

The Effect of Entrepreneurship Education, Motivation, and Interest on Entrepreneurship Mental Attitude of Economic Education Students of Jambi University



Siti Syuhada¹, Sri Monika², Mayasari³, Ahmad Rifki⁴, Azizah⁵

^{1,3,4}Department of Economics Education, Jambi of University, Jambi, 36361, Indonesia

²Student Department of Magister Economic Education, Jambi of University, Jambi, 36361, Indonesia

⁵Department of Economics Management, Batanghari of University, Jambi, 36361, Indonesia

ABSTRACT: This study aims to determine the effect of entrepreneurship education, entrepreneurial motivation, and entrepreneurial interest on the entrepreneurial mental attitude of students of Economics Education, University of Jambi using path analysis. The methodology used is quantitative. The subjects in this study were economics education students from the 2017, 2018, 2019 and 2020 intakes with a population of 262 students and a sample of 158 students who were then used as respondents in the study. The instrument in this study was a questionnaire with the help of a Google form. Based on the results of the research that has been carried out, there is a direct influence (1) of entrepreneurship education on entrepreneurial interest (2) entrepreneurial motivation on entrepreneurial interest (3) entrepreneurship education on entrepreneurial mental attitude (4) entrepreneurial motivation on entrepreneurial mental attitude (5) entrepreneurial interest on entrepreneurial mental attitude, and there is an indirect influence (6) of entrepreneurship education on entrepreneurial mental attitude through entrepreneurial interest (7) entrepreneurial motivation on entrepreneurial mental attitude through entrepreneurial interest. So it can be concluded that all H_a are accepted and H_0 is rejected.

KEYWORDS: Entrepreneurship Education, Entrepreneurial Motivation, Entrepreneurial Interest, Entrepreneurial Mental Attitude

I. INTRODUCTION

To create an entrepreneurial mental attitude, capital is needed in the form of entrepreneurship education such as courses at Jambi University, namely entrepreneurship, in addition to education, motivation or encouragement to become an entrepreneur is also needed so that an interest in entrepreneurship is created in students. However, in reality, there are still many students who do not have an interest in entrepreneurship. The less than optimal entrepreneurial mental attitude and interest in entrepreneurship have made researchers interested in researching this problem. This study aims to describe (1) The direct influence of entrepreneurship education on entrepreneurial interest, (2) The direct influence of entrepreneurial motivation on entrepreneurial interest, (3) The direct influence of entrepreneurship education on entrepreneurial mental attitude, (4) The direct influence of entrepreneurial motivation on entrepreneurial mental attitude, (5) The direct influence of entrepreneurial interest on entrepreneurial mental attitude, (6) The influence of entrepreneurship education on entrepreneurial mental attitude through entrepreneurial interest, (7) The influence of entrepreneurial motivation on entrepreneurial mental attitude through entrepreneurial interest.

According to Azwar (2003:3) attitude is defined as a reaction or response that arises from an individual to an object which then gives rise to individual behavior towards the object in certain ways. According to Kartini, Jenny (1989:3) The word mental is taken from Latin, namely from the word mens or metis which means soul, life, spirit, spirit, enthusiasm. Thus, mental is things related to psycho or psyche that can influence individual behavior. Every behavior and expression of individual movements is a drive and reflection of mental conditions (atmosphere). Anoraga and Sudantoko (2002:140) Entrepreneurial attitude is the attitude of a person who has a sense of responsibility, is always dynamic, tenacious and persistent. An entrepreneur must have a mental attitude that dares to accept criticism and useful suggestions and take the initiative to achieve success.

From the expert opinions above, it can be synthesized that the entrepreneurial mental attitude is a drive from the individual or someone's soul that results in an action and behavior either as an entrepreneur or the potential to become an

The Effect of Entrepreneurship Education, Motivation, and Interest on Entrepreneurship Mental Attitude of Economic Education Students of Jambi University

entrepreneur. The entrepreneurial mental attitude in this study was measured by the following indicators: Self-confidence, task and result orientation, courage to take risks, leadership, future orientation, creativity, honesty and perseverance. For that, entrepreneurship education is needed in forming an entrepreneurial mental attitude. Entrepreneurship education is a weapon to destroy unemployment and poverty, and becomes a ladder to the dream of every society to be financially independent, have the ability to build individual prosperity, and at the same time help build community welfare (Asmani: 2011).

