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From Classroom to Startup: How Educational Support Inspires Student Entrepreneurial Intentions

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ABSTRACT: Entrepreneurship education is considered as an important thing recently because it can be one of the things that encourages someone to experience and internalize the knowledge and skills needed in the entrepreneurial journey. The research aimed to investigate the extent of the impact or influence that support for entrepreneurship education has on individuals' intentions to engage in entrepreneurship with moderation by various factors including attitude toward entrepreneurship, perceived social norms, perceived behavior control, entrepreneurial characteristics, perceived feasibility (self-efficacy). This research was carried out with the population were active students at Universitas Mikroskil who took entrepreneurship courses at the University as many as 428 people. Data processing in this research used Smart PLS. This research was also carried out in a series of stages starting from conducting a literature review, determining the population and sample, designing, and distributing research questionnaires, data processing to interpreting the results and drawing conclusions. And according to the research results, can be seen that the entrepreneurial education variable mediated by social valuation has no effect on entrepreneurial intention. This could happen because by having attended education related to entrepreneurship, respondents feel confident about themselves and are not really concerned with the perception of the surrounding environment regarding entrepreneurship. This also shows that respondents participating in entrepreneurship education does not mean that there will be an increase in the potential for approval from the surrounding environment regarding the respondent's entrepreneurial intentions.

KEYWORDS: entrepreneur; entrepreneurship education; entrepreneurial intentions; student; TPB

I. INTRODUCTION

In a dynamic and ever-evolving world, entrepreneurship serves as a mechanism to address continually emerging challenges and even create new contexts (Shepherd et al., 2019). The world of education has now seen this development and is jumping into it. Entrepreneurship education, despite being a somewhat specialized area within business education, has been at the forefront of applying design thinking. This approach offers a valuable method for actively engaging and assimilating the knowledge and skills necessary for embarking on the entrepreneurial path (Sarooghi et al., 2019). The pattern is evident in numerous prior studies, which have demonstrated that entrepreneurship programs at the academic level, particularly within universities, tend to foster greater entrepreneurial intention (EI) compared to non-entrepreneurship programs (Fallatah & Ayed, 2023). Similarly, other research has confirmed substantial disparities in entrepreneurial intentions, further affirming the influence of entrepreneurship education on individuals' propensity towards entrepreneurship. students in the context of gender or other relevant matters at the tertiary level and this is influenced by the entrepreneurship program itself (Wang et al., 2023).

Along with this, Universitas Mikroskil also took part and made entrepreneurship material part of the lecture curriculum which focused on digital and non-digital entrepreneurship (Mikroskil, 2023a). One of the courses that spans across study programs is digital startup course. This digital startup course is offered at the university level, encompassing students from both the business faculty and the informatics faculty simultaneously. Aligned with government initiatives, particularly the Ministry of Education and Culture through the Directorate General of Higher Education in collaboration with the Ministry of Communication and Informatics through the Agency for Research and Human Resources Development, this course is part of the Memorandum of Understanding on Digital Talent. The output of this course is also expected to be an opportunity for students to enter the world of entrepreneurship and obtain new business opportunities and funding from investors.

This study focused to evaluate whether the implementation of entrepreneurship education at Universitas Mikroskil had a measurable effect on increasing students' entrepreneurial intentions or not. The research is grounded in the Theory of Planned Behavior (TPB) as its theoretical framework. It tested how the TPB construct functions as a moderating variable between university education support and

entrepreneurial intentions. This research employed a quantitative research approach utilizing a questionnaire method. It targeted 339 students who had enrolled in digital entrepreneurship/startup courses at Universitas Mikroskil, representing various study programs including Bachelor of Informatics Engineering, Information Systems, Accounting, and Management.

