadings generated on the variable itself must be greater than the other variables (Hair et al., 2014). Reliability analysis. Malhotra (2010) Cronbach's alpha and composite reliability values must be above 0.7 to be reliable. The results of the validity and reliability tests on the data obtained resulted that all indicators used to measure this variable were valid and reliable. Then the entrepreneurial intention is moderately influenced by entrepreneurship education, the environment, and entrepreneurial attitudes. Furthermore, this research model has predictive relevance. Furthermore, entrepreneurship and environmental education had little effect on entrepreneurial intentions. Entrepreneurial environment and attitudes have a moderate effect on entrepreneurial intentions. GoF on this research model is large. Two hypotheses were rejected and three hypotheses were supported.

Table 2. Research Hypothesis Test Results

Code	Hypothesis	<i>Original Sample</i>	<i>T statistics</i>	<i>P values</i>	Conclusion
H1	Entrepreneurial Education → Entrepreneurial Intention	0.246	1.941	0.053	Rejected
H2	Environment → Entrepreneurial Intention	0.196	1.734	0.085	Rejected
H3	Entrepreneurial Attitude → Entrepreneurial Intention	0.431	3.712	0.000	Supported
H4	Entrepreneurial Education → Entrepreneurial Attitude → Entrepreneurial Intention	0.128	1.989	0.047	Supported
H5	Environment → Entrepreneurial Attitude → Entrepreneurial Intention	0.160	2.277	0.023	Supported

Source: SmartPLS Output

Discussions

The Effect of Entrepreneurial Education on Entrepreneurial Intentions

This hypothesis is statistically rejected, the effect of entrepreneurship education is positive on entrepreneurial intentions but not significant. The current research output is in line with the study made by Wijaya and Handoyo (2022: 553); and Kusumojanto et al. (2021: 5) which reveals that entrepreneurship education has no significant effect on entrepreneurial intentions. The need for other factors that can support entrepreneurial intentions that can be placed as a mediator between entrepreneurship education on student entrepreneurship intentions. One of the factors that can mediate the effect of entrepreneurship education on entrepreneurial intentions is entrepreneurial attitudes which will be discussed in the next section.

The Effect of Environment on Entrepreneurial Intentions

This hypothesis is statistically rejected, the influence of the environment is positive on entrepreneurial intentions but not significant. The current research output is in line with the study made by Daniel and Handoyo (2021: 949) which states that the environment has no significant effect on entrepreneurial intentions. The need for other factors that can support entrepreneurial intentions that can be placed as a mediator between the environment and students' entrepreneurial intentions. One of the factors that can mediate environmental influences on entrepreneurial intentions is entrepreneurial attitudes which will be discussed in the next section.

The Effect of Entrepreneurial Attitudes on Entrepreneurial Intentions

This hypothesis is supported statistically, the effect of entrepreneurial attitudes is positive and significant to entrepreneurial intentions. The resulting research output is currently in line with the study made by Yang (2013), Kusumojanto et al. (2021: 3-4), Barreto et al. (2017: 46-47), Bazkiaei et al. (2021: 1021), and Kusumojanto et al. (2021: 10) which explains that entrepreneurial attitudes have a positive and significant effect on entrepreneurial intentions. Entrepreneurial attitude influences increasing entrepreneurial intentions. Practically, an entrepreneurial attitude is an individual's tendency to have a mentality in entrepreneurship and individuals who show interest and enthusiasm for everything related to entrepreneurship. Individuals who feel confident in their ability to carry out entrepreneurial activities will tend to increase their intention to become entrepreneurs because these individuals find it easy to deal with things that must be prepared when choosing to become an entrepreneur.

Entrepreneurial Attitudes Mediate Positively and Significantly the Effect of Entrepreneurial Education on Entrepreneurial Intentions

This hypothesis is statistically supported. The results of this study are in line with the results of research conducted by Kusumojanto et al. (2021) who found that entrepreneurial attitudes can mediate the effect of entrepreneurship education on entrepreneurial intentions in full. Then, the results of this study were also supported by the findings of Barreto et al. (2017: 45) which explain that entrepreneurial attitudes are a good mediator in linking entrepreneurship education to entrepreneurial intentions. Furthermore, the results of this study are on the research of Bazkiaei et al. (2021: 1022) which explains that entrepreneurial attitudes partially mediate the effect of entrepreneurship education on entrepreneurial intentions. Practically, entrepreneurial attitudes mediate positively and significantly the influence of entrepreneurship education on entrepreneurial intentions. Practically speaking, an entrepreneurial attitude is an individual's tendency to have a mentality in entrepreneurship and individuals who show interest and enthusiasm for everything related to entrepreneurship.

Entrepreneurial Attitude Mediates Positively and Significantly the Effect of Environment on Entrepreneurial Intentions

This hypothesis is statistically supported. The results of this study are in line with the results of research conducted by Kusumojanto et al. (2021: 10) who revealed in their research that entrepreneurial attitudes mediate between the environment and entrepreneurial intentions. Then, the results of this study are also supported by research conducted by Sanchez et al. (2022: 6) which states that entrepreneurial attitudes fully mediate environmental links to entrepreneurial intentions. Practically, entrepreneurial attitudes mediate positively and

significantly the influence of the environment on entrepreneurial intentions. Practically speaking, an entrepreneurial attitude is an individual's tendency to have a mentality in entrepreneurship and individuals who show interest and enthusiasm for everything related to entrepreneurship. Individuals who feel confident in their ability to carry out entrepreneurial activities that are supported by a supportive environment in entrepreneurial activities will increase entrepreneurial intentions.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research discussed in the previous section, five research conclusions were obtained, namely as follows: Entrepreneurship education provided to students is not sufficient to maximize students' entrepreneurial intentions. The need for a mediator who can link these influences, namely entrepreneurial attitudes. A supportive environment is not enough to maximize students' entrepreneurial intentions. The need for a mediator who can link these influences, namely entrepreneurial attitudes. Entrepreneurial attitude has a significant positive effect on the entrepreneurial intention of students of the Management Study Program who take the concentration on entrepreneurship. The more students' confidence in entrepreneurship increases, the more students' entrepreneurship intentions increase. Individuals who feel confident in their ability to carry out entrepreneurial activities supported by optimal entrepreneurship education provided by educational institutions will increase entrepreneurial intentions. Individuals who feel confident in their ability to carry out entrepreneurial activities that are supported by a supportive environment in entrepreneurial activities will increase entrepreneurial intentions.

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