

Student Entrepreneurial Intention: Entrepreneurial Motivation and Individual Entrepreneurial Orientation as Mediation

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Abstract

Entrepreneurship is one of the important factors in economic growth in every country. Young generations, such as university students have become subjects in the growing entrepreneurship. studying the factors that influence their willingness to innovate and improve their competencies related to entrepreneurship. This study aims to empirically test a research model that investigates the impact of individual entrepreneurial orientation and entrepreneurship education on entrepreneurial intentions. Then the research also examines the role of entrepreneurial motivation and entrepreneurial orientation as mediation. Theory of Planned Behavior (TPB), which is used in study, contends that behavioral control, subjective norms, and attitudinal considerations all contribute to entrepreneurial activity. The population in this study was 1793 and the samples used were of 327 current business economics academic members from three most prestigious universities in Purwokerto, Indonesia, participated in study. Questionnaires were given directly, and sampling was carried out utilizing accidental approaches that satisfied necessary requirements. Partial Least Squares (PLS) is then used to examine gathered data. The results of the analysis show that hypotheses one to six hypotheses studied have a positive influence on entrepreneurial intentions and the results of hypotheses seven to eleven state that entrepreneurial motivation and individual entrepreneurial orientation are able to mediate, it shows that with the support of these factors students will tend to have the intention to become entrepreneurs in the future.

Keywords: *Entrepreneurial Intentions, Individual Entrepreneurial Orientation, Entrepreneurship Education, Entrepreneurial Motivations.*



INTRODUCTION

The increase in number of Indonesian citizens in 2024 will be 281,603.8 thousand people. In August 2024, workforce will reach 152.11 million people, while 144.64 million people are working population, then Open Unemployment Rate (TPT) will be 4.91 percent (Central Bureau of Statistics, 2024). One of classic problems in Indonesia is poverty and large number of unemployed people, which is caused by comparing supply of job opportunities with educational graduates (Amadea & Riana, 2020). Research also states that total entrepreneurship in a country is often considered a progress parameter. critical role of entrepreneurship for all countries is related to innovation developed in market, called economic growth. Externally, people who open new businesses have a role as providers of employment opportunities, and with this, national unemployment is reduced (Anggiani, 2018; 7). Much literature supports idea that entrepreneurship contributes to playing essential role in economy of every country (Bilgiseven & Kasimoğlu, 2019; Fragoso et al., 2019; Padi et al., 2022; Turulja et al., 2020).

One solution to deal with economic problems and help economic development is entrepreneurship. When someone decides to carry out business activities, entrepreneurs see persistent business intentions as a requirement when starting a new business (Liu et al., 2019). Before starting a new business, person discovers several driving factors that drive them to have entrepreneurial intentions (Turulja et al., 2020). Postgraduate students, as next generation, are essential for fostering ideas related to entrepreneurship (Fragoso et al., 2019). As assets and future hope for country, students must master basis of entrepreneurship to encourage determination and enthusiasm in these students. Entrepreneurship can be interpreted as primary education that enables students to develop and use responsibility, inspiration, and initiative and learn to face risks and make decisions (Abdullah et al., 2019; Wardhani & Nastiti, 2023). Universities should provide practical training and support learning so that they become entrepreneurs who create employment opportunities, not job seekers (Tomy & Pardede, 2020). Therefore, entrepreneurship is one of mandatory subjects at several universities in Purwokerto. Students are given entrepreneurship courses for one semester each, hoping to develop entrepreneurial spirit with superior competencies to face future challenges. In order for pupils to be able to use entrepreneurship to create jobs in future. Preparing college graduates to become self-sufficient young entrepreneurs is way to lower educated unemployment (Wardhani & Nastiti, 2023).

A person's entrepreneurial intentions might arise for a variety of reasons. Entrepreneurial orientation is one of elements that contribute to formation of



entrepreneurial intentions, individual entrepreneurial orientation (IEO) is ability, aptitude, and desire of individual to become entrepreneur (Taalita & Down., (Hassan et al., 2021)). Idea of individual entrepreneurship, which views being proactive, creative, and risk-taking as entrepreneurial competencies, has not yet been fully explored in research on entrepreneurial ambitions (Anwar et al., 2021), and research on indirect relationship between individual's entrepreneurial attitude and their entrepreneurial goals appears to be lacking (Hassan et al., 2021). There is a positive relationship between individual entrepreneurial orientation and entrepreneurial intention (Sahoo & Panda, 2019), but in contrast to Kurniawan et al, (2019) who found no positive influence between individual entrepreneurial orientation and entrepreneurial intention. This analysis also examines the relationship of individual entrepreneurial orientation directly and indirectly on entrepreneurial intention.

Another factor that motivates someone to become entrepreneur is entrepreneurship education. Entrepreneurship education is critical to help foster individual intentions and competencies or individual entrepreneurial orientation in career choices for next generation, especially students (Hassan et al., 2021). One thing that influences a person's attitude is their level of education (Bagis et al., 2023). Educational institutions play a role in providing essential services in entrepreneurial activities, building entrepreneurial mindset by combining entrepreneurial and extracurricular learning, which helps optimize students' tendencies to start a business rather than becoming a worker (Al-Lawati et al., 2022; Aziz et al., 2021). In Indonesian universities, entrepreneurship learning is not only taught in business departments but has also been implemented in education departments (Amadea & Riana, 2020).

