

THE DEVELOPMENT OF ENTREPRENEURIAL INTENTION AMONG STUDENTS

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ABSTRACT

The research has been purposed to describe the correlation of entrepreneurial self-efficacy and also entrepreneurial education on entrepreneurial intention by mediating the entrepreneurial mindset of students from Universitas YPPI Rembang. Students who have overtaken the Entrepreneurial Skills course become respondents to the research. A saturated sampling approach was taken in the study using 83 respondents. Data collection was obtained by distributing questionnaires. The PLS-SEM analysis method is used by researchers in answering the proposed hypothesis. The research results showed that the entrepreneurial mindset could not act as a mediating variable on the correlation of entrepreneurial self-efficacy and also entrepreneurial education on entrepreneurial intention. The findings have implications for Universitas YPPI Rembang to increase entrepreneurship education activities which are more varied so that students are more interested in building a business. Preparing a more up-to-date entrepreneurship curriculum and guest lectures by inviting more practitioners so that the business tips provided can spur the entrepreneurial intention of Universitas YPPI Rembang students.

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INTRODUCTION

The concept that exists of entrepreneurship theory contained in the book "Theory of Economic Development" that accordance with what has been said that there has been a phenomenon of increasing socio-economic development in developed and developing countries with an increasing number of entrepreneurs in a country (Nasip et al., 2017). More entrepreneurs will encourage the growth of greater job opportunities (Cui et al., 2019). In addition, the increase in the number will also accelerate innovation (Ahmed et al., 2020; Obschonka & Stuetzer, 2017). As a result, several nations have started initiatives aimed for increasing the number of entrepreneurs through a strategy of

fostering entrepreneurship in the community and driving its growth (González-Serrano et al., 2018).

Today people choose to be entrepreneur as a career by creating new businesses based on their wishes and desires (Delanoë-Gueguen & Liñán, 2018; Liñán & Fayolle, 2015). Entrepreneurial desire or intention has become the main predictor in shaping entrepreneurial behavior (Santos & Liguori, 2020). A person's entrepreneurial intention is a conviction refers to the desire for launching a new business and create a comprehensive business strategy consciously (Thompson, 2009). Therefore, many researchers concentrate on examining the elements that might promote the improvement of entrepreneurial intention (Elnadi & Gheith, 2021; Santos & Liguori, 2020; Wang & Huang, 2019).

Entrepreneurial self-efficacy is a significant demonstrative that promotes the creation of entrepreneurial intention (Chen & He, 2011; Doanh & Bernat, 2019; Elnadi & Gheith, 2021; Wang & Huang, 2019). Based on skills and aptitudes relevant to entrepreneurship, an individual's entrepreneurship self-efficacy develops into a type of determination (Barakat et al., 2014). Individuals can increase the intensity of entrepreneurial intention if the individual has mature self-efficacy (Hasan et al., 2020). Person will be more mentally prepared in entrepreneurship along with the growth of self-efficacy level. Therefore, it can be said that the self-efficacy possessed by person in entrepreneurship can have an correlation on the emergence of one's entrepreneurial intentions in the future.

Additionally, entrepreneurial education is a significant factor that can be used to improve the entrepreneurial intention. Existing entrepreneurs generally choose to become entrepreneurs because of the training and entrepreneurship education that provided (Iswahyudi & Iqbal, 2018). By providing entrepreneurial education among students, it will be easier to change existing mindsets and behavior so that students' entrepreneurial intentions can be improved. However, there is a myth which exists among students that an entrepreneur was born, not created through entrepreneurship education. This myth is contradictory which states that through entrepreneurial education provided by universities, it will be a place for the growth of entrepreneurial spirit, interest, and behavior among students so that they can become a source of interest in achieving success in the future (Fatoki, 2014).

Different findings from the interaction of entrepreneurial self-efficacy that possessed by a person and also the entrepreneurial intention have been found by various empirical studies that have been undertaken by researchers from various nations. According to the research that exist, there is a correlation that happened among the entrepreneurial self-efficacy that possessed by a person and entrepreneurial intention, this correlation have a positive trait (Isma et al., 2020; Naktiyok et al., 2010; Saraih et al., 2018; Wang & Huang, 2019; Wijangga & Sanjaya, 2019). However, the researcher's findings indicate that the negative correlation happened in entrepreneurial self-efficacy that possessed by a person and entrepreneurial intention (Rosalina & Satria, 2022).

