



The Effect of Entrepreneurship Education on Entrepreneurial Intentions with Entrepreneurial Motivation as an Intervening Variable

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Abstract

The purpose of this study was to determine the effect of entrepreneurship education on entrepreneurial intentions with entrepreneurial motivation as an intervening variable in students of the Faculty of Economics, Jakarta State University class 2017. The research method used by the researchers was a survey method with a descriptive approach, the population used was students of the Faculty of Economics, Jakarta State University class of 2017 with a sample of 139 students. The model in this study uses a path analysis model. The analytical technique used in this study uses the SEM (Structural Equation Modeling) model which is operated with the SmartPLS version 3.0 program for hypothesis testing.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pendidikan kewirausahaan terhadap intensi berwirausaha dengan motivasi berwirausaha sebagai variabel intervening pada mahasiswa Fakultas Ekonomi, Universitas Negeri Jakarta angkatan 2017. Metode penelitian yang peneliti gunakan adalah metode survei dengan pendekatan deskriptif, populasi yang digunakan adalah mahasiswa kependidikan Fakultas Ekonomi Universitas Negeri Jakarta angkatan 2017 dengan sampel sebanyak 139 mahasiswa. Model dalam penelitian ini menggunakan model analisis jalur. Teknik analisis yang digunakan dalam penelitian ini menggunakan model SEM (Structural Equation Modeling) yang dioperasikan dengan program SmartPLS versi 3.0 untuk pengujian hipotesis.

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INTRODUCTION

Bachelor is *an agent of change* which is expected by the Government to contribute greatly to overcome economic problems in Indonesia, but in reality the economic problems that occur have not been resolved properly. The higher level of education does not guarantee that someone will get a job easily either. Because every year the number of workers in Indonesia is increasing, the competition for jobs becomes more difficult.

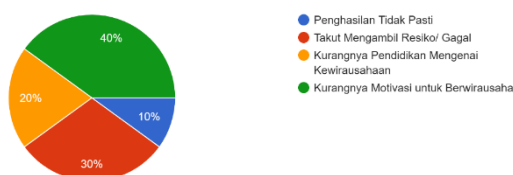
The problem of unemployment that occurs can be overcome one of them by adding *entrepreneurs* or entrepreneurs. Indicators of the country's progress can be measured from the population who become *entrepreneurs*. The more entrepreneurs or *entrepreneurs* in a country, the more jobs available. Indirectly also very influential in improving the country's economy. *Entrepreneur* is someone who carries out trading or entrepreneurship activities.

In an article written in Kompas.com (2019) Coordinating Minister for Political, Legal and Security Affairs (Menko Polhukam) Wiranto said the government would continue to encourage Indonesian people to become entrepreneurs. Furthermore, Coordinating Minister for Political and Security Affairs Wiranto added that the condition for a country to become a developed country is that the *entrepreneur* must be more than 14 percent of the population ratio. Meanwhile in Indonesia, the number of *entrepreneurs* is only 3.1 percent, so it is necessary to accelerate and facilitate the Indonesian economic players to increase significantly.

The desire or intention of students in Indonesia in entrepreneurship is still low. Based on an article from Republika.co.id (2016) Expert Staff for the Creative Economy of the Ministry of Youth and Sports Joni Mardizal said that as of Monday, Indonesian youth's interest in entrepreneurship was still relatively low. "We are concerned that until now the number of students and students who have expressed interest in working in the field. Students who have graduated from tertiary institutions tend to be oriented to work using the degrees obtained rather than entrepreneurship for fear of taking high risks. Entrepreneurship is still quite low".

The role of entrepreneurship education is very important. because as the basic capital of knowledge about entrepreneurship for prospective entrepreneurs. It is like a ship that will go to the high seas does not know what obstacles it will face. The ship must have prepared enough fuel as a provision to go to the high seas.

Another factor that makes students feel Doubtful to become an *entrepreneur* is the motivation for entrepreneurship. Fear of failure, uncertain income, and the lack of education about entrepreneurship are the reasons that make students lack entrepreneurial motivation.