The function of entrepreneurial motivation as a mediator is also examined in study. Self-confidence in one's ability to succeed and ability to obtain knowledge about business possibilities are essential components of motivation to launch a new company (Amadea & Riana, 2020). Motivation is internal stimulation fueled by certain business-oriented acts and motivation is instinct that eventually plays a crucial role in influencing behavior, identifying individual's entrepreneurial ambitions, and accomplishing objectives (Alam et al., 2019). Developing intention to launch a business requires stronger motivation, and entrepreneurial motivation has a strong mediating effect on relationship between entrepreneurial education and entrepreneurial intention (Alam et al., 2019; Hassan et al., 2021; Kanama, 2021; Lang & Liu, 2019). Aiming to determine whether current entrepreneurship education-related learning and training is effective enough to boost individual competence and willingness to pursue entrepreneurship as a career choice,

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study looks at entrepreneurial motivation as a mediator in relationship between entrepreneurial education and entrepreneurial intentions (Hassan et al., 2021).

In light of this, study examines crucial roles that personal entrepreneurial orientation, entrepreneurial education, and entrepreneurial motivation play in influencing entrepreneurial intentions. In addition, this study also analysed the mediating role of entrepreneurial motivation and the mediating role of entrepreneurial orientation. This study was conducted at three different Universities Purwokerto, Muhammadiyah University Purwokerto, Jenderal Soedirman University Purwokerto, and State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, both private and most important state universities in Purwokerto. Three universities were chosen by considering shortcomings of earlier studies which were homogeneous and only involved researchers from one university. Researchers also recommended broadening sample to include more locations (Hassan et al., 2021; Roeslie & Arianto, 2022). So research continues previous research by trying to study three different universities, including private universities and most significant state university in Purwokerto. Apart from that, another reason for choosing these three universities is that they focus on entrepreneurship education, and these universities also have most students in Purwokerto.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Theory of Planned Behavior (TPB)

Students' entrepreneurial process can be better understood by applying (TPB) Theory of Planned Behavior (Fragoso et al., 2019). According to idea, behavioral control, subjective norms, and attitudes all have impact on entrepreneurial intents and conduct (Ajzen, 1991). With perceived behavioral control in TPB, mediating effect has many aspects that depend on individual's level of control over behavior. If individual has substantial control over behavior, intentions will predict that behavior and fully mediate influence of perceived behavioral control (Alam et al., 2019). According to TPB, human behavior is guided by three types of beliefs: (a) behavioral beliefs, which believe that behavior is possible; (b) normative beliefs, which believe that other people have normative expectations and that people are motivated to agree with them; and (c) control beliefs, which believe that there are factors that will either help or hinder behavioral performance and how strong these factors are perceived to be (Afdalia et al., (Bagis et al., 2022)). When reviewing research on entrepreneurial intentions, theory is one that is most frequently applied (Bilgiseven & Kasimoğlu, 2019; Boubker et al., 2021; Fragoso et al., 2019; Ismail et al., 2024; Montes et al., 2023; Neves & Brito, 2020).

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Entrepreneurial Intentions

Entrepreneurial intention is key antecedent of entrepreneurial action and is defined as individual's commitment to launching a new company activity (Fragoso et al., 2019). way someone thinks about starting a firm is known as their entrepreneurial intentions. propensity to successfully launch a firm is a reflection of knowledge pertaining to entrepreneurial ambitions (Prasetyaningtyas, 2019) . New businesses will undoubtedly arise as a result of younger generation's desire to launch their own enterprises. Factors influencing a person's entrepreneurial intentions can be categorized as environment or individual characteristics (Turulja et al., 2020).

Individual Entrepreneurial Orientation and Entrepreneurial Intentions

Entrepreneurial orientation as process of developing individual's capacity to gain knowledge related to entrepreneurship, fostering awareness, and providing overview of overall entrepreneurial mentality, as well as a person's motivation to become entrepreneur aggressive, concept developed by Mr. Miller (1983), then Lumpkin and Desa (1996) present five dimensions of entrepreneurial orientation, three of which are identical to three dimensions presented by earlier researchers, and other two are autonomous and competitive dimensions (Hassan et al., 2021). Someone who dares to try to create new ideas and technology takes advantage of existing opportunities, dares to make decisions, and is more likely to become a successful entrepreneur (Lee & Peterson, (Covin et al., 2020)). Based on analysis above, research proposes following hypothesis.

H1: Individual entrepreneurial orientation has a positive effect on entrepreneurial intentions.

Entrepreneurship Education and Entrepreneurial Intentions

Through entrepreneurship education, students acquire and hone their entrepreneurial knowledge and abilities, which can help them launch a successful business. entrepreneurship education is essential to help foster individual intentions and competencies or individual entrepreneurial orientation in career choices for the next generation, especially student (Hassan et al., 2021). Educational intitutions play an important role in providing services in entrepreneurial activities, bulding an entrepreneuruial mindset, by combining entrepreneurship and extracurriculer learning is useful for optimising students' tendency to start a business rather than becomig a worker(Al-Lawati et al., 2022; Aziz et al., 2021). There are several previous studies that

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conclude Entrepreneurship Education has a positive influence on entrepreneurial intention (Ahmed et al., 2020; Bazkiaei et al., 2020; Boubker et al., 2021; Hassan et al., 2021). Based on analysis above, research proposes following hypothesis.