The impact of giving education about entrepreneurship offered by the universities on entrepreneurial intention is another area where study findings vary. According to the research's findings, entrepreneurial education and intention has been found correlated positively (Hoang et al., 2021; Kusumawijaya & Astuti, 2022; Martínez-Gregorio et al., 2021; Moses et al., 2016; Ndofirepi, 2020). Other studies' findings, there is a little correlation which happened between entrepreneurial intention and the entrepreneurial

education provided (contrary with the research findings which were presented) (Amuda et al., 2019; Buana et al., 2017).

Based on the outcomes of many studies on the correlation of entrepreneurial education provided to entrepreneurial intention inclusive of entrepreneurial self-efficacy that possessed by a person. There is a need for more study by including a mediating variable to close this gap since there is a research that demonstrates both positive and negative correlation or no influence. The correlation of entrepreneurial intention may be mediated by entrepreneurial mindset (Saptono et al., 2020).

As individuals' entrepreneurial mindset grows, so does their sense of self-efficacy (Cahyani et al., 2022; Günzel-jensen et al., 2017; Valencia & Sembel, 2022). High entrepreneurial efficacy individuals will promote the growth of an entrepreneurial mindset. High entrepreneurial efficacy individuals will promote the growth of an entrepreneurial education. A predictor of entrepreneurial education is also an entrepreneurial education (Saptono et al., 2020). It will be simpler to prepare to become an entrepreneur by employing schooling (Nowiński et al., 2017). Fostering an entrepreneurial spirit in young people, especially students and giving them the tools to succeed as entrepreneurs is the fundamental goal of entrepreneurial education programs.

Investigated as one of the elements that promotes the establishment of entrepreneurial intention is entrepreneurial mindset (Jiatong et al., 2021; Kaffka & Krueger, 2018; Kwapisz et al., 2021; Mukhtar et al., 2021; Roeslie & Arianto, 2022; Saraswati et al., 2021). Entrepreneurial mindset encourages student entrepreneurial behavior which could make it easier for students to be more interested in creating new businesses according to existing opportunities.

Universitas YPPI Rembang has a vision to become an entrepreneur. Based on this vision, the implementation of entrepreneurial education through curriculum policies can encourage entrepreneurial intentions from students so that the vision can be achieved. In addition, entrepreneurial self-efficacy also needs to be considered so that the vision can have a better realization.

The aim of this study was to impart, in both directly and indirectly ways, how entrepreneurial self-efficacy that possessed by a person and entrepreneurial education that given by the university affect entrepreneurial intention of students while also incorporating entrepreneurial mindset as a mediating factor. Based on several empirical studies of previous research, the "Entrepreneurial Intention Models" model can be added to the entrepreneurial mindset variable as a mediating variable that can complement existing theories and empirical studies.

LITERATURE REVIEW

Entrepreneurial Self-Efficacy

Self-efficacy is a type of internal judgement of one's skills and aptitudes for performing particular tasks inside the company (Saraih et al., 2018). Creating and launching of new firms in the context on entrepreneurship is called entrepreneurial self-efficacy. Entrepreneurial self-efficacy refers to those who are already confident in beginning the entrepreneurial process (Newman et al., 2019). The primary factor that could predict the level of entrepreneurial intention is individual self-efficacy (Doanh & Bernat, 2019; Naktiyok et al., 2010; Santos & Liguori, 2019).

High correlation with the behavior of an individual indicates the entrepreneurial self-efficacy (Pihie & Bagheri, 2011). Existing self-efficacy will promote the improvement of an individual entrepreneurial mindset and increases the likelihood becoming entrepreneur (Bandura, 2012; Wardana et al., 2020).

