

## **Enhancing Entrepreneurial Intention through Entrepreneurship Education and Entrepreneurial Orientation**

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### **Abstract**

*The unemployment rates in Indonesia are deemed to be elevated, and a potential strategy to tackle this predicament involves augmenting entrepreneurial intention among university students. This approach fosters job creation prospects after graduation rather than pursuing traditional employment options. Hence, this study aimed to analyze the impact of entrepreneurship education and orientation in enhancing intention of entrepreneurship among students at a Private University. To achieve this objective, a comprehensive data collection process was conducted, involving the distribution of questionnaires to 327 students who had previously received entrepreneurship education. The data analysis method employed was Structural Equation Modeling, enabling a rigorous examination of the relationships between the variables. The results showed that entrepreneurship education influences intention of entrepreneurship among the students. Additionally, entrepreneurship education affects entrepreneurial orientation. Entrepreneurial orientation influences entrepreneurial intention. Finally, the results indicated that entrepreneurship education influences entrepreneurial intention mediated by entrepreneurial orientation. Furthermore, these results offered valuable insights into the importance of three variables and elucidated their intricate interrelationships.*

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## 1. Introduction

Unemployment remains one of the main problems in Indonesia, and according to the National Statistics Agency (Shofa, 2023), the recorded number of unemployed individuals is 8.42 million. The elevated rate necessitates careful attention and consideration to effectively address and proactively prevent any future increases. Moreover, currently the condition of competition is very high in several countries, especially ASEAN (Devia and Fadli, 2022). Enhancing the quality of human resources is one approach to tackle and prevent the rising unemployment rate. Furthermore, higher education institutions play a central role in improving the quality of Indonesian human resources. This aligns with the objectives of higher education as stated in Article 5, Chapter 1 of Law No. 12 of 2012, to develop students' potential to become knowledgeable, skilled, creative, independent, competent, and proficient in scientific and technological fields to meet national interests and enhance competitiveness. One type of education offered in higher institutions is entrepreneurship, to increase students' intention to become entrepreneurs. Essentially, entrepreneurship involves creating job opportunities rather than seeking employment. This is highly important in the context of addressing or preventing a higher unemployment rate in the future since the intention to become an entrepreneur is cultivated through entrepreneurship education programs. This education influences students' entrepreneurial intention, as supported by previous research (Amaliawati, Martono, and Indrawati 2019; Suandi and Suwarno 2022) which demonstrates the impact of entrepreneurship education on students' entrepreneurial intentions. However, in other studies, such as the research conducted by (Khalifa and Dhiaf 2016) on 400 students, it was found that entrepreneurship education does not affect entrepreneurial intention. Similarly, a study by (Aditya 2020) on 95 students indicated that entrepreneurship education does not have an impact on entrepreneurial intention. Another study conducted by (Praswati, Sari, and Murwanti 2022) on 100 students indicated that entrepreneurship education does not significantly influence entrepreneurial intention. Based on these research findings, it can be concluded that there is still a lack consistency in the relationship between entrepreneurship education and entrepreneurial intention. Therefore, further testing is needed to examine the influence of entrepreneurship on entrepreneurial intention.

Beside entrepreneurship education, entrepreneurial intention also influenced by entrepreneurial orientation. This is also indicated by (Efrata, Radianto, and Effendy 2021; Sellam, Shurafa, and Bourndiene 2021), who shows the influence of entrepreneurial orientation on intention. (Efrata et al. 2021) found the role of entrepreneurship education on orientation of entrepreneurship. However, in another study, such as the research conducted by (Koe 2016) on 175 students in Malaysia, it was found that risk-taking ability, as one of the dimensions of entrepreneurial intention, does not affect entrepreneurial intention. The result was contrast to the research conducted by (Efrata et al. 2021), which showed that the dimensions of risk-taking ability and innovativeness actually have an influence on entrepreneurial intention, while other dimensions do not have an influence on entrepreneurial



intention. A study conducted by (Umar et al. 2023) on 71 students also indicated that entrepreneurial orientation does not affect entrepreneurial intention. Based on these different research findings, it is evident that there is a lack of consistency regarding the relationship between entrepreneurial orientation and entrepreneurial intention. Therefore, further testing is necessary to examine the influence of entrepreneurial orientation on entrepreneurial intention.