H2: Entrepreneurship education has a positive effect on entrepreneurial intentions

Entrepreneurial Motivation and Entrepreneurial Intention

Drive and incentive theory are two categories under which entrepreneurial motivation falls (Alam et al., 2019). Self-confidence in one's area of competence to succeed and in gathering information about business opportunities are key components of motivation when starting a new company (Amadea & Riana, 2020). Study also clarifies that individual's entrepreneurial inclinations would rise if they are inspired to start their own business. Students who have strong motivation are proven to have high achievements, have a strong will to achieve goals, and have good self-confidence, and have good creativity (Abdullah et al., 2019). Drive, passion, vision, need for achievement, locus of control, and need for independence are some categories of motivation (Hassan et al., 2021). Entrepreneurial motivation can effectively influence students to have intention to become entrepreneurs (Amadea & Riana, 2020). Based on analysis above, research proposes following hypothesis:

H3: entrepreneurial motivation has a positive effect on entrepreneurial intentions.

Entrepreneurship Education and Individual Entrepreneurial Orientation

The foundation for enhancing and improving one's own business skills is entrepreneurship education (Hannon, 2006 (Hassan et al., 2021)). In addition, students' intentions to launch a business may be influenced by their impression of support that comes with a university education (Anwar et al., 2020). The educational environment plays an important role that not only disseminates knowledge, but also creates and shapes intentions, forms good mindsets, and fosters individual attitudes related to entrepreneurship with attitudes forming antecedents that play an important role in intentions, this provides a comprehensive foundation that teaches students about the principles, practices, and culture of entrepreneurship where all have an impact on their tendency to behave entrepreneurially (Hassan et al., 2021; Ismail et al., 2024). The study also stated that entrepreneurship education has a positive effect on individual entrepreneurial orientation. Based on the analysis above, this study proposes the following hypothesis:



H4: entrepreneurship education has a positive effect on individual entrepreneurial orientation.

Individual Entrepreneurial Orientation and Entrepreneurial Motivation

Three of five characteristics of entrepreneurial orientation, innovation, proactiveness, and risk-taking and two new ones autonomy and aggressive competitiveness, are same as those put forth by earlier researchers (Kurniawan et al., 2019 (Lumpkin & Dess, 1996)). One way to define individual entrepreneurial orientation is as a person's attempt to employ creativity, invention, risk-taking tolerance, and proactiveness to come up with new ways to accomplish his goals (Covin et al., 2020). When individual has a core motivation, they are more likely to initiate entrepreneurial activities and grow more driven to become entrepreneur as their individual entrepreneurial orientation increases (Hassan et al., 2021). Study puts up following hypothesis in light of previously mentioned findings.

H5: Individual entrepreneurial orientation has a positive effect on entrepreneurial motivation.

Entrepreneurship Education and Entrepreneurial Motivation

When students comprehend concepts of entrepreneurship and are inspired by it, they can begin to pursue entrepreneurship (Abdullah et al., 2019). mindset to launch a new company is part of entrepreneurship education, which will help you become a persistent entrepreneur (Hassan et al., 2021). According to study, entrepreneurship education has a beneficial impact on entrepreneurial motivation, and students who receive more hands-on training would be more inclined to start their own business. following hypothesis is put out by study in light of aforementioned analysis.

H6: Entrepreneurship education has a positive effect on entrepreneurial motivation.

Entrepreneurial Motivation as a Mediator of Relationship between Individual Entrepreneurial Orientation and Entrepreneurial Intentions

Motivation is instinct that eventually plays a crucial role in influencing behavior, identifying individual's entrepreneurial ambitions, and accomplishing objectives (Alam et al., 2019). There is a strong correlation between entrepreneurial orientation and entrepreneurial motivation (Hassan et al., 2021). Motivation is internal stimulation fueled by certain business-oriented acts (Alam et al., 2019). Thus, motivation can serve as a mediator between individual's entrepreneurial attitude and ambitions, according to

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findings of study. Following hypothesis is put out by study in light of previously mentioned findings.

H7: Entrepreneurial motivation mediates relationship between entrepreneurial orientation and entrepreneurial intention.

Entrepreneurial Motivation as a Mediator of Relationship between Entrepreneurship Education and Entrepreneurial Intentions

There is a complex relationship between educational attainment and likelihood of starting a new firm, in part because education is positively correlated with lifetime income and with capacity to recognize opportunities (Montes et al., 2023). Developing intention to launch a business requires stronger motivation, and entrepreneurial motivation has a strong mediating effect on relationship between entrepreneurial education and entrepreneurial intention (Alam et al., 2019; Hassan et al., 2021; Kanama, 2021; Lang & Liu, 2019). Study puts up following hypothesis in light of previously mentioned findings.

H8: Entrepreneurial motivation mediates relationship between entrepreneurial education and entrepreneurial intentions.