H₁: Entrepreneurial Self-Efficacy has positive correlation on Entrepreneurial Intention

H₃: Entrepreneurial Self-Efficacy has positive correlation on Entrepreneurial Mindset

Entrepreneurial Education

Numerous earlier research on entrepreneurial intention have been conducted. Prior knowledge is one of the powerful part which could stimulate the creation of students' entrepreneurial intention (Hoang et al., 2021). A lot of scholars are drawn to study entrepreneurial education (Martínez-Gregorio et al., 2021; Ndofirepi, 2020). Many universities presently offer entrepreneurship-related courses and teaching materials. In order to strengthen entrepreneurial intention, the students by the university are taught entrepreneurial information and abilities. When compared to students who have never attended entrepreneurial education courses, students who have done those courses have been shown to have a high and strong entrepreneurial intention (Wu & Wu, 2008). The assertion show that entrepreneurial education that given by the university has a positive correlation on entrepreneurial intention is supported by some of further research (Hasan et al., 2020; Hoang et al., 2021; Moses et al., 2016).

Entrepreneurial mindset has been found to correlate with entrepreneurial education (Mamun et al., 2017; Saptono et al., 2020; Sarooghi et al., 2019). The research of the study demonstrated the significance of entrepreneurial education in the formation of students' entrepreneurial mindset, including the development of curricula and other university provided entrepreneurship resources.

H₂: Entrepreneurial Education has positive correlation on Entrepreneurial Intention

H₄: Entrepreneurial Education has positive correlation on Entrepreneurial Mindset

Entrepreneurial Mindset and Entrepreneurial Intention

Entrepreneurial intention is the internalized conviction to launch a new firm (Hsu et al., 2018). The capacity to innovate and the availability of business possibilities are related to entrepreneurial intention (Barba-sánchez & Atienza-sahuquillo, 2018). The linked to the desire to launch a business as well as the willingness to take risks and manage and also plan a business is entrepreneurial mentality construct (Bosman, 2019). Entrepreneurial intention has been found positively correlate with entrepreneurial mindset (Cui et al., 2019; Handayati et al., 2020; Jiatong et al., 2021; Kwapisz et al., 2021; Mukhtar et al., 2021).

An indicator of a student's likelihood to adopt an entrepreneurial mindset is aligned with their entrepreneurial self-efficacy. Students have the self-assurance to start a new through their entrepreneurial mindset firm (Wardana et al., 2020). Entrepreneurial mindset can function as a mediating variable since this mindset will eventually lead to entrepreneurial intention behavior in which students already have a solid strategy for beginning the new enterprises (Jiatong et al., 2021).

In addition, a crucial mediating variable in the correlation among entrepreneurial education that given by the university and entrepreneurial intention in a study is entrepreneurial mindset. According to existing research, there is the direct link among entrepreneurial education and developing an entrepreneurial mindset (Saptono et al.,

2020). When students are provided with and educated about entrepreneur skill and information. The used of entrepreneurial mindset by students will build a strong intensity for entrepreneurship (Kwapisz et al., 2021).

H₅: Entrepreneurial Mindset has positive correlation on Entrepreneurial Intention

H₆: Entrepreneurial Mindset mediating the correlation of Entrepreneurial Self-Efficacy on Entrepreneurial Intention

H₇: Entrepreneurial Mindset mediating the correlation of Entrepreneurial Education on Entrepreneurial Intention

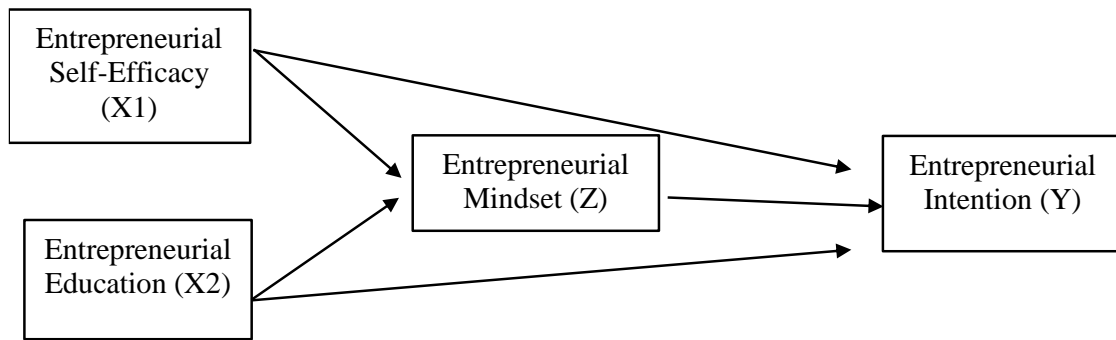


Figure 1. Research Model Framework

RESEARCH METHODS

This study falls under the topic of explanatory research. The functions of the approach namely as a tool to explore a correlation between the variables used in research through the existence of a research hypothesis test which is included in the quantitative approach (Sugiyono, 2013). In this study, two statistical analysis methods-descriptive statistical analysis and inferential statistical analysis were being used. Descriptive analysis is used to determine the distribution of the responses provided by the participants without drawing any judgements. Inferential statistical analysis in this study functioned as a tool that functioned to test the research hypotheses that had been proposed by researchers in this study.