Furthermore, this research differs from previous results in several dimensions, as state-of-the-art research. First, the dimensions used in the variables differed from previous results, and entrepreneurship education was measured based on the education method, materials, and objectives (Sugianingrat, Wilyadewi, and Sarmawa 2016; Tri 2020). The entrepreneurial orientation variable was measured more comprehensively based on risk-taking, innovativeness, proactiveness, achievement orientation, competitiveness, and learning orientation (Gorostiaga et al. 2019). The entrepreneurial intention was measured based on dimensions such as propensity to act and desirability (Bui et al. 2020; Chornidio 2018; Mante and Abellanos 2022). Secondly, this study was implemented in a different setting compared to previous results. It focused on a Private University, with student respondents from all faculties, which had not been investigated before with a similar topic. The setting was established on the premise that entrepreneurship education is integrated into nearly all faculties of a Private University, rendering this subject matter highly pertinent within the university's context. Furthermore, no existing study tested the connection between the students' education of entrepreneurship and their entrepreneurial orientation and intention. Concerning a pre-survey conducted by (Suandi and Suwarno 2022) in the Management Study Program of the Faculty of Business at a Private University, the average intention of entrepreneurship score were 3.38 and 4.07 among 30 and 271 students, respectively. This indicated that entrepreneurial intention in the Management Study Program of the Faculty unveiled a captivating avenue for investigation. Based on above explanation, we formulate a research problem as follows: the extent to which Entrepreneurship Education and Entrepreneurial Orientation influence Entrepreneurial Intention.

## 2. Literature Review

### Entrepreneurship Education

Several studies have provided definitions of entrepreneurship education. (Gautam and Singh 2015) described the concept as the knowledge and understanding of values, abilities and behaviors that prepare an entrepreneur to face challenges. Entrepreneurship education can enhance entrepreneurial skills of graduating students (Shah, Amjed, and Jaboob 2020). (Othman, Othman, and Juhdi 2020) explained that the concept involves developing students' abilities, such as knowledge, attitudes, and entrepreneurial skills. Based on the definitions provided, entrepreneurship education shapes entrepreneurial character and focuses on enhancing knowledge and skills related to becoming an entrepreneur.



### **Entrepreneurial Orientation**

Lumpkin and Dess, as cited in (Gorostiaga et al. 2019) defined entrepreneurial orientation as a process in which organizations quest to build a strategic foundation for entrepreneurial actions and decisions. According to (Gorostiaga et al. 2019), Covin and Slevin categorized several dimensions of entrepreneurial orientation into risk-taking, proactiveness and innovativeness. Innovativeness relates to the tendency towards experimentation and creativity through the introduction of new services and products, such as leadership of technology in new processes. Risk-taking entails the degree to which a company or manager is prepared to allocate resources and engage in projects with the possibility of failure, thereby introducing risks stemming from the pursued initiatives. Lastly, proactiveness pertains to the act of actively pursuing opportunities and aligning with an organization's ability to anticipate future market demands. The dimension of competitive aggressiveness was proposed by Lumpkin and Dess, as mentioned in (Gorostiaga et al. 2019), which refers to the intensity of the approach and attitude a company or individual needs to compete with others. The dimensions of learning orientation and achievement added by Krauss et al in (Gorostiaga et al. 2019) are the final dimensions. Achievement orientation refers to striving for superior performance in routine activities and taking responsibility for the outcomes. Furthermore, orientation of learning pertains to the ability to study based on negative and positive experiences and the willingness to mental models or question assumptions in pursuing success. (Solikahan and Mohammad 2019) explained that orientation of entrepreneurship is a company's activity according to the practices of proactive decision-making emphasizing innovation strategies, risk-taking, and exploring existing market opportunities. According to (Franco and Haase 2013), orientation of entrepreneurship is described as a pivotal concept for comprehending an organization's adoption of entrepreneurial endeavors. The term is defined as the organizational process that embraces entrepreneurial activities encompassing risk-taking, innovativeness, competitive aggressiveness, proactiveness, learning orientation and achievement orientation. These activities enhance organizational performance and attain pre-established objectives.