Tando (2013:28) stated that entrepreneurship education is a systematic and continuous process, both formal and informal, in order to form entrepreneurial people. This entrepreneurship education not only aims to change the soul/attitude to meet the criteria of entrepreneurial people, but also aims to improve certain skills and expertise so that they can support a person or a community in entrepreneurship.

According to Wibowo (2011:76), there are two ways to instill an entrepreneurial mindset in students on campus. First, integrate entrepreneurship education into the curriculum. In the curriculum, the character of entrepreneurial science should be designed to know (to know), do (to do), and become (to be) entrepreneurs. The objectives of education to know and to do are integrated into the curriculum of the study program, distributed in various scientific courses. Universities provide entrepreneurship courses aimed at providing motivation and forming an entrepreneurial mental attitude. For the purpose of to be an entrepreneur, it is given in practical business skills training. Second, student extracurricular activities need to be packaged systematically and directed to build motivation and an entrepreneurial mental attitude. Student development in various activities of interest and talent, science, welfare or organization should also be directed to provide entrepreneurial skills.

Entrepreneurship Education is an effort made by educational institutions to instill knowledge, values, spirit and entrepreneurial attitudes to students and learners so that the character of an entrepreneurial mental attitude is formed and fosters students' interest in carrying out business activities. The indicators of entrepreneurship education used in this study are the value of entrepreneurship courses. The many theories of learning and teaching are broadly divided into three large groups, namely behavioristic learning theory, cognitive learning theory, and humanistic learning theory. The grouping of these learning theories emphasizes the differences in the perspective of the learning process in individuals. In pursuing education, encouragement or motivation from the individual is needed. Purwanto (2006:73) defines that motivation is a conscious effort to move, direct and maintain a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals.

Siagian in Sumanto (2014:168) defines motivation as a driving force that causes someone to be willing and prepared to use their abilities in the form of expertise or skills, energy and time to carry out various activities in order to achieve goals. Many experts have put forward the definition of motivation with their own perspectives, but in essence it is the same, namely as a driving force that changes energy within a person into a form of real activity to achieve a certain goal. Motivation contains hopes, needs, target goals and incentives. Motives become active at certain times, especially when the need to achieve a goal is felt to be very urgent. From the explanation above, it can be concluded that motivation is a drive within a person to do something.

Entrepreneurial Motivation is a mental drive that drives and directs human behavior to carry out business activities. The indicators of entrepreneurial motivation are as follows: Achievement motive, affiliation motive, and power motive. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. According to Daryanto (2009:53) interest is a persistent tendency to pay attention to and remember some activities. Activities that someone is interested in are continuously observed accompanied by a sense of pleasure. Sardiman (2014:76) states that interest is defined as a condition that occurs when someone sees characteristics or temporary meanings of a situation that are connected to their own desires or needs. Therefore, what someone sees will certainly arouse their interest as long as what is seen is related to their own interests.

Entrepreneurial Interest is a strong tendency or desire to dare to create a business which then organizes, regulates, bears the risk and develops the business that is created. The indicators that can be measured from entrepreneurial interest are as follows: personal, sociological, and environmental. In this study will discuss the direct influence of entrepreneurship education and entrepreneurial motivation on entrepreneurial mental attitudes; direct influence of entrepreneurship education and entrepreneurial motivation on entrepreneurial interest; indirect influence of entrepreneurship education and entrepreneurial motivation on entrepreneurial mental attitudes through entrepreneurial interest.