This study chose a structural equation model based on the Variances Based SEM approach or more widely known as Partial Least Square (PLS-SEM) as the analytical method. The study's target group consisted of 4th and 6th semester students who had passed the entrepreneurial skill course. The research population includes the research sample (Sugiyono, 2013). The probability sampling approach was chosen by the researcher using saturated sampling which means that all members of the target population were used as the research sample. The number of research samples was 83 Universitas YPPI Rembang students.

The questionnaire in this study was disseminated online via the google form and directly offline which was used as primary data. While the secondary data were obtained from the latest book databases and also the latest journals related to the relevant context. Based on previously conducted research, the instrument used in this investigation was selected. The study is related to the concept of the researcher's entrepreneurial self-efficacy variable (Hoang et al., 2021). Question items are "I am able to overcome difficulties in the business that I will build and after I graduate", "I will choose to create my own business". The construct used by Walter & Block (2016) regarding the entrepreneurial education instrument is adopted in this study. Question items such as entrepreneurship seminars

held by Universitas YPPI Rembang can increase students' knowledge and their friends on the campus often provide tips related to business strategies. The entrepreneurial mindset construct was adopted based on research conducted by (Colombelli et al., 2022). Question items namely I wish to create job for another and I can be calm to face the difficulties that will be appeared when running a business. Elnadi & Gheith (2021) used as a reference instrument used to measure entrepreneurial intention variables. Question items such as my social status will increase when I work as an entrepreneur and there is a better income when I choose to be a genuine entrepreneur. The questionnaire used adopts a Likert scale of 1 to 5.

RESULTS AND DISCUSSION

Model Measurement Result

The findings of convergent validity for each statement item supplied correspond to the result if the loading factor value based on the PLS-SEM calculations that had been done. The statements in the questionnaire used in the study were legitimate if the value produced by the loading factor was larger than 0.5 (Hair et al., 2019). The research that had been done reveals that the results of all loading factor values are in the range 0.598-0.810 which indicates that all statement items in the questionnaire had occupied the validity requirements. Researchers also employed composite reliability values to quantify the dependability of the suggested construct in addition to the loading variables that need to be taken into account. This study's composite reliability value ranged from 0.831 to 0.898, making it possible to use it as a guide to determine if each construct variable satisfied with the reliability assumption. The Average Variance Extracted (AVE) value, on the other hand, had a limit value larger than 0.5 and was used to quantify each latent variable construct of the research. Based on the calculations' outcomes, the AVE value was determined, and since it was more than 0.5 and feel within the range of 0.505-0.555, it was possible to draw that the study's discriminant validity was unaffected.

Hypothesis Testing

Table 1 shows the hypothesis testing on the proposed structural model. Testing the direct correlation for the hypotheses H₁ to H₅ and to test the indirect correlation using the mediating variable at H₆ and H₇.

Table 1. Hypothesis Testing

Hypothesis	Beta	STDEV	T statistic	P-Value	Conclusion
ESE→EI	0.469	0.140	3.348	0.000	Supported
ED→EI	0.0739	0.152	0.400	0,689	Unsupported
ESE→EM	0.490	0.089	5.486	0.000	Supported
ED→EM	0.246	0.086	2.856	0.000	Supported
EM→EI	0.107	0.130	0.822	0.411	Unsupported
ESE→EM→EI	0.052	0.036	0.714	0.475	Unsupported
ED→EM→EI	0.026	0.069	0.750	0.453	Unsupported

Noted: P-Value significant at 0.05

Source: Data Processing (2023)