This research belongs to the domain of explanatory research, intending to elucidate the characteristics of variables and the interrelations among them. Additionally, it aims to clarify the causal linkages between these variables in shaping students' entrepreneurial intentions. Population comprises active students at Universitas Mikroskil who are currently enrolled in entrepreneurship courses regularly or have participated in them as optional extracurricular activities. In this research, primary source was obtained using a research questionnaire distributed online via Ms. Forms. The variables utilized in the study include: attitude towards entrepreneurship, interest in entrepreneurship (entrepreneurial intention), entrepreneurship education (entrepreneurial education), perceived behavioral control (social valuation), and subjective norms. The research tool was created by incorporating knowledge gleaned from multiple prior investigations. Each statement was assessed using a 5-point Likert scale, where respondents indicated their agreement level on a scale from 1 to 5 (1 = strongly disagree to 5 = strongly agree).

II. METHOD

Here's a brief overview of how the research was conducted:

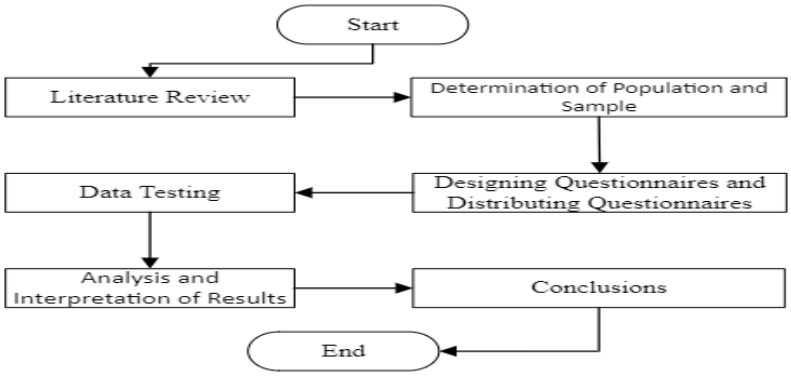

Figure 1. Research Stages

The stages above start with conducting a literature review, determining the population and sample, testing the data, designing and distributing the questionnaire, analyzing and interpreting the results to drawing conclusions. And these are the overview of the research model/framework carried out in this research:

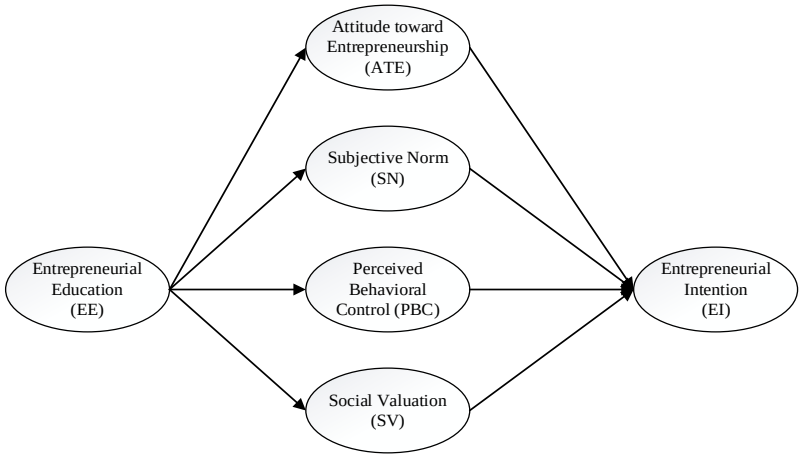

Figure 2. Research Framework

According to the information depicted in Figure 2, the research hypotheses are outlined as follows:

H1: The hypothesis posits that attitude towards entrepreneurship impacts entrepreneurial intention.

H2: The hypothesis suggests that subjective norms exert an influence on entrepreneurial intention.

H3: The hypothesis proposes that perceived behavioral control affects entrepreneurial intention.

H4: The hypothesis indicates that social valuation influences entrepreneurial intention.

H5: The hypothesis suggests that entrepreneurial education has an impact on entrepreneurial intention.

The following description describe a comprehensive explanation detailing the progress of the ongoing research implementation:

1. Literature Review

At this phase, the author examined literature concerning research incorporating behavioral theories, encompassing theories relevant to the data analyses required for this study.

2. Determination of Population and Sample

The study population consisted of actively enrolled students at Universitas Mikroskil who had participated in entrepreneurship and related courses. There are total 786 students representing various study programs and academic semesters. Thus the sample are calculated using the Slovin formula indicates the value 265 as the minimum value for the sample.