### **Entrepreneurial Intention**

Several studies have provided intention of entrepreneurship definition, representing the effort that an individual is willing to make to engage in behavior of entrepreneurship (Ismail et al. 2015). Nguyen, as cited in (Suandi and Suwarno 2022) described the concept as the willingness to engage in entrepreneurial activities. Additionally, (Tung 2016) explained that intention of entrepreneurship can be understood as a potential entrepreneur's commitment to starting a business. Based on the definitions, it is elucidated as the willingness and commitment to engage in entrepreneurial behavior and start a business.

### **Entrepreneurship Education and Entrepreneurial Intention**

Entrepreneurship education influences the enhancement of entrepreneurial orientation and intention. In entrepreneurship education, individuals are taught how to adopt an entrepreneurial perspective and explore business opportunities. By gaining knowledge about this perspective and understanding how to identify



opportunities in a business venture, the understanding of entrepreneurship be broadened to set up businesses in the future. The influence of entrepreneurship education towards intention of entrepreneurship is supported by previous results. In research conducted by (Suandi and Suwarno 2022) on 271 students, the variable influences intention of entrepreneurship. The study on the impact of entrepreneurship education and academic support on intention of entrepreneurship showed that education had the greatest influence, with path coefficients of 0.475 and 0.25 for education of entrepreneurship and academic support on intention of entrepreneurship. Furthermore, (Astiana et al. 2022) examined 240 business students in Indonesia. The study showed that students receiving entrepreneurship education had higher intention of entrepreneurship. Therefore, the role of entrepreneurship education in strengthen intention of entrepreneurship was very important. Research by (Amaliawati et al. 2019) focused on 155 students, particularly in Business Planning classes, and the result demonstrated that the methods were considered effective in enhancing entrepreneurial intentions. According to the explanations above, the first hypothesis is formulated as follows: H1: There is an influence of entrepreneurship education on entrepreneurial intention.

### **Entrepreneurship Education and Entrepreneurial Orientation**

The relationship between education and orientation of entrepreneurship can be explained as follows. Entrepreneurship education develops an individual's knowledge, attitude, and skills. Individuals can broaden their understanding of entrepreneurship-related aspects, which are associated with entrepreneurial orientation. Research conducted by (Al-Awlaqi, Aamer, and Habtoor 2021) on 1330 respondents showed that there is an role of entrepreneurial training on orientation. In addition, (Efrata et al. 2021) on 231 management and business students also demonstrated the role of entrepreneurship education on orientation of entrepreneurial. The influence on proactiveness, risk-taking, and innovativeness has a path coefficient value of 0.605, 0.411, and 0.276, respectively. Entrepreneurship education also cultivates and enhances skills and knowledge that are reflected in entrepreneurial orientation (Galvao, Marques, and Ferreira 2020). According to the explanations above, the second hypothesis is formulated as follows:

H2: There is an influence of entrepreneurship education on entrepreneurial orientation.