II. METHOD

The research activity was carried out at the University of Jambi, Pinang Masak Campus on Jl. Raya Jambi - Muara Bulian Km. 15, Mendalo Indah, Jambi Luar Kota. The subjects of the research were specifically students of Economic Education who

The Effect of Entrepreneurship Education, Motivation, and Interest on Entrepreneurship Mental Attitude of Economic Education Students of Jambi University

were in the 2017, 2018, 2019 and 2020 intakes. It was carried out in the odd semester of 2021/2022. This research is included in the type of quantitative research. Quantitative research is a method used to answer research problems related to data in the form of numbers and statistical programs. According to Sugiyono (2017:15) Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, data collection using research instruments, quantitative/statistical data analysis with the aim of describing and testing the established hypothesis. Population is a generalization area consisting of: objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2018:130). The population in this study were Economic Education Students 2017, 2018, 2019 and 2020 who contracted the Entrepreneurship course.

Table 1. Total of Economic Education students in the 2017-2020

| Years | Total Student |
|--------------|--------------------|
| 2017 | 35 Pepople |
| 2018 | 62 Pepople |
| 2019 | 103 Pepople |
| 2020 | 62 Pepople |
| Total | 262 Pepople |

Resource: Academic Departement of Economic Education

According to Khairinal (2016:305) A researcher can conduct population research. However, if the research population is very large, a researcher can choose sample research. According to Kerlingger (in Khairinal, 2016:305) sometimes the scope of the sample is easy to determine, sometimes it is difficult. The definition of a sample is part of the population to represent the respondents to be studied. In this study, it was determined using the Slovin formula with an error rate of 5% with the following calculation:

$$n = \frac{n}{N \cdot d^2 + 1}$$

Description:

n = Sample Size/Number

N = Population Size/Number

d² = Precision (set at 5% with a 95% confidence level) From this formula, the following numbers are obtained:

$$n = \frac{n}{N \cdot d^2 + 1} = \frac{262}{(262) \cdot (5\%)^2 + 1} = \frac{262}{(262) \cdot (0.05)^2 + 1} = 158$$

Judging from the sample size calculation formula above, the sample of this study was 158 students. Sampling technique is one part of the research methodology that is related to the activity of how to select research samples and statistical data, namely those related to taking part of a set of data populations that have the same characteristics to calculate the number of samples (Khairinal, 2016:311).

The type of data produced in this study is ordinal data because the measurement scale used is the Likert scale. According to Sugiyono (2017:134) Ordinal data is statistical data whose method of arranging numbers is based on order. So the variables to be measured are described as variable indicators. Then the indicators are described as starting points for compiling instrument items in the form of statements. So with this Likert scale, the researcher wants to know the mental attitude of entrepreneurship of students of Economic Education, Economic Education, University of Jambi. The data collection method in this study is a questionnaire. A questionnaire is a number of written questions that are compiled and used by researchers to be handed over and left for respondents to be taken home by respondents to be answered and after a few days the questionnaire is taken by the researcher from the respondents (Khairinal, 2016:340).

The questionnaire used in this study is a structured questionnaire or closed questionnaire, this questionnaire contains questions accompanied by answer choices for the questions. Respondents are asked to choose one answer that reflects their attitude by giving a checklist (v). The questionnaire used in this study was given to students as respondents to obtain data on economic education, entrepreneurial motivation, and entrepreneurial interest. The scale in this study uses a Likert scale, with this scale the variables to be measured are described into variables. Then the indicator becomes the starting point for compiling instrument items that can be in the form of statements or questions. The alternative choices provided by the Likert scale (Sinambela, 2014:144) which are used as follows:

The Effect of Entrepreneurship Education, Motivation, and Interest on Entrepreneurship Mental Attitude of Economic Education Students of Jambi University

Table 2. Scoring guidelines

| No | Alternative Answers | Score |
|----|---------------------|-------|
| 1 | Strongly agree | 4 |
| 2 | Agree | 3 |
| 3 | Disagree | 2 |
| 4 | Strongly Disagree | 1 |

The purpose of the research instrument trial is to avoid questions that are difficult to understand, add or reduce items so that it can be known whether or not the instrument is suitable for use in collecting researcher data, the instrument test was carried out with the help of Statistical Product and Service Solutions (SPSS) 22.0 . The data analysis used in this study is path analysis. Path analysis is an extension of multiple linear regression analysis, or path analysis is the use of regression analysis to estimate the causal relationship between variables (casual models) that have been previously determined based on theory (Ghozali, 2013:249).