3. Designing Questionnaires and Distributing Questionnaires

The questionnaire is designed consists of 31 questions where 6 questions for entrepreneurial education variable, 5 questions for entrepreneurial intention, 4 questions for attitude towards entrepreneurship, 3 questions for subjective norm, 7 questions for perceived behavioral control and lastly, 6 question for social valuation. Additionally, the following presents a summary of the fundamental traits of the respondents studied:

Table 1. Characteristic of Respondent

Study Program	Frequency	Percentage
Informatics Engineering	81	23,89%
Information System	140	41,30%
Accounting	62	16,52%
Management	56	18,29%
Total		100%

4. Data Testing

In research, SmartPLS is utilized for data testing, enabling the evaluation of different scale types (such as category ratio, Likert, etc.) within a unified model. In this phase, the author also makes reference to the steps involved in interpreting the results of the SmartPLS analysis, comprising three distinct stages:

1) The primary objective of the outer model testing phase is to establish the validity and evaluate the reliability of indicators and constructs.
2) The phase of Goodness of Fit model testing is directed towards examining the predictive capability and viability of the model.
3) Inner model testing stage => to evaluate the significance of the influence of exogenous variables on endogenous variables

The following are details of the stages carried out by the author to test the data:

1. Path Analysis

To examine the causal connection in multiple regression, where the independent variable affects the dependent variable both directly and indirectly, the research adopts this approach:

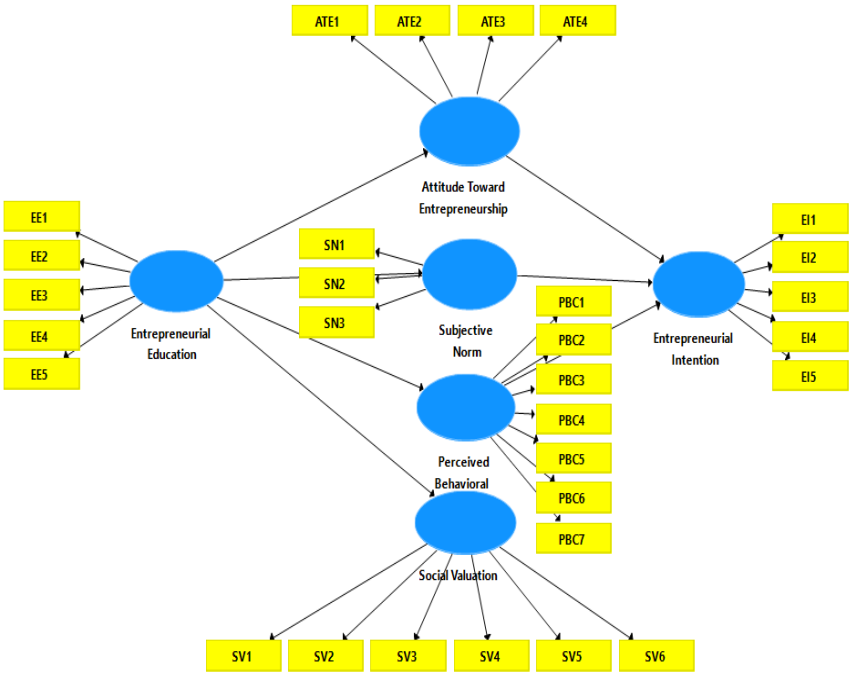

Figure 3. Research Path

The image above shows the following details:

All data is converted first

EE = Entrepreneurial Education

EI = Entrepreneurial Intention

ATE =Attitude Towards Entrepreneurship

SN = Subjective Norm

PBC = Perceived Behavioral Control

SV = Social Valuation

2. Descriptive Statistical Analysis of Respondents' Answers

Descriptive statistical analysis was employed to ascertain the frequency of respondents' responses to the distributed questionnaire results. The questionnaire outcomes encompassed variables such as entrepreneurial education ("ξ" 1), attitude towards entrepreneurship (Z1), subjective norms (Z2), perceived behavioral control (Z3), social valuation (Z4), and entrepreneurial intention ("h"). The following is a description of the research variables (all statement written in Bahasa Indonesia):