### **Entrepreneurial Orientation and Entrepreneurial Intention**

Entrepreneurial orientation is described in various literature as a set of characteristics or perspectives that underlie an individual's activities, such as risk-taking, innovativeness, proactiveness, competitive aggressiveness, learning orientation, and achievement orientation. This aspect shapes character and subsequently enhances entrepreneurial intention. Furthermore, a study conducted by (Gorostiaga et al. 2019) on 411 students showed that entrepreneurial orientation is related to self-efficacy and personal initiative, which are closely associated with entrepreneurial intention. Another analysis by (Ismail et al. 2015) of 300 students



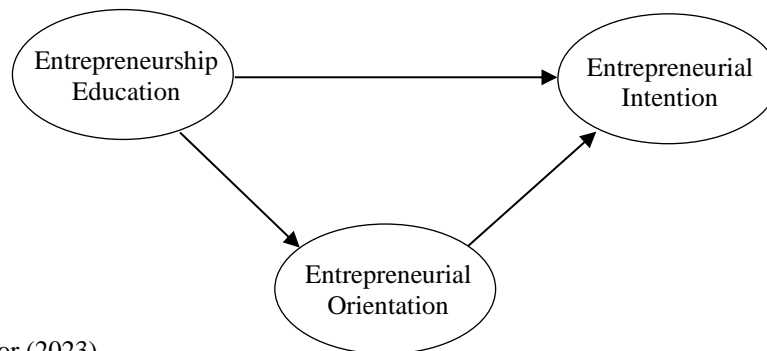
at a research university in Malaysia demonstrated a relationship between orientation of entrepreneurship and intention. The dimensions of entrepreneurial orientation used in the measurement are proactiveness, innovativeness, and risk-taking. The results showed significant correlation scores with entrepreneurial intention, with respective values of 0.449, 0.592, and 0.671. Among these dimensions, risk-taking had the highest correlation score with the variable. Another research by (Sellam et al. 2021) on 100 students showed a positive influence of entrepreneurial orientation on intention by 59%. Based on the explanations above, the third hypothesis is formulated as follows:

H3: There is an influence of entrepreneurial orientation on entrepreneurial intention.

### **Entrepreneurship Education, Entrepreneurial Orientation, and Entrepreneurial Intention**

The simultaneous influence of entrepreneurial education and orientation on intention can be explained as follows. Research conducted by (Chienwattanasook, Jemsittiparsert, and Jarinto 2019) on 550 students from three prestigious universities in Thailand showed that education of entrepreneurship and entrepreneurial orientation influence intention. The path coefficient for the role of entrepreneurship education and orientation on intention was 0.353 and 0.569, respectively. Therefore, the impact of entrepreneurial orientation on intention is greater than entrepreneurship education. (Efrata et al. 2021) also provided evidence that education of entrepreneurship influences intention entrepreneurship, with orientation serving as a mediator. According to the explanations above, the fourth hypothesis is formulated as follows:

H4: There is an influence of entrepreneurship education on entrepreneurial intention mediated by entrepreneurial orientation.



Source: Author (2023)

**Figure 1. The conceptual research model**

## **3. Research Methods**

### **Sample and Procedure**

The study employed a quantitative approach, utilizing online questionnaires as the means of data collection. The target population consisted of 327 students from a Private University who had previously undergone entrepreneurial education, as outlined in Table





1. Respondents were categorized by gender, age, and business ownership. The majority were female (51.4%),  $\geq 21$  years old, had a business (45.9%), and had parents who were entrepreneurs (66.4%).

**Table 1. Respondent Profiles (n=327)**

<b>Demographic</b>	<b>Frequencies</b>	<b>Percentage</b>
<b>Gender</b>		
Female	168	51.4
Male	159	48.6
<b>Age</b>		
18 and below	19	5.8
19-20	79	24.1
21 and above	229	70.1
<b>Business Owner</b>		
Yes	150	45.9
No	177	54.1
<b>Parent's Job as an Entrepreneur</b>		
Yes	217	66.4
No	110	33.6

Source: Processed Data (2023)