Individual Entrepreneurial Orientation as a Mediator of Relationship between Entrepreneurship Education and Entrepreneurial Motivation

Entrepreneurship education influences the creation of entrepreneurship through enhancing entrepreneurial orientation and individual entrepreneurial orientation helps in fostering entrepreneurship with the ability to enhance entrepreneurship education (Galvão et al., 2020). It helps them identify and utilise opportunities to their advantage. In addition, they also tend to be more open to change and their high curiosity, richness of perspective, and high imagination make them more innovative in their actions (Madjar, 2008; Martins et al., 2022). Based on the above analysis, this study proposes the following hypothesis:

H9: Individual entrepreneurial orientation mediates the relationship between entrepreneurship education and entrepreneurial motivation

Individual Entrepreneurial Orientation as a Mediator of Relationship between Entrepreneurship Education and Entrepreneurial Intentions

Individual entrepreneurial orientation has a role that is an antecedent used in increasing entrepreneurial intention and several previous studies prove that individual entrepreneurial orientation has a positive effect on entrepreneurial intention in college



students (Kumar et al., 2021; Martins et al., 2022; Martins & Perez, 2020; Sahoo & Panda, 2019). The purpose of entrepreneurship education is to equip students with indispensable that creates attitudes and behaviours to open a bussines (Abdullah et al., 2019). Based on the above analysis, this study proposes the following hypothesis:

H10: Individual entrepreneurial orientation mediates the relationship between entrepreneurship education and entrepreneurial intention

Individual Entrepreneurial Orientation as a Mediator of Relationship between Entrepreneurship Education and Entrepreneurial Motivation and Entrepreneurial Intention.

Individual entrepreneurial orientation defined as the ability to recognise opportunities and offer innovative solutions increases the desire for a career as an entrepreneur (Syed et al., 2020). The provision of entrepreneurship education is expected to strengthen innovation, quality human resources, and new businesses (Galvão et al., 2020). Entrepreneurship education as well as encouragement of individual entrepreneurial orientation will increase students' self-confidence, risk tolerance, creativity, and idea generation, which strengthens their entrepreneurial intentions (Khalil et al., 2024). Trus creating students' motivation to pursue entrepreneurship (Duong., 2023). Based on the above analysis, this study proposes the following hypothesis:

H11: Individual entrepreneurial orientation mediates the relationship between entrepreneurship education and entrepreneurial motivation and entrepreneurial intention

Based on literature and hypotheses above, following framework can be prepared:

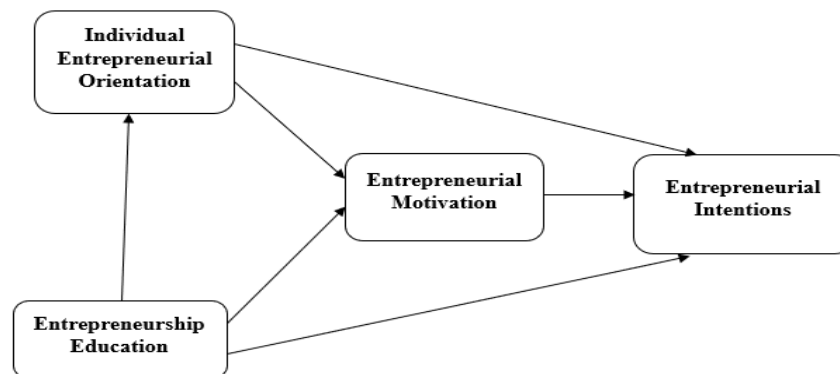


Figure 1. Frame of mid

METHODS

This research is a replica research of previous research Hassan et al, (2021) and study employs a quantitative methodology. This study examines several factors such as individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial motivation on entrepreneurial intentions in college students. In addition, this study also examines the mediating role of entrepreneurial motivation that connects individual entrepreneurial orientation and entrepreneurship education to entrepreneurial intentions. So this study has eight hypotheses to be analyzed.

The population in this study were 1793 students, and there were 327 students of the faculty of economics and business who were used as samples. The data source used is primary data sources, while data collection uses a questionnaire. The technique used to determine the number of samples uses the slovin technique. Data collection was carried out using stratified random sampling technique and respondents met the criteria at the faculty of economics and business at three Purwokerto Universities, Muhammadiyah University Purwokerto, Prof. State Islamic University Purwokerto, and General Soedirman University Purwokerto. Utilizing Smart PLS software-validated questionnaire scales contextualized from prior papers, SEM-PLS analysis was employed in study (Bolton & Lane; Linan, Chen; M. Solesvik (Hassan et al., 2021)). A five-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree," was used to grade disseminated questionnaire. Twenty questionnaire items in all were given out. Using Google Forms, online survey was administered from August to September, 2024.

Sample

The students used as samples were those who study related to entrepreneurship courses, business and management, HRM, finance, control, risk management, and marketing. Topics related to business management, organization, accounting, entrepreneurship, and financial management. material is presented through teaching by lecturers, case studies, and presentations. The majors sampled were undergraduate management and undergraduate accounting at the three universities that were used as objects.



RESULTS AND DISCUSION

Results

The total questionnaire items in study were 20 statements. results state that students with entrepreneurial orientation feel that they can act in anticipating problems, needs, or changes in future when they become entrepreneurs. results of another statement state that students have a basis related to entrepreneurship education; therefore, they feel they have a firm grip on business world. Another statement concluded that students with essential entrepreneurial motivation feel that entrepreneurial motivation can create good ideas related to business world and have drive to make them happen. The following is Table 1. Description of respondents:

Tabel 1. Respodnent Demographics

Identity	Description	Frequency	Percentage
University origin	Universitas Muhammadiyah Purwokerto	144	44.1
	Universitas Jendral Soedirman Purwokerto	135	41.3
	UIN Prof. K. H. Saifuddin Zuhri Purwokerto	45	13.9
Gender	Laki-laki	54	16.5
	Perempuan	273	83.5
Age	<18 tahun-20 tahun	190	58.
	>20tahun-25tahun	136	41.6
	>25 tahun	1	.3
Students who are interested in becoming entrepreneurs	Yes	308	94.2
	No	19	5.8
Students who currently have a business	Yes	52	19.5
	No	275	84.1

Table 1 displays respondents' demographic data. With 141 responses (43.1%), Muhammadiyah University of Purwokerto dominated university's scores. With 273 responses (83.5%), gender ratings indicated that women made up majority of respondents. With 190 responses (58%), students between ages of 18 and 20 made up majority of respondents. There are 308 respondents who have the desire to become entrepreneurs and there are 52 respondents who currently have a business.



Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Devianto
Y	327	6.00	30.00	22.8502	4.88508
X1	327	4.00	20.00	14.7339	2.76695
X2	327	5.00	25.00	18.0061	3.86505
Z	327	5.00	25.00	19.0581	3.96762
Valid N (listwise)	327				

The analysis results from Table 2 show that number of respondents (N) was 327, and minimum score for respondents ranged from 4 to 6. most significant (maximum) score ranged from 20 to 30. average score from 327 respondents ranged from 14.73 to 22, 85 with a standard deviation of 2.76 to 4.88.

The following is data management in research using PLS 3 method.

PLS uses data analysis to provide a more thorough knowledge of how variables relate to one another. Additionally, outcomes of PLS testing may yield novel insights that require straightforward investigation (Bagis et al., 2023). following are research's findings.

Table 3. Outer loading

	Statement items	Entrepreneurial education	Entrepreneurial motivation	Individual entrepreneurial orientation	Entrepreneurial intention
X1	Knowledge of the entrepreneurial environment.	0,829			
X2	Increasing recognition of the entrepreneurial figure.	0,858			
X3	I prefer to be an entrepreneur	0,894			
X4	Skills needed to become an entrepreneur	0,819			
X5	I intend to become an entrepreneur.I intend to become an entrepreneur.	0,830			
Z1.1	I consider investing in my small or medium-sized company and its management as a desirable career choice		0,746		
Z1.2	I will start my own business because I want to be free and independent		0,875		
Z1.3	I will start my own business because I have good ideas and want to make them happen.		0,886		
Z1.4	I will start my own business to be better off financially.		0,903		



Z1.5	I will start my own business because I want to be successful	0,883
Z2.1	I tend to act 'boldly' in situations that involve risk.	0,775
Z2.2	In general, I prefer a strong emphasis in projects on unique and novel approaches rather than revisiting tried and true approaches used before.	0,816
Z2.3	I prefer to try my own unique way when learning new things rather than doing it the way everyone else does.	0,805
Z2.4	I usually act in anticipation of future problems, needs, or changes	0,761
Y1	I am ready to do whatever it takes to become an entrepreneur.	0,804
Y2	My professional goal is to become an entrepreneur	0,841
Y3	I will do everything I can to start and run my own company	0,850
Y4	I am determined to establish a company in the future.	0,844
Y5	I am very serious about starting a company.	0,871
Y6	I have a strong intention to start a company someday.	0,882

The study results in Table 3 indicate that variables of entrepreneurial intention, individual entrepreneurial orientation, entrepreneurial education, and entrepreneurial motivation have loading factor values more than 0.7. A high outer loading value indicates that measured construct may account for indication, general guidelines for outer loading value should be 0.708 or more (Sholihin & Ratmono., 2020:44). It may be concluded, then, that all indicators' loading factor values are high enough to satisfy conditions for convergent validity.

Tabel 4. R Square Value

	R Square Adjusted
Entrepreneurial intention	0,755
Entrepreneurial motivation	0,714
Individual entrepreneurial orientation	0,505

Individual entrepreneurial orientation, entrepreneurial education, and entrepreneurial drive may account for 75.5% of variance in entrepreneurial intention,



according to Table 4's Adjusted R Square value for entrepreneurial intentions, which is 0.755. Consequently, R Square value is deemed insufficiently powerful.

The entrepreneurial motivation variable may be explained by individual entrepreneurial orientation and education by 71.4%, according to Adjusted R Square value for entrepreneurial motivation, which is 0.714. It is therefore possible to deduce that R Square value is strong. R-squared adjusted value is 0.505 for Individual Entrepreneurial Orientation, meaning that 50.0% of variation in it can be explained by entrepreneurship education. In light of this, R Square value is deemed modest. R square value of 0.75, 0.5, 0.25 can be assessed as predictive power at substantial, moderate, and weak levels (Sholihin & Ratmono, 2020; 55)

Tabel 5. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurial Education	0,901	0,904	0,927	0,716
Entrepreneurial Intention	0,922	0,924	0,939	0,720
Entrepreneurial Motivation	0,911	0,913	0,934	0,741
Individual Entrepreneurial Orientation	0,798	0,798	0,868	0,623

Table 5 shows that Construct Reliability and Validity values of entrepreneurship education, entrepreneurial motivation, and individual entrepreneurial orientation towards entrepreneurial intentions are more significant than 0.7, so all variables can be declared reliable.