FINDINGS AND DISCUSSION

This research was conducted from January to December 2021. It began with the distribution of research instruments in the form of questionnaires via Google Form by providing a link via all level leaders from each class of economics education a t Jambi University and then shared via WhatsApp groups to class groups by the level leaders to students of economics education at Jambi University. The questionnaire was distributed to 158 students. In this chapter, the results of the research conducted by the author will be presented as well as a discussion of the results of the research.

Before conducting path analysis, the research data transformation in the form of ordinal data into interval data using the Method of Successive Interval (MSI) with the help of Microsoft Excel is first carried out. After the data is transformed, a classical assumption test is carried out in the form of a normality test, linearity test, homogeneity test, multicollinearity test, heteroscedasticity test and autocorrelation test. From the results of the test, it was found that the data was normally distributed, the data was linear, the data was homogeneous, there was no multicollinearity (not correlated with each other), there was no heteroscedasticity and there were no problems or symptoms of autocorrelation. Which means that the test results meet the requirements for hypothesis testing using path analysis. The following will show the statistical results of the research hypothesis testing. There are seven hypotheses tested with the following results.

Results of the Coefficients of The Direct Influence of Entrepreneurship Education on Entrepreneurship Interest

From the calculations carried out using the SPSS version 22.0 tool, the results were found which can be seen in the following table:

Table 3. Direct influence of entrepreneurship education on entrepreneurship interest

| | | Coefficients ^a | | | | |
|-------|----------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 18,308 | 16,761 | | 1,092 | ,276 |
| | Entrepreneurship Education | 12,601 | 4,430 | ,222 | 2,845 | ,005 |

a. Dependent Variable: Entrepreneurship Interest

Based on table 4.21, it can be seen that the value of t count > t table 1.65468 and Sig. <0.05 or 0.005 <0.05. So the regression equation is $Y = 18.308 + 0.222X_1$. Because t count is 2.845 greater than t table which has a value of 1.65468. This means that H_0 is accepted and H_a is rejected, which means that it can be concluded that there is a direct influence of the entrepreneurship education variable on the entrepreneurial interest of students of Economics Education, University of Jambi by 0.222.

The results of this study are in line with Wibowo's opinion (in Wahyono, Siswandari and Santosa, 2015) who defines entrepreneurship education as an effort to internalize the mental and entrepreneurial spirit of individuals carried out through educational institutions or non-educational institutions in the form of entrepreneurship course institutions or other similar institutions. Furthermore, the results of this study are in line with research conducted by Rembulan and Fensi (2018) entitled "The Influence of Entrepreneurship Education on Entrepreneurial Interest" the results of this study, entrepreneurial interest in students

The Effect of Entrepreneurship Education, Motivation, and Interest on Entrepreneurship Mental Attitude of Economic Education Students of Jambi University

is influenced by the encouragement of educational institutions, entrepreneurial interest in students is influenced by entrepreneurship courses compiled by educational institutions.

Results of The Coefficients of The Direct Influence of Entrepreneurship Motivation on Entrepreneurship Interest

The results of the coefficients of the direct influence of entrepreneurship education on entrepreneurial interest can be seen in the following table:

Table 4. direct influence of entrepreneurship motivation on entrepreneurship interest

| Coefficients ^a | | | | | | |
|---------------------------|-----------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 21,004 | 3,986 | | 5,269 | ,000 |
| | Entrepreneurship Motivation | ,644 | ,056 | ,676 | 11,470 | ,000 |

a. Dependent Variable: Entrepreneurship Interest

Based on table 4.21, it can be seen that the value of $t_{count} > t_{table} > 1.65468$ and $Sig. < 0.05$ or $0.000 < 0.05$. So the regression equation is $Y = 21.004 + 0.676X_2$. Because the t count of 11.470 is greater than the t table with a value of 1.65468, H_a is accepted and H_0 is rejected, which means that it can be concluded that there is a direct influence of the entrepreneurial motivation variable on the entrepreneurial interest of students of Economics Education, University of Jambi by 0.676.