### Measures

Entrepreneurship education was measured by adopting a tool developed by (Sugianingrat et al. 2016; Tri 2020) with three dimensions, namely education method, materials, and objectives. An example item question was "Entrepreneurial education has increased my business knowledge." There was a total of 10 item questions in the variable measured on a 5-point Likert scale. Entrepreneurial orientation was measured by adopting a tool developed by (Gorostiaga et al. 2019) with six dimensions, namely proactiveness, risk-taking, innovativeness, competitiveness, learning orientation, and achievement orientation. An example item question was "I enjoy making risky decisions." There was a total of 33 item questions in the variable measured on a 5-point Likert scale. Intention of entrepreneurship was measured by adopting a tool developed by (Bui et al. 2020; Chornidio 2018; Mante and Abellanos 2022; Naushad 2018) with two dimensions, namely propensity to act and perceived desirability. An example item question was "I have a strong intention to start a business someday." There was a total of 12 item questions in the variable measured on a 5-point Likert scale. To test the differences between each variable (intention of entrepreneurship, orientation entrepreneurship, and education of entrepreneurship), a validity analysis was conducted by examining the factor loadings of each item. Furthermore, the factor loading should be equal to or greater than 0.5 (Hair et al. 2019). Some indicators of the variables were discarded because their factor loadings were less than 0.5. A total of 4, 23, and 5 indicators of



entrepreneurial education, orientation of entrepreneurship, and intention of entrepreneurship were discarded, respectively. Cronbach's Alpha testing was conducted to ensure all item questions in the questionnaire met the requirement of internal consistency. In addition, Composite Reliability and Cronbach's Alpha should be equal to or higher than 0.7 (Hair et al. 2019). The reliability test shown in Table 2 indicated that all variables tested have scores ranging from 0.873 to 0.930, hence the indicators can be considered reliable.

**Table 2. Loading Factors and Reliability Check**

Item	Factor Loading	<i>P Value</i>	Cronbach's Alpha	Composite Reliability
EE1	0.761	<0.001	0.873	0.874
EE2	0.770	<0.001		
EE3	0.694	<0.001		
EE4	0.724	<0.001		
EE5	0.758	<0.001		
EE6	0.683	<0.001	0.886	0.888
EO1	0.624	<0.001		
EO2	0.628	<0.001		
EO3	0.618	<0.001		
EO4	0.699	<0.001		
EO5	0.687	<0.001		
EO6	0.645	<0.001		
EO7	0.701	<0.001		
EO8	0.752	<0.001		
EO9	0.669	<0.001		
EO10	0.613	<0.001	0.929	0.930
EI1	0.808	<0.001		
EI2	0.810	<0.001		
EI3	0.790	<0.001		
EI4	0.837	<0.001		
EI5	0.789	<0.001		
EI6	0.858	<0.001		
EI7	0.772	<0.001		

Source: Processed Data (2023)

#### 4. Results

Table 3 shows that the standard deviation values for each variable are smaller than their respective means. Therefore, the data can be categorized as good since the means of each variable are a good representation of the overall result. The mean scores of all variables are within a high range of 3.41 to 4.20. The scoring categories used based on the 5-point Likert scale are as follows: 1.00-1.80 = very low, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, and 4.21-5.00 = very high. The highest and lowest average scores are for the education and intention of entrepreneurship variables with a mean of 4.21 and 4.18, respectively.