Hypothesis testing is shown in (table 6), namely:



Tabel 6. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Information
Entrepreneurship Education -> Entrepreneurial Intentions	0,439	0,439	0,050	8,843	0,000	Accepted
Entrepreneurship Education -> Entrepreneurial Motivation	0,588	0,585	0,040	14,738	0,000	Accepted
Entrepreneurship Education -> Individual Entrepreneurial Orientation	0,712	0,713	0,038	18,891	0,000	Accepted
Entrepreneurial Motivation -> Entrepreneurial Intentions	0,338	0,340	0,051	6,642	0,000	Accepted
Individual Entrepreneurial Orientation -> Entrepreneurial Intentions	0,162	0,160	0,049	3,312	0,001	Accepted
Individual Entrepreneurial Orientation -> Entrepreneurial Motivation	0,320	0,323	0,046	6,966	0,000	Accepted
Individual Entrepreneurial Orientation -> Entrepreneurial Motivation -> Entrepreneurial Intentions	0,108	0,109	0,025	4,357	0,000	Accepted
Entrepreneurship Education-> Entrepreneurial Motivation -> Entrepreneurial Intentions	0,199	0,197	0,033	5,943	0,000	Accepted
Pendidikan Kewirausahaan Individu -> Orientasi Kewirausahaan Individu -> Motivasi Kewirausahaan	0,228	0,230	0,038	6,051	0,000	Accepted
Entrepreneurship Education -> Individual Entrepreneurial Orientation -> Entrepreneurial Intentions	0,115	0,198	0,032	3,200	0,000	Accepted
Entrepreneurship Education -> Individual Entrepreneurial Orientation -> Entrepreneurial Motivation -> Entrepreneurial Intentions	0,077	0,078	0,019	4,088	0,000	Accepted



As shown in Table 6. Statistical significance of p-value, which is less than 0.05, supports conclusion. Consequently, hypothesis is validated. It is possible to conclude that result is statistically significant because p-value is below significance level (Sholihin & Ratmono, 2020; 54). The results show that hypothesis one to hypothesis three states that individual entrepreneurial orientation, entrepreneurship education, and entrepreneurial motivation has a significant positive effect on entrepreneurial intention because it has a p-value below 0.05. According to fourth hypothesis, individual entrepreneurial attitude and entrepreneurial education have a good relationship. P-value that is obtained is less than 0.05, which suggests that fourth hypothesis is supported. To put it another way, entrepreneurial motivation, entrepreneurial education, and individual entrepreneurial orientation all affect entrepreneurial intents. According to analysis's findings, premise that entrepreneurship education has a favorable impact on a person's entrepreneurial attitude is therefore validated.

Individual entrepreneurial orientation and entrepreneurial education on entrepreneurial motivation are next two hypotheses, which are number five and six, respectively. Because p-value for hypothesis five is less than 0.05, test findings demonstrate that entrepreneurial orientation has a significant positive influence. A p-value of less than 0.05 indicates that entrepreneurship education significantly and favorably affects entrepreneurial motivation, according to testing hypothesis six.

Testing mediation hypothesis is next stage. Firstly tested hypothesis seven that entrepreneurial motivation mediates the relationship between individual entrepreneurial orientation and entrepreneurial intention. Because p-value for hypothesis seven is less than 0.05, test findings demonstrate that individual entrepreneurial orientation has a significant positive influence. The eighth hypothesis is that entrepreneurial motivation mediates the relationship between entrepreneurial education and entrepreneurial intention. According to analysis's findings, p-value is 0.000. hypothesis thus validated. association between entrepreneurial education and intentions is mediated by entrepreneurial motivationq. The ninth mediation hypothesis is that individual entrepreneurial orientation mediates the relationship between entrepreneurial education and entrepreneurial motivation. According to analysis's findings, p-value is less than 0.05 hypothesis thus validated. Association between entrepreneurial education and entrepreneurial motivation is mediated by individual entrepreneurial orientation. Hypothesisten is that individual entrepreneurial orientationmediates the relationship between entrepreneurial education and entrepreneurial intention. According to analysis's findings, p-value is less than 0.05 hypothesis thus validated. Association

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between entrepreneurial education and entrepreneurial intention is mediated by individual entrepreneurial orientation. Hypotheses eleven is that individual entrepreneurial orientation mediates the relationship between entrepreneurship education and entrepreneurial motivation and entrepreneurial intention. According to analysis's findings, p-value is less than 0.05 hypothesis thus validated. Association between entrepreneurial education and entrepreneurial motivation, entrepreneurial intention is mediated by individual entrepreneurial orientation.

DISCUSSION

H1. Individual Entrepreneurial Orientation Towards Entrepreneurial Intentions

The study's findings demonstrate that among students at Muhammadiyah University Purwokerto, Jendral Soedirman University, and Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto, individual entrepreneurial orientation significantly and favorably influences entrepreneurial intentions. Proves by increasing awareness and competence related to understanding entrepreneurial knowledge, picture of entrepreneurship obtained during entrepreneurship learning provided by university, and innovation and courage to make risky decisions or try new things, students have desire to become entrepreneurs. So, with individual entrepreneurial orientation, students are encouraged to become future entrepreneurs.

Regarding aspects of individual entrepreneurial orientation in risk-taking, creativity, proactiveness, autonomy, and competitive aggressiveness, these results are consistent with notions put forward by Miller (1983) and Lumpkin and Dess (1996) (Hassan et al., 2021). In addition, conclusion is supported by earlier research findings that colleges concentrate on meeting students' compelling requirements in order to help them become job creators rather than job seekers (Tomy & Pardede, 2020). study's findings also support those of Sahoo & Panda., (2019) investigation, which found that entrepreneurial attitude positively influences entrepreneurial intentions.