The results of this study are also supported by previous research conducted by Rosmiati and Munawar (2015:22) explaining that motivation in entrepreneurship includes motivation that is directed to achieve entrepreneurial goals, such as goals that involve the recognition and exploitation of business opportunities. Furthermore, the results of this study are supported by Andayanti and Harie (2020), entitled "The effect of entrepreneurial motivation on students' entrepreneurial interest" the results of this study there is a linear effect between entrepreneurial motivation and students' entrepreneurial interest. This means that the higher the entrepreneurial motivation, the higher the students' entrepreneurial interest.

Results of The Coefficients of The Direct Influence of Entrepreneurship Education on Entrepreneurship Mental Attitudes

The results of the coefficients of the direct influence of entrepreneurship education on entrepreneurship mental attitudes can be seen in the following table:

Table 5. Direct influence of entrepreneurship education on entrepreneurship mental attitude

| Coefficients ^a | | | | | | |
|---------------------------|----------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 17,653 | 17,623 | | 1,002 | ,318 |
| | Entrepreneurship Education | 14,723 | 4,658 | ,245 | 3,161 | ,002 |

a. Dependent Variable: Entrepreneurship Mental Attitude

The results show that the value of $t_{count} > t_{table} > 1.65468$ and $Sig. < 0.05$ or $0.002 < 0.05$. So the regression equation is $Y = 7.653 + 0.245X_3$. Because t count 3.161 is greater than t table 1.65468, then H_a is accepted and H_0 is rejected, which means that there is a direct influence of the entrepreneurship education variable on the entrepreneurial mental attitude of students of Economics Education, University of Jambi of 0.245.

The results of this study are in line with Wibowo's opinion (2011:76), there are two ways to instill an entrepreneurial mentality in students on campus. First, integrate entrepreneurship education into the curriculum. In the curriculum, the character of entrepreneurial science should be designed to know (to know), do (to do), and become (to be) entrepreneurs. The objectives of education to know and to do are integrated into the curriculum of the study program, distributed in various scientific courses. Furthermore, the results of this study are supported by research conducted by Prihantoro and Hadi entitled "The Influence of Entrepreneurship Education, Entrepreneurial Motivation and Family Environment on Entrepreneurial Mental Attitude" the results of the study, the variable of entrepreneurship education partially has a positive effect on the entrepreneurial mental attitude of

The Effect of Entrepreneurship Education, Motivation, and Interest on Entrepreneurship Mental Attitude of Economic Education Students of Jambi University

class XI students majoring in Marketing at SMK Negeri 1 Demak.

Results of The Coefficients of The Direct Influence of Entrepreneurship Motivation on Entrepreneurship Mental Attitude

The results of the coefficients of the direct influence of entrepreneurship education on entrepreneurial mental attitudes can be seen in the following table:

Table 6. Direct influence of entrepreneurship motivation on entrepreneurship mental attitude

| Model | | Coefficients ^a | | | t | Sig. |
|-------|-----------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 26,879 | 4,296 | | 6,257 | ,000 |
| | Entrepreneurship Motivation | ,666 | ,061 | ,661 | 10,997 | ,000 |

a. Dependent Variable: Entrepreneurship Mental Attitude

The calculation results show that the value of $t_{count} > t_{table} > 1.65468$ and $Sig. < 0.05$ or $0.000 < 0.05$. So the regression equation is $Y = 26.879 + 0.661X_4$. Because the t count of 10.997 is greater than the t table of 1.65468, H_a is accepted and H_o is rejected, which means that it can be concluded that there is a direct influence of the entrepreneurial motivation variable on the entrepreneurial mental attitude of students of Economics Education, University of Jambi by 0.621.