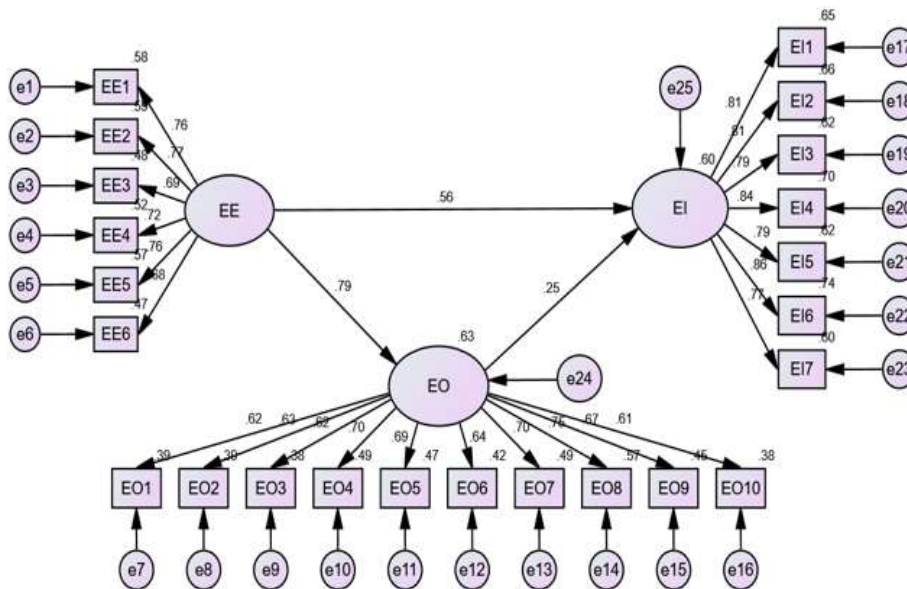


**Table 3. Mean and Standard Deviation**

Variable	Mean	SD
Entrepreneurship Education	4.21	0.59
Entrepreneurial Orientation	4.19	0.56
Entrepreneurial Intention	4.18	0.74

Source: Processed Data (2023)

Figure 2 shows the results of testing the model using Structural Equation Modeling (SEM) and the testing can be explained in three major parts, namely the goodness of fit, structural models, and measurement. The measurement model testing is reflected in Table 2, showing the factor loading values of each questionnaire item in the variables. Meanwhile, the testing of the goodness of fit of the research and structural models can be seen in Tables 4 and 5.



Source: Processed Data (2023)

**Figure 2. Testing Model Framework**

**Table 4. Goodness of Fit Model**

Measurement	Req.	Score	Category
Chi-Square	≥ 0.05	0.00	Moderate fit
GFI	> 0.9	0.906	Fit
RMSEA	< 0.08	0.046	Fit
ECVI	Smaller-better	1.470	Fit
TLI	> 0.8	0.959	Fit
NFI	> 0.8	0.914	Fit
RFI	> 0.8	0.905	Fit
AGFI	> 0.8	0.886	Fit
IFI	> 0.8	0.963	Fit



CFI	> 0.9	0.963	Fit
PGFI	0 – 1	0.745	Fit
PNFI	0 – 1	0.820	Fit

Source: Processed Data (2023)

Based on the Goodness of Fit model testing using SEM, the Chi-square ( $X^2$ ) value for the tested model was 381.238 with a p-value of 0.00. Even though the p-value  $< 0.05$ , the CMIN/DF value was 1.679, indicating an acceptable fit between the hypothesis model and the sample data between 1 and 3, as mentioned by Carmines and McCleaver (Arbuckle 2013). Additionally, the  $X^2$  test is often insufficient to determine the goodness of the model. Other goodness-of-fit tests are needed to strengthen the results of the  $X^2$  and p-value since the NCP value for the tested model was 154.238. The model can be considered a good fit because the NCP value was between 104.314 (LO 90) and 212.049 (HI 90). The ECVI value was also 1.470 and can be considered a good fit since the result was between 1.317 (LO 90) and 1.647 (HI 90), in line with Carmines and McCleaver (Arbuckle 2013). The RMSEA value of 0.046 proved that the tested model had a good fit because the value was less than 0.08 (Arbuckle 2013). It is the most informative indicator of a well-fitting model compared to others. Several other testing indicators also showed a good fit, as seen in Table 4. Based on the result, the model was considered good for describing the relationships between the variables under investigation.