H2. Entrepreneurship Education on Entrepreneurial Intentions

According to results, entrepreneurship education significantly and favorably affects entrepreneurial intentions. Demonstrates students who are knowledgeable about entrepreneurship will acquire skills required in business sector. Thus, pupils who understand entrepreneurship are more likely to want to start their own company. In order to maximize students' propensity to launch a firm, educational institutions offer crucial



services in entrepreneurial activities, such as fostering entrepreneurial attitude through integration of extracurricular and entrepreneurial learning (Aziz et al., 2021).

Entrepreneurship education plays an important role as a determining factor in developing entrepreneurial intentions (Hassan et al., 2021). The entrepreneurship education obtained will make students tend to be confident because with entrepreneurship education they are able to master the abilities needed to become entrepreneurs. The results of this study are in line with Ahmed et al, (2020); Bazkiaei et al, (2020); Boubker et al, (2021); Hassan et al, (2021) who found a positive influence between entrepreneurship education and entrepreneurial intention.

H3. Entrepreneurial Motivation on Entrepreneurial Intentions

The analysis's findings demonstrate that entrepreneurial motivation significantly and favorably influences entrepreneurial intentions, demonstrating that it is a powerful motivator for people to be more courageous when deciding to launch a firm. Students who are driven by entrepreneurial spirit are more likely to launch a business based on their innovative ideas and construct a company that meets their needs. more important entrepreneurship motive is, more likely someone is to want to launch their own company (Alam et al., 2019).

The findings of study are consistent with earlier research on impact of entrepreneurial motivation on students' intentions to launch a new business. Entrepreneurial motivation refers to both ability to learn about entrepreneurial opportunities and self-confidence in one's capacity to succeed (Amadea & Riana, 2020). According to research by Alam et al., (2019), Amadea & Riana, (2020), Hassan et al., (2021), entrepreneurial motivation has a beneficial impact on entrepreneurial intents. These findings are consistent with findings of study.

H4. Entrepreneurship Education on Individual Entrepreneurial Orientation

The resulting p-value demonstrates that entrepreneurship education will raise individual entrepreneurial orientation and have a strong or significant impact on entrepreneurial orientation. These results also demonstrate that entrepreneurship education on individual entrepreneurial orientation has a positive and significant influence on original sample value. When offered entrepreneurship-related information, students are more likely to feel encouraged to develop entrepreneurial traits and abilities. Research indicates that students' decisions to start their own businesses may be



influenced by their opinions of entrepreneurship education offered by colleges (Anwar et al., 2020).

The study's findings demonstrate that entrepreneurship education promotes students' entrepreneurial endeavors and is one of elements that might develop positive attitudes and personalities that lead to becoming entrepreneurs. In order to increase desire to launch a firm, entrepreneurship education also helps to develop personal competency or entrepreneurial orientation. This is consistent with findings of Anwar et al., (2020) and Hassan et al., (2021), who discovered a favorable relationship between entrepreneurship education and personal entrepreneurial orientation.

H5. Individual Entrepreneurial Orientation Towards Entrepreneurial Motivation

Individual entrepreneurial orientation has a favorable and considerable impact on entrepreneurial motivation, according to theory. Demonstrates students who exhibit entrepreneurial behavior and are motivated by a desire for success have a stronger belief in their ability to succeed as business owners. For someone with basic business-related motivations, entrepreneurial motivation is essential, and they will typically begin with entrepreneurial endeavors (Hassan et al., 2021).

According to results, developing entrepreneurial mindset on individual basis is crucial to motivating them to engage in business-related activities. Students will be encouraged to start their own enterprises as their desired career path if they exhibit entrepreneurial behavior and attitudes along with supporting competencies.

H6. Entrepreneurship Education on Entrepreneurial Motivation

The research's hypothesis on impact of entrepreneurship education on entrepreneurial motivation is as follows. test's findings indicated that entrepreneurial motivation and entrepreneurship education had a favorable and substantial relationship. study supports notion that students who learn about entrepreneurship are more likely to feel driven to start their own businesses. Entrepreneurial motivation and entrepreneurship education are strongly correlated, according to study findings. They believe they would prefer to start their own business because of their entrepreneurial skills. Study's findings support earlier studies (Hassan et al., 2021) that found that students might be encouraged to seize economic opportunities by using their educational expertise.



H7. Entrepreneurial motivation as a mediator of relationship between individual entrepreneurial orientation and entrepreneurial intentions

The function of entrepreneurial motivation as a mediator of relationship between individual's entrepreneurial orientation and intentions is subject of another study finding. study's findings demonstrate that relationship between individual's entrepreneurial orientation and intention is mediated by entrepreneurial motivation. results demonstrate that strong motivation will push individual to satisfy their demand for success. Individual's personality can be strengthened by entrepreneurial motivation in order to build a firm that fulfills their goals. In general, entrepreneurial motivation and individual entrepreneurial orientation are positively correlated with each other (Marques et al., 2019), with a strong role of entrepreneurial motivation as a significant factor towards entrepreneurial intention (Alam et al., 2019; Lang & Liu, 2019).

The study's findings demonstrate crucial role that entrepreneurial motivation plays as a mediator factor between entrepreneurial orientation and intention. If entrepreneurial motivation acts as mediator, association between individual's entrepreneurial orientation and entrepreneurial intention is greater. results of study are consistent with earlier studies showing that relationship between individual's entrepreneurial orientation and intentions might be mediated by entrepreneurial motivation.