The results of this study are in line with the opinion put forward by Alma (2013:16), motivation is the will to do something, while motive is a need, desire, drive or impulse. A person's motivation depends on the strength of their motive. Motives with very great strength will determine a person's behavior. Furthermore, the results of this study are supported by Ukma, Hasan and Supatminingsih (2018) entitled "The effect of entrepreneurship education, entrepreneurial motivation and family environment on entrepreneurial mental attitudes" from the results of the study it was found that the variable of entrepreneurial motivation partially had a positive effect on entrepreneurial mental attitudes.

Results of the Coefficients of The Direct Influence of Entrepreneurship Interest on Entrepreneurship Mental Attitude

The results of the coefficients of the direct influence of entrepreneurship education on entrepreneurial mental attitudes can be shown in the following table:

Table 7. Direct influence of entrepreneurship interest on entrepreneurship mental attitude

| Model | | Coefficients ^a | | | t | Sig. |
|-------|---------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 38,736 | 4,938 | | 7,845 | ,000 |
| | Entrepreneurship Interest | ,524 | ,074 | ,495 | 7,124 | ,000 |

a. Dependent Variable: Entrepreneurship Mental Attitude

The results show that the value of t count is $> t$ table 1.65468 and $Sig. < 0.05$ or $0.000 < 0.05$. So the regression equation is $Y = 138.736 + 0.495X_5$. Because the t count of 6.470 is greater than the t table of 1.65468, H_a is accepted and H_o is rejected, which means that there is a direct influence of the entrepreneurial interest variable on the entrepreneurial mental attitude of students of Economics Education, University of Jambi, of 0.495.

The results of this study are in line with the opinion of Shaleh and Wahab (2015) who stated that entrepreneurial interest is an interest in creating something through the use of existing expertise and balanced with the courage to bear the risks that will occur. This interest can arise because of a sense of pleasure, desire, attention, a supportive environment, and entrepreneurial experience. Furthermore, the results of this study are in line with Rahmia's research (2019) entitled "the influence of entrepreneurship education, entrepreneurial interest and family environment on the mental attitude of entrepreneurship in economic education students, Faculty of Economics, Makassar State University" the results of this study showed that the independent variables had a simultaneous and partial positive and significant effect on the mental attitude of entrepreneurship.

The Effect of Entrepreneurship Education, Motivation, and Interest on Entrepreneurship Mental Attitude of Economic Education Students of Jambi University

Result of The Indirect Influence of Entrepreneurship Education on Entrepreneurship Mental Attitude through Entrepreneurship Interest

To find out whether the entrepreneurial interest variable is able to mediate the entrepreneurial education variable on the entrepreneurial mental attitude, the steps are as follows:

1. Direct influence of entrepreneurial education on the entrepreneurial mental attitude: Direct effect = P_{yX1}
 $= 0.245$
2. The indirect influence of entrepreneurship education through entrepreneurial interest on entrepreneurial mental attitudes: indirect effect = $(P_{X3X1}) \times (P_{yX3})$
 $= 0.222 \times 0.495$
 $= 0.110$
3. Total Influence
Total influence = Direct influence + Indirect influence
 $= 0.245 + 0.110$
 $= 0.355$

So the direct influence given by entrepreneurship education on the mental attitude of entrepreneurship is 0.245. While the indirect influence of entrepreneurship education on the mental attitude of entrepreneurship through entrepreneurial interest is 0.110. So the total influence is 0.355. Thus H_a is accepted and H_o is rejected. This can be interpreted that there is an indirect influence of entrepreneurship education on the mental attitude of entrepreneurship through entrepreneurial interest of 0.110.

The magnitude of the direct influence is 0.245, while the magnitude of the indirect influence must be calculated by multiplying the indirect coefficients so that a value of 0.110 is obtained. And the total influence of entrepreneurship education on the mental attitude of entrepreneurship is 0.355. The results of the study are in line with the opinion put forward by Anoraga and Sudantoko (2002:140) that an entrepreneurial attitude is the attitude of someone who has a sense of responsibility, is always dynamic, tenacious and persistent. An entrepreneur must have a mental attitude that dares to accept criticism and useful suggestions and take the initiative to achieve success.