1) In general, 81.12% of respondents expressed agreement or strong agreement regarding their satisfaction with entrepreneurship-related courses offered at Universitas Mikroskil. The majority of respondents indicated agreement or strong agreement with the statements, yielding an overall mean score of 3.91.
2) The respondents responded agree and strongly agree to each statement on the attitude towards entrepreneurship variable with a mean of 4.06.
3) The responses show that the respondents care about the opinions of the people mentioned in the statement with a mean of 4.13.
4) the respondents agreed and strongly agreed with the statement regarding perceived behavioral control with a mean of 4.06.
5) The responses show that respondents agree and strongly agree that there are important people around the respondents who think that entrepreneurial activities are better than other activities or careers with a mean of 3.84.
6) The response show that they agree and strongly agree that people around the respondent approve of the idea of starting a new company if the respondent intends to do so with a mean value of 4.05.
7) Overall, the respondents gave statements agreeing and strongly agreeing with the statements regarding the entrepreneurial intention variable with a mean of 3.91.

III. RESULTS AND DISCUSSION

This research employs Partial Least Squares (PLS) for data analysis, which involves assessing both the measurement model (outer model) and examining the inner model. Data processing is executed through the utilization of SmartPLS software.

1. Evaluation of the Measurement Model (Outer Model)

This phase aimed to attain validity and reliability values from the model through the assessment of convergent validity, composite reliability, and Cronbach's alpha.

a. Convergent Validity

This measurement is utilized to ascertain the validity of indicators within variables. It is determined by the loading factor value, which is considered high if it exceeds 0.6 [9]

Table 2 Convergent Validity

Variabel	Indicaor	Loading Factor	Keterangan
Entrepreneurial Education (ξ_1)	EE1	0,791	Valid
	EE2	0,831	Valid
	EE3	0,844	Valid
	EE4	0,843	Valid
	EE5	0,805	Valid
Attitude Towards Entrepreneurship (Z1)	ATE1	0,750	Valid
	ATE2	0,871	Valid
	ATE3	0,824	Valid
	ATE4	0,869	Valid
Subjective Norm (Z2)	SN1	0,852	Valid
	SN2	0,839	Valid
	SN3	0,853	Valid
Perceived Behavioral	PBC1	0,839	Valid

Control (Z3)	PBC2	0,863	Valid
	PBC3	0,790	Valid
	PBC4	0,874	Valid
	PBC5	0,812	Valid
	PBC6	0,843	Valid
	PBC7	0,668	Valid
Social Valuation (Z4)	SV1	0,828	Valid
	SV2	0,793	Valid
	SV3	0,818	Valid
	SV4	0,778	Valid
	SV5	0,783	Valid
	SV6	0,785	Valid
Entrepreneurial Intention (h)	EI1	0,821	Valid
	EI2	0,853	Valid
	EI3	0,834	Valid
	EI4	0,841	Valid
	EI5	0,849	Valid

In addition to examining loading factors, validity testing can also be conducted by comparing loading values across the targeted construct. The loading value for the targeted construct should exceed that of other constructs. This comparison is facilitated by AVE value. A construct is deemed valid if its AVE value is greater than 0.5 (Lopes et al., 2023).

Table 3 AVE Construct

Variabel	AVE	Keterangan
Entrepreneurial Education	0,677	Valid
Attitude Towards Entrepreneurship	0,688	Valid
Subjective Norm	0,719	Valid
Perceived Behavioral Control	0,665	Valid
Social Valuation	0,636	Valid
Entrepreneurial Intention	0,705	Valid

b. Composite Reliability and Cronbach's Alpha

Reliability is a metric employed to gauge the consistency level of indicators representing variables. Data with Cronbach's alpha and composite reliability values surpassing 0.7 are deemed reliable (Lopes et al., 2023).