**Table 5. Hypothesis Testing**

Hypothesis	Coef.	P (Value)	Conclusion
Entrepreneurship Education → Entrepreneurial Intention	0.560	<0.001	Hypothesis accepted
Entrepreneurship Education → Entrepreneurial Orientation	0.792	<0.001	Hypothesis accepted
Entrepreneurial Orientation → Entrepreneurial Intention	0.253	<0.001	Hypothesis accepted
Entrepreneurship Education → Entrepreneurial Orientation → Entrepreneurial Intention	0.334	0.004*	Hypothesis accepted

\*Significant at 0.05

Source: Processed Data (2023)



The results of hypothesis testing in Table 5 indicate that:

1. Education of entrepreneurship has a significant positive influence on intention entrepreneurship ( $p < 0.001$ ) with a coefficient of 0.560. Therefore, the first hypothesis stating that there is an impact of entrepreneurship education on intention of entrepreneurship is accepted.
2. Education of entrepreneurship has a significant positive influence on orientation of entrepreneurship ( $p < 0.001$ ) with a coefficient value of 0.792. Therefore, the second hypothesis stating that there is an influence of education of entrepreneurship on entrepreneurial orientation is accepted.
3. Entrepreneurial orientation has a significant positive influence on intention of entrepreneurship ( $p < 0.001$ ) with a coefficient of 0.253. Therefore, the third hypothesis stating that there is an impact of entrepreneurial orientation on entrepreneurial intention is accepted.
4. The mediation testing of orientation of entrepreneurship on the relationship between intention of entrepreneurship and entrepreneurship education uses the Sobel Test (sobel test statistic = 2.8244, one-tailed probability = 0.0024, two-tailed probability = 0.0047). The results show that education of entrepreneurship has a significant positive influence on entrepreneurial intention mediated by entrepreneurial orientation ( $p$ -value =  $0.004 < 0.05$ ) with a coefficient of 0.334. Therefore, the hypothesis stating that there is an influence of entrepreneurship education on entrepreneurial intention mediated by entrepreneurial orientation is accepted.

## Discussion

The aim of this study is to examine the influence of entrepreneurship education and orientation of entrepreneurship on students' intentions. The first hypothesis examines the influence of entrepreneurship education on intention of entrepreneurship. The findings indicate a significant positive influence of the variable on intention of entrepreneurship. Therefore, when students receive entrepreneurship education, they tend to engage in activities or have the intention to become entrepreneurs. These results confirm previous research that demonstrates the link between entrepreneurial intention and entrepreneurship education (Amaliawati et al. 2019; Astiana et al. 2022; Suandi and Suwarno 2022). The respondents' entrepreneurial intention is categorized as high, considering the high level of entrepreneurship education. Almost half of the respondents already have their businesses, indicating a high level of knowledge and intention to engage in entrepreneurship. Further analysis of the model shows that the indicators provide a better understanding of the required qualities and are the highest contributing factors to entrepreneurship education. However, the indicators related to learning about requirements and financial considerations in starting a business are the lowest contributing factors to the variable. Regarding the mean scores, the indicator related to understanding the theories has the lowest average score among the entrepreneurship education variables (mean = 3.90). This is followed by those related to materials concerned with the latest business developments (mean = 4.12).

The second hypothesis examines the influence of entrepreneurship education on entrepreneurial orientation. The findings indicate a significant positive influence of the variable on entrepreneurial orientation. Therefore, when students have a high level of entrepreneurship education, their orientation of entrepreneurship is also high. The rationale



behind this relationship is that individuals with a good understanding of business tend to have a proactive attitude toward decision-making involving risks, innovation, and business opportunities (Solikahan and Mohammad 2019). These confirm the previous result that demonstrates the link between entrepreneurial orientation and entrepreneurship education (Al-Awlaqi et al. 2021; Efrata et al. 2021; Galvao et al. 2020). The respondents' level of entrepreneurial orientation falls into the high category, as evidenced by the profile, with almost half already having businesses. This indicates proactive and tangible actions in terms of risk-taking and seizing business opportunities. Further analysis of the measurement model shows that the indicator related to enjoying learning new things and taking initiative is the highest and lowest contributing factor to entrepreneurial orientation. Additionally, when examining the average scores, the indicator related to enjoying setting challenging goals has the lowest average score (mean = 3.90), followed by those related to the clarity of goals when performing tasks (mean = 4.09).