Table 1 proves that the entrepreneurial self-efficacy has a positive correlation with entrepreneurial intention referring to the p-value <0.05 so that hypothesis 1 is accepted. Hypothesis 2 where the entrepreneurial education provided is positively related to entrepreneurial intention is rejected. This happens because the existing p-value value,

which is >0.05 , is not compatible with the reference standard. Hypotheses 3 and 4 were stated that they were accepted, these happens because the calculation results show a p-value <0.05 so that it could be explained that the entrepreneurial self-efficacy possessed and the entrepreneurial education provided is positively correlated with the entrepreneurial mindset. Hypothesis 5, namely the entrepreneurial mindset, has a positive relationship to entrepreneurial intention is rejected because the p-value in the calculation shows >0.05 . Research hypotheses 6 and 7, which are the indirect correlation hypotheses, were both rejected because the reference value of p-value >0.05 did not compatible with the standard research reference so that the entrepreneurial mindset did not act as a mediating variable on the correlation of entrepreneurial self-efficacy and entrepreneurial education on entrepreneurial intention.

Correlation of Entrepreneurial Self-Efficacy on Entrepreneurial Intention

The first hypothesis in this study, entrepreneurial self-efficacy, has a positive correlation on entrepreneurial intention. The outcomes show a positive correlation between entrepreneurial self-efficacy that owned by students on entrepreneurial intention. Thus, the higher the entrepreneurial self-efficacy in Universitas YPPI Rembang students, the more entrepreneurial intention will be encouraged. The belief that students have and grow in themselves that they can create a business encourages the emergence of student interest to be an entrepreneur. This belief is based on an unyielding tenacity and management ability to prerequisite for entrepreneurship (Saraih et al., 2018). A student's ability to solve problems is inseparable from the confidence that it is the basis for starting a good business. That is why students should not hold back to determine a job as an entrepreneur compared to other careers that they already have been confidence (Isma et al., 2020). The findings of this research have been supported from previous research findings that have existed in academia by (Naktiyok et al., 2010; Santos & Liguori, 2019; Wijangga & Sanjaya, 2019) which shows that entrepreneurial self-efficacy that is owned by the students and entrepreneurial intention has a positive correlation.

Correlation of Entrepreneurial Education on Entrepreneurial Intention

The second hypothesis in this study is that entrepreneurial education has a positive correlation on entrepreneurial intention. The second hypothesis is rejected. This shows that the entrepreneurial education did not provided any correlation on entrepreneurial intention. This outcomes contrasts with the results of other research which suggest a positive correlation between the education that is given by the university about entrepreneurship and entrepreneurial intention (Martínez-Gregorio et al., 2021; Ndofirepi, 2020). Learning with practitioners had been done in creating student knowledge related to entrepreneurship. Many countries are more inclined to adopt theoretical learning than practice as stated by Aina, 2020. Besides that Lang & Liu (2019) explains that entrepreneurial education is not very useful in encouraging entrepreneurial intention. Students already have previous entrepreneurial abilities which are used as provisions to start new businesses. The findings of this study are supported by Buana et al., 2017 and Primandaru & Adriyani, 2019 which show that entrepreneurial education and entrepreneurial intention has no correlation.

Correlation of Entrepreneurial Self-Efficacy on Entrepreneurial Mindset

The third hypothesis in this study is that entrepreneurial self-efficacy has a positive correlation on entrepreneurial mindset. The findings in this research reveal that between

entrepreneurial self-efficacy that is owned by the students and their entrepreneurial mindset has a positive correlation. This finding suggests that a tier of entrepreneurial self-efficacy by the Universitas YPPI Rembang students' is taught by providing facilitates of entrepreneurship development because the belief in starting a business pushed Universitas YPPI Rembang students to improve an entrepreneurial mindset. Individual behavior is driven by self-efficacy, resulting in superior entrepreneurship (Panagiotis & Dimov, 2014). The findings of this study have been supported from other study conducted (Wardana et al., 2020) that explain the existing of entrepreneurial self-efficacy and students' entrepreneurial mindset has been correlated positively.