The data obtained from the pre-research results show that the highest factor for students of the Faculty of Economics does not choose entrepreneurship as a profession after graduating from college, namely the lack of motivation for entrepreneurship with a gain of 40%. Furthermore, with a percentage of 30% that is afraid to take risks. The third factor that makes students reluctant to become entrepreneurs is the lack of education about entrepreneurship with a percentage of 20%. So, in this research, researchers are

interested in raising the title, namely **The Effect of Entrepreneurship Education on Entrepreneurial Intentions with Entrepreneurial Motivation as an Intervening Variable.**

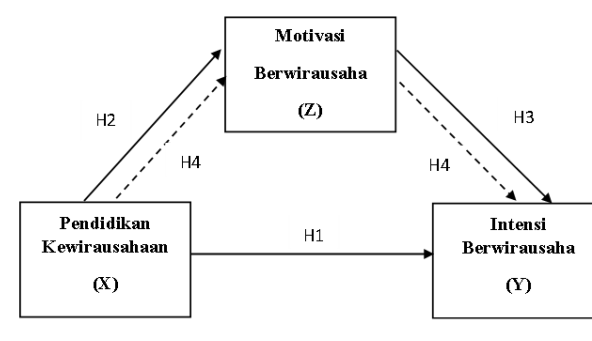
THEORETICAL BASIS

Entrepreneurial intention is the final stage that is expected so that students have a strong intention to start a business. Devi (2018) states that entrepreneurial intentions are the ability to be courageous in meeting the needs of life and solving life problems, advancing business or creating new businesses with the strength that is in oneself. Entrepreneurial intention is to show someone's commitment to start entrepreneurship and learn things about entrepreneurship. (Maulida, 2017). Furthermore, Wibowo (2016) explains that Entrepreneurial Intention is a process of seeking information to achieve business goals.

Entrepreneurship education is a conscious effort to change a person's enthusiasm, attitude, behavior and ability in handling activities that lead to efforts to find, create and implement new ways of working, technology and products efficiently in order to provide better services or obtain higher profits. big. (Reny Y, 2017). According to Phutry Lelliezza (2019), entrepreneurship education is a stage that a person goes through starting from information about the world of entrepreneurship, providing provisions for entrepreneurial potential and expertise and the last one of course providing a stimulus for entrepreneurs to start a business. Furthermore, Altaf Hussain (2015) suggests that entrepreneurship education is education that helps students to learn and identify new business opportunities.

According to Ningsih (2017), some of the motivations of entrepreneurial students are driven by ambitions of independence in the form of wanting to open their own business and liking freedom in activities. Motivation is an impulse from within a person to do something in the form of attitudes, perceptions and decisions to achieve a goal. As in entrepreneurship. Entrepreneurship requires enormous motivation to achieve the goals that have been targeted by individuals. (Fa'izatul Masruroh, 2017). Entrepreneurial motivation is a driving force that causes students to carry out an entrepreneurial activity. Motivation is analogized as driving someone to take action. (Prihantoro, 2016)

From the theoretical literacy above, the researcher formulates the following hypothesis:



METHOD

According to Morrisian (2017) states that "The sample is part of the population that represents all members of the population that are representative". The sampling technique used in this research is the proportional random sampling technique. Based on the Slovin

formula with an error rate of 5%, the minimum number of students that must be sampled is 139 students from the Faculty of Economics, State University of Jakarta. The instrument uses a Likert scale with 1-5 intervals to measure *the level of agreement* respondents'. 1= Strongly Disagree, 2= Disagree, 3= Uncertain, 4= Slightly agree, 5= Strongly Agree.

Testing Research Instruments

This research uses quantitative research, which is a type of research that emphasizes testing theories through the measurement of research variables and requires data analysis with statistical procedures. The measuring instrument in this quantitative research is in the form of a questionnaire, the data obtained in the form of answers from students of the Faculty of Economics, State University of Jakarta.