H8. Entrepreneurial motivation as a mediator of relationship between entrepreneurial education and entrepreneurial intentions

The third hypothesis's findings pertain to function of entrepreneurial motivation as a moderating element in association between entrepreneurial ambitions and entrepreneurial education. findings of study indicate that association between entrepreneurial education and entrepreneurial ambitions can be mediated by entrepreneurial motivation. According to study, students' desire to become entrepreneurs can be strengthened by offering them entrepreneurship instruction and support derived from their innate motivation.

According to research findings, there is a considerable impact of entrepreneurial desire as a mediator of relationship between entrepreneurial education and entrepreneurial intention. Therefore, first step in creating desire to launch a firm will be entrepreneurial inspiration. Result is also consistent with earlier studies that found a mediating role for entrepreneurial desire in connection between entrepreneurial education and entrepreneurial intention (Hassan et al., 2021).



H9. Individual entrepreneurial orientation as a mediator of relationship between entrepreneurial education and entrepreneurial motivation

The results of hypothesis nine are related to the role of individual entrepreneurial orientation as a mediating factor in the relationship between entrepreneurship education and entrepreneurial motivation. The results showed that individual entrepreneurial orientation can mediate the relationship between entrepreneurship education and entrepreneurial motivation. This study shows that the provision of entrepreneurship education and driven by the influence of individual entrepreneurial orientation related to entrepreneurial behaviour on a person can move students in strengthening their motivation related to entrepreneurship. The results prove that the effect of entrepreneurial orientation on the relationship between entrepreneurship education and entrepreneurial motivation has a positive and significant effect. The facilities of an institution related to entrepreneurship greatly affect the determination of students related to the business world, where with the entrepreneurial learning obtained and the entrepreneurial orientation developed through competence and training students will strengthen the motivation to become entrepreneurs (Anwar et al., 2020; Sahoo & Panda, 2019). In general, entrepreneurial motivation and individual entrepreneurial orientation are positively correlated with each other (Marques et al., 2019). With a strong role of entrepreneurial motivation as a significant factor in entrepreneurial intention (Alam et al., 2019; Lang & Liu, 2019).

H10. Individual entrepreneurial orientation as a mediator of relationship between entrepreneurial education and entrepreneurial intentions

The results of hypothesis ten are related to the role of individual entrepreneurial orientation as a mediating factor in the relationship between entrepreneurship education and entrepreneurial intention. The results showed that individual entrepreneurial orientation can mediate the relationship between entrepreneurship education and entrepreneurial intention. This study shows that with the provision of entrepreneurship education, the encouragement of individual entrepreneurial orientation can strengthen students in strengthening their intentions regarding their goals to become a businessman. The results prove that the effect of entrepreneurial orientation on the relationship between entrepreneurship education and entrepreneurial intention is positive and significant. Therefore, strong entrepreneurship education will round off a person's determination in creating the attitudes needed in the business world (Anwar et al., 2020; Botha & Bignotti, 2019). The findings in this study are in line with (Anwar et al., 2021; Efrata et al., 2021;

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Khalil et al., 2024; Martins et al., 2022). Which states that entrepreneurial orientation mediates the relationship between education and entrepreneurial intention.

H11. Individual entrepreneurial orientation as a mediator of relationship between entrepreneurial education and Entrepreneurial motivation, entrepreneurial intentions

The results of hypothesis eleven are related to the role of individual entrepreneurial orientation as a mediating factor in the relationship between entrepreneurship education and entrepreneurial motivation. The results showed that individual entrepreneurial orientation can mediate the relationship of entrepreneurship education with entrepreneurial motivation and entrepreneurial intention. Motivation is considered to have a good correlation with individual entrepreneurial orientation (Marques et al., 2019). Entrepreneurship education can create competence and develop their motivation (Khalil et al., 2024). This finding explains that the provision of entrepreneurship education and driven by individual entrepreneurial orientation can strengthen their motivation and intention to become a businessman in the future. The results prove that the effect of entrepreneurial orientation on the relationship between entrepreneurship education and entrepreneurial motivation and entrepreneurial intention has a positive and significant effect.

CONCLUSION

With emphasis on function of entrepreneurial motivation, study examines how students' entrepreneurial intents are influenced by their own entrepreneurial orientation factors and entrepreneurship education. findings of study lead to a number of conclusions. First, becoming entrepreneur is a fundamental motivation for any student. Second, students who receive entrepreneurship education are more inclined to be entrepreneurial and intend to launch a business. Third, there is a stronger correlation between entrepreneurial motivation and both individual entrepreneurial orientation and goals as well as between entrepreneurial education and intentions. The fourth individual entrepreneurial orientation is able to mediate the relationship of entrepreneurship education with entrepreneurial motivation and entrepreneurial intention

LIMITATION

Researchers admit that this research is not free from limitations. Even though this research was conducted directly where the researcher directly distributed questionnaires



to respondents and the possibility of bias was tiny, apart from the R Square value, which ensures that the relationship between variables is quite significant (70%), other things must be done which we consider as limitations. This research was carried out only at the same time, so it is possible that the results obtained could be different when the research was carried out longitudinally. Apart from that, many other variables influence the entrepreneurial intention variable, therefore it is recommended that future research add other variables that can influence students' entrepreneurial intentions and that the research be carried out longitudinally.

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