The third hypothesis examines the influence of entrepreneurial orientation on entrepreneurial intention. The findings indicate a significant influence of the variable on intention of entrepreneurship. Individuals who have a high level of entrepreneurial orientation tend to have the intention to start a business, while those with an orientation toward innovation, risk-taking, and seizing business opportunities are more likely to engage in activities or start a business (Gorostiaga et al. 2019). These results also confirm previous study that demonstrates the influence of entrepreneurial orientation on intention (Gorostiaga et al. 2019; Ismail et al. 2015; Sellam et al. 2021). The high levels of the variables are closely related to the profile of the respondents, with almost half already having businesses. Additionally, the occupation of the parents, who are predominantly entrepreneurs influences the orientation and intention of the respondents. This can shape the entrepreneurial spirit in children, and the parents' occupation as entrepreneurs becomes the desired career path to be followed.

The fourth hypothesis examines the influence of entrepreneurship education on entrepreneurial intention mediated by orientation. Therefore, individuals with a high level of understanding of entrepreneurship tend to have a proactive attitude towards innovation, risk-taking, and seizing business opportunities. They are more likely to engage in entrepreneurial practices or start a business, and this confirms previous result that demonstrates the influence of entrepreneurship education on orientation and intention (Chienwattanasook et al. 2019; Efrata et al. 2021). Based on measurement model testing, the indicator that represents readiness to seek opportunities and interest in learning about business is the highest and lowest determining factor of entrepreneurial intention, respectively. The indicator stating that entrepreneurship is a professional goal has the lowest average score (mean = 3.95) when examining the mean scores of the entrepreneurial intention variables, followed by the intention to run their company, which has the next lowest score (mean = 4.08).



## 5. Conclusion and Suggestion

This research examined the role of entrepreneurship education and entrepreneurial orientation in enhancing intention. Based on the discussion in the previous sections, the variable can increase the entrepreneurial intention of students. Individuals with a high level of understanding of entrepreneurship are more likely to have the intention to engage in entrepreneurial activities. The enhancement of this variable can be achieved by providing an understanding of the qualities possessed by entrepreneurs. This can be accomplished by providing examples of successful entrepreneurs and discussing the qualities possessed. Additionally, improving entrepreneurship education can involve imparting knowledge of theories and strategies for developing new businesses, as well as explaining the requirements and considerations for financing a startup. The study also examined the role of the variable in increasing orientation of entrepreneurship. The findings also suggested that to enhance entrepreneurial orientation among students, efforts should be made to learn new things, set challenging goals, and take initiative from opportunities. This can be achieved through an entrepreneurship learning system that encourages students to take risks, show initiative, and be innovative. This study demonstrated the role of entrepreneurial orientation in increasing intention of entrepreneurship. The findings indicated that a proactive attitude towards innovation, risk-taking, and seizing business opportunities can drive individuals to initiate entrepreneurial activities or start a business. Entrepreneurial intention can also be enhanced by orientation resulting from entrepreneurship education. Individuals with entrepreneurship education have a high understanding of the concept, which shapes their orientation to foster the tendency to start a business. Based on the discussion, entrepreneurial intention can also be enhanced by equipping students with the readiness to identify opportunities, run a business, and create products needed by society. This research has some limitations, firstly, it only focused on entrepreneurship education as an independent variable. Future analysis should explore models involving multiple independent variables, such as personality, family support, and academic support. Secondly, this research did not statistically test the role of respondent profiles concerning the enhancement of entrepreneurship education, as well as entrepreneurial orientation and intention. Future analysis should conduct statistical tests and provide an in-depth discussion on this matter.

## 6. Acknowledgement

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