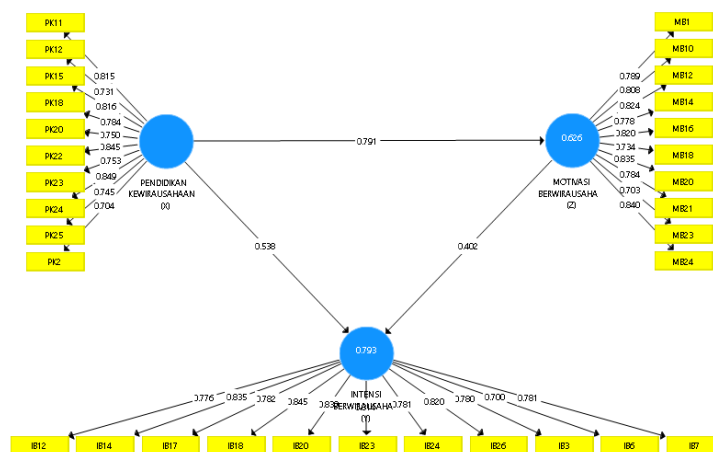
The method used in this research is *survey*. The method was *survey* chosen because it is in accordance with the research objective, namely to determine whether there is a relationship between entrepreneurship education and entrepreneurial motivation with entrepreneurial intentions in students of the Faculty of Economics, State University of Jakarta. According to Kristanto (2018), the method *survey* is a form of quantitative research. The data obtained is data that occurred in the past or present. In addition, these data are data about beliefs, opinions, characteristics and behavior. In this study, researchers used the SmartPLS 3.0 program to calculate the data obtained from the study.

Table 1 Research Matrix

Variable	Conceptual Definition	Indicator	Sub Indicator	Source of
Entrepreneurial Intention (Y) Entrepreneurial	intention is the desire and determination of individuals to take entrepreneurial action and open their own business.	There is a desire to start a business in students	Looking for information about the initial steps to start a business	(Samata Mohammed Humaid ALWAHAIB I, 2019), (Sabah, 2016), (Agung Wahyu Handaru, 2015) The
			desire to start trying to do business	
		There is a possibility to start a business for students	Choose to become entrepreneurs for career paths after graduation	
			Confidence and determination to start a business	
		There is a visible business behavior in students	Likes the challenge of facing risks in entrepreneurship	
			Believe in self-ability in entrepreneurship	
Entrepreneurship Education (X)	Entrepreneurship education is a stage/process that students go through to instill, grow, as well as developing education and skills which ultimately increase the desire for	Availability of entrepreneurial knowledge/education	Obtained from formal education	(Ni Komang, 2019), (Eka Arima Devi, 2018), (Febriyanto, 2018) Good
			understanding of entrepreneurship courses	
		There is increased entrepreneurship skills	obtained from PPMB practice.	
			After participating in the PPMB practice, it increases confidence in self-efficacy in entrepreneurship.	

	entrepreneurship.	Provide inspiration and motivation for entrepreneurship	Provide inspiration and motivation from successful entrepreneur figures.	
			Taking lessons and lessons from the business journey of successful entrepreneur figures	
		Increase the desire for entrepreneurship.	Desire to start a business.	
			Confidence in choosing an entrepreneur becomes a career path after graduation.	
Entrepreneurial Motivation (Z)	motivation is an impulse from within students to take actions that are influenced by internal and external factors in carrying out entrepreneurial activities.	Income / Income / Profit	Becoming an entrepreneur will get unlimited income	(Eswanto Sugeng Rahayu, 2018), (Daramitha Utami, 2020), (Niam, 2016)
Entrepreneurial			Improving the family's economic situation	
		Freedom	Not bound by company rules	
			Can innovate in running a business	
		Independence	Being a boss in running a business	
			Does not depend on the state of the company	
		Personal Dreams	Have a dream to become a successful entrepreneur	
			Have a dream to be able to open jobs for many people	

RESULTS AND DISCUSSION



Convergent Validity

Table 2 Outer Loading Factor

	ENTREPRENEURSHIP INTENTION (Y)	ENTREPRENEURSHIP MOTIVATION (Z)	ENTREPRENEURSHIP EDUCATION (X)
IB12	0.776		
IB14	0.835		
IB17	0.782		
IB18	0.845		
IB20	0.830		
IB23	0.814		
IB24	0.781		
IB26	0.820		
IB3	0.780		
IB6	0.700		
IB7	0.781		
MB1		0.789	
MB10		0.808	
MB12		0.824	
MB14		0.778	
MB16		0.820	
MB18		0.734	
MB20		0.835	
MB21		0.784	
MB23		0.703	
MB24		0.840	
PK11			0.815
PK12			0.731
PK15			0.816
PK18			0.784
PK20			0.750
PK22			0.845
PK23			0.753
PK24			0.849
PK25			0.745
PK2			0.704

In the results of calculations using SmartPLS V.3 it can be seen that the results of the value *loading factor* on the indicators of entrepreneurship education, entrepreneurial motivation and entrepreneurial intention have a value > 0.7 with this value it can be concluded that the construct in this study is valid and can meet the requirements.