Table 4 Composite Reliability dan Cronbach's Alpha

Variabel	Cronbach's Alpha	Composite Reliability	Keterangan
Entrepreneurial Education	0,881	0,913	Valid
Attitude Towards Entrepreneurship	0,848	0,898	Valid
Subjective Norm	0,805	0,885	Valid
Perceived Behavioral Control	0,915	0,932	Valid
Social Valuation	0,886	0,913	Valid
Entrepreneurial Intention	0,895	0,923	Valid

2. Inner model testing

This stage shows the Inner model which is also often referred to as structural model evaluation which is carried out by specifying the relationship between research variables (structural model). The PLS output results can be seen in the following image below:

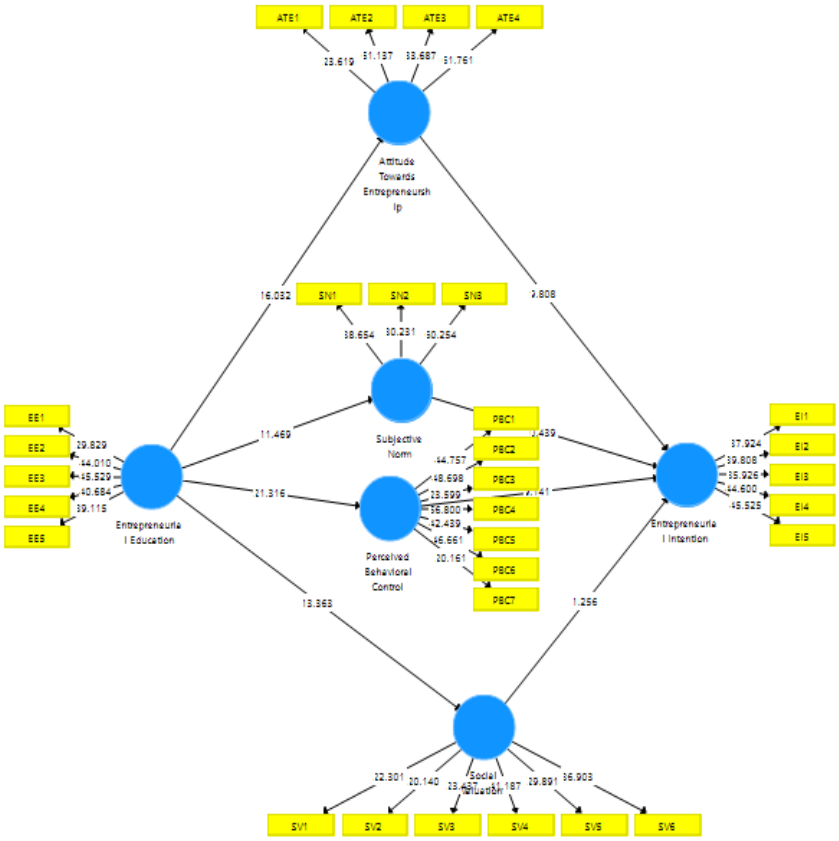

Figure 4 Output Smart PLS

3. R-Square

The table shown below are the R-Square calculated:

Table 5 R-Square

	R-Square	R-Square Adjusted
Entrepreneurial Intention	0,690	0,686

Based on the R-square value presented in Table 14, it can be inferred that 69% of the variance in the entrepreneurial intention variable is accounted for by the entrepreneurial education variable. Conversely, the remaining 31% of the variance is attributed to other variables not investigated in this research.