Result of Indirect Influence of Entrepreneurship Motivation on Entrepreneurship Mental Attitude through Entrepreneurship Interest

To find out whether the entrepreneurial interest variable is able to mediate the entrepreneurial motivation variable towards the entrepreneurial mental attitude, the steps are as follows:

1. The direct influence of entrepreneurial motivation on entrepreneurial mental attitudes: Direct effect = P_{yX2}
 $= 0.661$
2. Indirect influence of entrepreneurial motivation through entrepreneurial interest on entrepreneurial interest: indirect effect = $(P_{X3X2}) \times (P_{yX3})$
 $= 0.676 \times 0.495$
 $= 0.335$
3. Total Influence
Total influence = Direct influence + Indirect influence
 $= 0.661 + 0.335$
 $= 0.996$

So the direct influence given by entrepreneurial motivation on entrepreneurial mental attitude is 0.661. While the indirect influence of entrepreneurial motivation on entrepreneurial mental attitude through entrepreneurial interest is 0.335. So the total influence is 0.996. Thus H_a is accepted and H_o is rejected. This can be interpreted that there is an indirect influence of entrepreneurial motivation on entrepreneurial mental attitude through entrepreneurial interest of 0.335.

The magnitude of the direct influence is 0.661, while the magnitude of the indirect influence must be calculated by multiplying the indirect coefficient so that the value is 0.335. And the total influence of entrepreneurship education on the mental attitude of entrepreneurship is 0.996. Purwanto (2006:73) defines that motivation is a conscious effort to move, direct and maintain a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals. So it can be interpreted that by being an entrepreneur someone will be motivated to get many things.

The following is the complete output of the model analysis results which can be seen in the analysis framework model as follows:

The Effect of Entrepreneurship Education, Motivation, and Interest on Entrepreneurship Mental Attitude of Economic Education Students of Jambi University

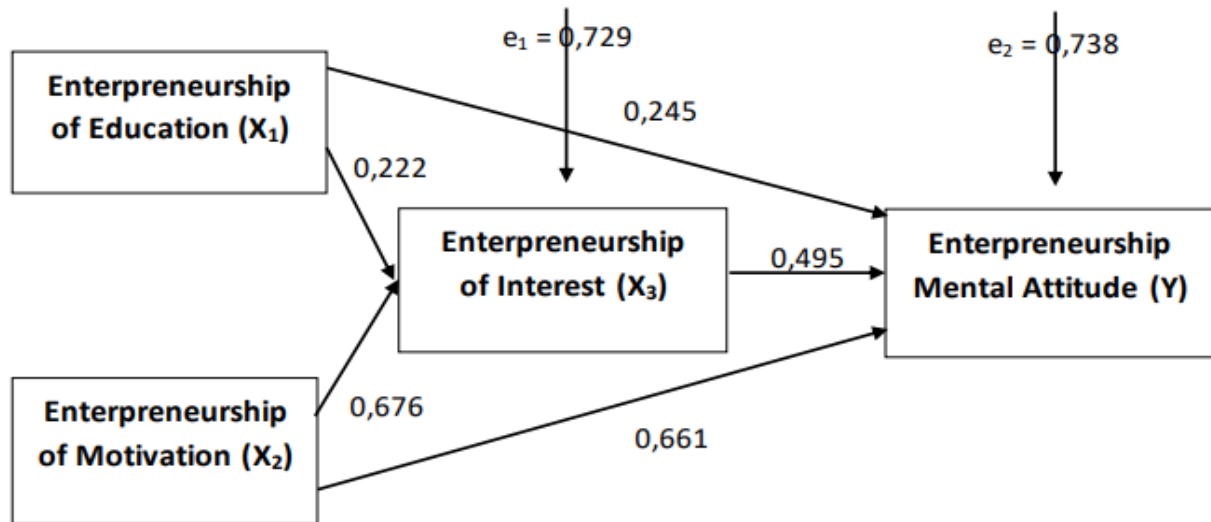


Chart 1 Path Analysis Model Results

CONCLUSIONS

There are several conclusions from the research results and discussions that have been presented previously which show that:

- 1) There is a direct influence of entrepreneurship education on the entrepreneurial interest of economic education students at Jambi University as seen from the t-test value $> t\text{-table of } 2.845 > 1.655$ with an influence of 0.222. Thus, H_a is accepted and H_0 is rejected. This can be interpreted that the higher the entrepreneurship education obtained by students, the more it will have an impact on increasing the entrepreneurial interest of economic education students at Jambi University ;
- 2) There is a direct influence of entrepreneurial motivation on the entrepreneurial interest of economic education students at Jambi University, There is a direct influence of entrepreneurial education on attitudes, There is a direct influence of entrepreneurial motivation on the mental attitude of entrepreneurship of economic education students at Jambi University, There is a direct influence of entrepreneurial interest on the mental attitude of entrepreneurship of economic education students at Jambi University;
- 3) There is an indirect effect of entrepreneurship education on the mental attitude of entrepreneurship through the entrepreneurial interest of economic education students at the University of Jambi with a direct effect value of entrepreneurship education on the mental attitude of entrepreneurship of 0.245 while the indirect effect is 0.110. So the total effect is 0.355. Thus H_a is accepted and H_0 is rejected. This can be interpreted that if students study entrepreneurship and are accompanied by a high interest in starting a business, it will help someone in improving their mental attitude of entrepreneurship;
- 4) There is an indirect effect of entrepreneurial motivation on the mental attitude of entrepreneurship through the entrepreneurial interest of economic education students at the University of Jambi with a direct effect value of entrepreneurial motivation on the mental attitude of entrepreneurship of 0.661 while the indirect effect is 0.335. So the total effect is 0.996. Thus H_a is accepted and H_0 is rejected. This can be interpreted that if students have the drive and are accompanied by a high interest in starting a business, it will help someone in improving their mental attitude of entrepreneurship.

REFERENCES

- 1) Anoraga dan Sudantoko. 2002. *Koperasi, Kewirausahaan, dan Usaha Kecil*. Jakarta: Rineka Cipta.
- 2) Daryanto. 2009. *Panduan Proses Pembelajaran Kreatif & Inovatif*. Jakarta: AV Publisher.
- 3) Daryanto. 2012. *Menggeluti Dunia Usaha*. Yogyakarta: Gava Media
- 4) Ghozali, Imam. 2013. *Aplikasi Analisis Multivariate dengan Program IBM SPSS 21 Update PLS Regresi*. Semarang: Badan Penerbit Universitas Diponegoro
- 5) Kartini Kartono dan Jenny Andari. 1989. *Hygiene Mental dan Kesehatan Mental dalam Islam*. Bandung: Mandar Maju
- 6) Khairinal, 2016. *Menyusun Proposal, Tesis dan Disertasi*. Jambi: Salim Media Indonesia.
- 7) Purwanto, Ngalim. 2006. *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya.
- 8) Sardiman, A.M. 2014. *Interaksi dan Motivasi Belajar-Mengajar*. Jakarta: PT RajaGrafindo Persada
- 9) Sinambela, L.P. 2014. *Metodologi Penelitian Kuantitatif*. Yogyakarta: Graha ilmu
- 10) Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabeta
- 11) Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung : Alfabeta

The Effect of Entrepreneurship Education, Motivation, and Interest on Entrepreneurship Mental Attitude of Economic Education Students of Jambi University

- 12) Sugiyono. 2018. *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: CV Alfabeta
- 13) Sumanto. 2014. *Teori dan Aplikasi Metode Penelitian*. Yogyakarta : CAPS (Center Of Academic Publishing Service).
- 14) Tando, N. M. 2013. *Kewirausahaan*. Jakarta: In Media
- 15) Wibowo. 2011. *Pendidikan Kewirausahaan*. Yogyakarta: Pustaka Belajar



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.