Correlation of *Entrepreneurial Education* on *Entrepreneurial Mindset*

The fourth hypothesis in this study is that entrepreneurial education has a positive correlation on entrepreneurial mindset. The research outcome reveals that the entrepreneurial education provided by the university has a positive correlation to build students' entrepreneurial mindset. These findings imply that the provision of guest lectures and entrepreneurship seminars organized by Universitas YPPI Rembang could encourage the creation of students' entrepreneurial mindset. The outcome of this study is suitable with other similar studies that exist from several researchers (Ruiz et al., 2016; Saptono et al., 2020) which explain that if a university gives their student education about entrepreneurship, it will boost their mindset to build business. By providing entrepreneurship education for students, they are also able to improve attitudes, competencies, and knowledge, besides that it can also motivate students to be able to have an entrepreneurial mindset.

Correlation of *Entrepreneurial Mindset* on *Entrepreneurial Intention*

The fifth hypothesis, namely student's entrepreneurial mindset, has a positive correlation on entrepreneurial intention. The findings in this research describe that between the student's entrepreneurial mindset and also entrepreneurial intention has no clear correlation. The outcomes of this study describe the students who already have an entrepreneurial mindset do not necessarily make them want a career as an entrepreneur, many career choices are chosen by students. In addition, being an entrepreneur has high challenges, while students want a career that is definitely related to the income that they earn. The outcomes of this research are inversely proportional with the previous research (Kwapisz et al., 2021; Mukhtar et al., 2021).

The Mediating Role of *Entrepreneurial Mindset* on *Entrepreneurial Self-Efficacy* and *Entrepreneurial Intention*

The sixth hypothesis put forward by entrepreneurial mindset mediates the correlation of entrepreneurial self-efficacy on entrepreneurial intention. The research findings show that the entrepreneurial mindset is unable to act as a mediating variable on the correlation of entrepreneurial self-efficacy on entrepreneurial intention. This study has proven that there is a direct correlation of entrepreneurial self-efficacy on students' entrepreneurial intention without any mediating variables (Naktiyok et al., 2010; Santos & Liguori, 2019). Besides that, other factors that cause the entrepreneurial mindset cannot act as a mediating variable because there is no clear correlation between the entrepreneurial mindset and also entrepreneurial intention. When students have the determination and then confidence in opening a business, students will immediately want to have a career as an entrepreneur.

The Mediating Role of Entrepreneurial Mindset on Entrepreneurial Education and Entrepreneurial Intention

The last hypothesis is that entrepreneurial mindset mediates the correlation of entrepreneurial education on entrepreneurial intention. The outcome of the study describes that entrepreneurial mindset cannot act as a mediator on the correlation of entrepreneurial education given by the university on entrepreneurial intention. This happens because entrepreneurial education that is given by the university only can impact the student's mindset, not their intention (Saptono et al., 2020). Inclusion, the students' entrepreneurial mindset and also entrepreneurial intention has no correlation. The concessions of entrepreneurship education can encourage the creation of an entrepreneurial mindset, but that does not mean that when students have an entrepreneurial mindset, they will directly choose a job as an entrepreneur.

CONCLUSION

The outcome of data analysis became the basis of this study using a research sample of 83 student respondents who had passed the entrepreneurial skills course in the Universitas YPPI Rembang. According to the outcome for this research, the results varied. Entrepreneurial mindset is unable to act as a mediating variable on the correlation of entrepreneurial self-efficacy that is owned and entrepreneurial education on entrepreneurial intention. There are many factors behind entrepreneurial mindset that cannot act as mediating variables, including entrepreneurial mindset that cannot be correlated with entrepreneurial intention. Students who already have an entrepreneurial mindset do not necessarily make entrepreneurship a career choice. Beside that, entrepreneurial self-efficacy has been proven to significantly directly correlate with entrepreneurial intention without going through entrepreneurial mindset. Furthermore, entrepreneurial education is proven to have no correlation on entrepreneurial intention. Learning gained from campus cannot influence students to become entrepreneurs.

Providing better entrepreneurship learning will be a consideration for Universitas YPPI Rembang in fostering entrepreneurial intention for students so that the vision of the campus can be realized, such as preparing a more up-to-date entrepreneurship curriculum and also guest lectures by inviting more practitioners so that it can provide business tips that can spur the entrepreneurial spirit of Universitas YPPI Rembang's students.

This research is limited to the scope of Universitas YPPI Rembang so that the findings obtained from this study cannot be generalized. Future research can be explored further related to entrepreneurial intention in students and compare it with students from other campuses who have developed a more varied and interesting entrepreneurship curriculum.

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