4. Hypothesis Testing

The significance testing in this research is evident from the path coefficient results obtained from the SmartPLS output. These results of significance testing are presented in Table 15 below:

Table 6 Significance Testing Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Attitude Towards Entrepreneurship -> Entrepreneurial Intention	0,446	0,445	0,046	9,808	0,000
Entrepreneurial Education -> Attitude Towards Entrepreneurship	0,621	0,619	0,039	16,032	0,000
Entrepreneurial Education -> Perceived Behavioral Control	0,676	0,677	0,032	21,316	0,000
Entrepreneurial Education -> Social Valuation	0,516	0,516	0,039	13,363	0,000
Entrepreneurial Education – Subjective Norm	0,527	0,529	0,046	11,469	0,000
Perceived Behavioral Control -> Entrepreneurial Intention	0,422	0,420	0,046	9,141	0,000
Social Valuation -> Entrepreneurial Intention	0,062	0,063	0,050	1,256	0,210
Subjective Norm -> Entrepreneurial Intention	-0,019	-0,016	0,043	0,439	0,661

The findings from the significance testing illustrated in table above can be summarized as follows:

1) It can be deduced that the entrepreneurial education variable positively influences the attitudes towards entrepreneurship of respondents enrolled in entrepreneurship-related courses
2) It also suggest that the entrepreneurial education variable also positively affects the perceived behavioral control of respondents who have undergone entrepreneurship-related courses.
3) there are also indication that the entrepreneurial education variable positively impacts the subjective norms of respondents who have participated in entrepreneurship-related courses
4) it can be inferred that the entrepreneurial education variable positively influences the social valuation of respondents who have taken entrepreneurship-related courses.
5) It is concluded that the attitude towards entrepreneurship positively affects entrepreneurial intention
6) It also suggests that perceived behavioral control positively influences entrepreneurial intention.
7) It can be summarized that the subjective norms variable does not have a significant effect on the entrepreneurial intention of respondents who have completed entrepreneurship-related courses
8) However, it is concluded that the social valuation variable does not significantly impact the entrepreneurial intention of respondents who have taken entrepreneurship-related courses

Table 7 Indirect Impact Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Entrepreneurial Education -> Attitude Towards Entrepreneurship -> Entrepreneurial Intention	0,277	0,276	0,036	7,743	0,000
Entrepreneurial Education -> Perceived Behavioral Control -> Entrepreneurial Intention	0,285	0,284	0,035	8,158	0,000
Entrepreneurial Education -> Subjective Norm -> Entrepreneurial Intention	-0,010	-0,008	0,023	0,439	0,661
Entrepreneurial Education -> Social valuation -> Entrepreneurial Intention	0,032	0,032	0,026	1,223	0,222

The indirect effect test results in the table above show the following conclusions below:

1) It can be inferred that the entrepreneurial education variable positively impacts entrepreneurial intention, mediated by the attitude towards entrepreneurship variable .
2) It can be concluded that the entrepreneurial education variable positively affects entrepreneurial intention, mediated by the perceived behavioral control variable
3) It can be concluded from the provided table that the entrepreneurial education variable, mediated by the subjective norm variable, has no significant effect on the entrepreneurial intentions variable.
4) It can be concluded that the entrepreneurial education variable, when mediated by the social valuation variable, does not have a significant effect on the entrepreneurial intention of respondents enrolled in entrepreneurship-related courses.

CONCLUSIONS

The following below is the discussion in this research:

1) The results suggest a favourable association between entrepreneurial education and attitudes regarding entrepreneurship. It aligns with prior studies that have similarly demonstrated a beneficial impact of entrepreneurial education on individuals' personal attitudes or perceptions towards entrepreneurship (Aliedan et al., 2022; Liñán, 2008). It suggests that engaging in entrepreneurship-related education leads participants to develop a more favorable and more positive attitude towards entrepreneurship. The research outcomes further indicate that a positive attitude towards entrepreneurship positively influences entrepreneurial intention. The research is consistent with prior research, which has also demonstrated that holding a beneficial attitude towards entrepreneurship correlates with a greater propensity towards entrepreneurial intentions (Aliedan et al., 2022; Khalifa & Dhiaf, 2016; Küttim et al., 2014; Kyvik, 2018; Lee-Ross, 2017; Lopes et al., 2023; Prabandari & Sholihah, 2015; Singh Indira & T Prasad, 2019; Wafa N. Almobaireek, 2012).

Maintaining a positive attitude when encountering opportunities in the realm of entrepreneurship encourages individuals to adopt a similarly positive mindset when considering their intention to embark on entrepreneurial endeavors. The outcomes of the aforementioned study imply a beneficial link between entrepreneurial education and attitudes toward entrepreneurship with attitude towards entrepreneurship serving as a mediator. This outcome is consistent with previous research, which has similarly demonstrated that the presence of entrepreneurship-related education positively impacts entrepreneurial intentions, mediated by attitudes towards entrepreneurship (Aliedan et al., 2022).

2) The research results indicate that entrepreneurial education positively impacts perceived behavioral control. This discovery corresponds with previous studies, which have similarly shown that entrepreneurial education positively affects perceived behavioral control (Aliedan et al., 2022; Liñán, 2008). Engaging in entrepreneurship-related education enables participants to enhance their capacity to generate ideas, take ownership of these ideas, and cultivate positive habits conducive to embodying the entrepreneurial persona. The research findings also indicate that perceived behavioral control positively influences entrepreneurial intention. This discovery aligns with earlier studies, which has demonstrated that possessing positive habits aligned with the entrepreneurial image correlates with an increased intention to pursue entrepreneurship (Khalifa & Dhiaf, 2016; Küttim et al., 2014; Lee-Ross, 2017; Lopes et al., 2023; Prabandari & Sholihah, 2015; Singh Indira & T Prasad, 2019; Wafa N. Almobaireek, 2012). Furthermore, the results of the study indicate that entrepreneurial education has a beneficial effect on entrepreneurial intention, with perceived behavioral control acting as an intermediary factor. This supports earlier studies that suggest entrepreneurial education has a positive impact on entrepreneurial intent, facilitated by perceived behavioral control. (Aliedan et al., 2022).
3) The research findings indicate that entrepreneurial education positively influences subjective norms. This aligns with previous research, which has similarly demonstrated that entrepreneurship-related education impacts subjective norms positively (Aliedan et al., 2022). This phenomenon is feasible because participating in entrepreneurship-related education equips respondents with a deeper understanding of entrepreneurship, thereby empowering them to respond more effectively to the perspectives of individuals around them concerning entrepreneurship. However, research indicates that despite this influence, subjective norms do not significantly impact entrepreneurial intention. This finding is align with previous research, which similarly demonstrated that subjective norms do not play a significant role in influencing entrepreneurial intentions (Lee-Ross, 2017). However, contrasting results have been reported in other studies, where subjective norms were found to have a direct effect on entrepreneurial intentions (Karimi et al., 2016; Khalifa & Dhiaf, 2016; Prabandari & Sholihah, 2015; Santoso, 2018; Singh Indira & T Prasad, 2019).
4) Finally, as per the research findings, it was discovered that the presence of entrepreneurial education, when influenced by subjective norms, did not impact entrepreneurial intent. This is different from what was shown by previous similar research which showed that subjective norms can mediate between entrepreneurial education and entrepreneurial intention (Ghozali Imam & Hengky Latan, 2015). This also means that by attending education related to entrepreneurship, although it can increase respondents' awareness of the views of the surrounding environment, it does not directly increase respondents' intentions to become entrepreneurs or vice versa.
5) From the table of research results above, it can be seen that entrepreneurial education has an effect on social valuation. This is in line with what has been described in previous research which shows the direct influence of entrepreneurial education on social valuation (Liñán, 2008). However, the research findings do not indicate that social valuation influences entrepreneurial intention. This research aligns with prior studies that have likewise documented comparable findings. (Anwar & Saleem, 2018; Küttim et al., 2014; Liñán, 2008; Wafa N. Almobaireek, 2012). However, there are studies that show things that are different from those shown by the results of this study (Singh Indira & T Prasad, 2019). Furthermore, according to the research results, can be seen that the entrepreneurial education variable mediated by social valuation has no effect on entrepreneurial intention. This could happen because by having attended education related to entrepreneurship, respondents feel confident about themselves and are not really concerned with the perception of the surrounding environment regarding entrepreneurship. This also shows that respondents participating in entrepreneurship education does not mean that there will be an increase in the potential for approval from the surrounding environment regarding the respondent's entrepreneurial intentions.

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