Composite Reliability

Table 3 Composite Reliability Research

	Composite Reliability
ENTREPRENEURSHIP INTENTION (Y)_	0.950
ENTREPRENEURSHIP MOTIVATION (Z)_	0.944
ENTREPRENEURSHIP EDUCATION (X)_	0.940

The results of the test *composite reliability* can be seen in the table above, the value of the entrepreneurial intention variable is 0.95, then the entrepreneurial motivation variable is 0.94 and the entrepreneurship education variable is 0.94 where the three variables get a value > 0.7 . It can be concluded that the three variables are reliability and meet the requirements.

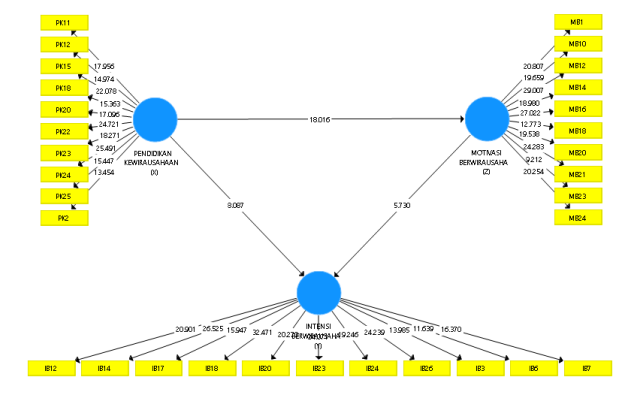
Cronbach's Alpha

	Cronbach's Alpha
ENTREPRENEURSHIP INTENTION (Y)_	0.942
ENTREPRENEURSHIP MOTIVATION (Z)_	0.934
ENTREPRENEURSHIP EDUCATION (X)_	0.928

Table 4 Cronbach's Alpha Research

Intest results *Cronbach's alpha* can be seen in the table above, the value of the entrepreneurial intention variable is 0.94, then the entrepreneurial motivation variable is 0.93 and the entrepreneurship education variable is 0.92 where the three variables get a value > 0.7 . It can be concluded that the three variables are reliability and meet the requirements.

Inner Model Analysis



R-Square (R2)

Calculation Results Table 5 R-Square (R2)

	R Square
ENTREPRENEURSHIP INTENTION (Y)_	0.793
ENTREPRENEURSHIP MOTIVATION (Z)_	0.676

The results of the R-Square test can be seen in the table above, the R-Square value on the entrepreneurial intention variable is 0.79 which indicates that the entrepreneurial intention variable has a strong influence, then the value of the entrepreneurial motivation variable is 0.67 which indicates that the entrepreneurial motivation variable has moderate influence.

F-Square (F2)

Table 6 Test Results F-Square (F2)

	Entrepreneurship Intention (Y)_	Entrepreneurship Motivation (Z)_	Entrepreneurship Education (X)_
Entrepreneurship Intention (Y)_			
Entrepreneurship Motivation (Z)_	0.292		
Entrepreneurship Education (X)_	0.523	1.673	

The results of the test *F-Square* can be seen in the table above, it was found that the influence between entrepreneurial motivation and entrepreneurial intentions of 0.29 can be interpreted as the influence between the two variables is moderate, then the influence of entrepreneurship education with entrepreneurial intentions is 0.52 which means that the influence of the two variables is strong, while the influence of entrepreneurship education with entrepreneurial motivation is 1.67 which can also be interpreted as having a strong influence on the two variables.

Variance Inflation Factor (VIF)

Table 7 Test Results VIF

Variable	VIF	Variable	VIF	Variable	VIF
IB12	2,566	MB1	8066	PK11	9018
IB14	8199	MB10	5042	PK12	8,620
IB17	2,317	MB12	6940	PK15	8147
IB18	8673	MB14	7670	PK18	7865
IB20	8576	MB16	1365	PK20	2285
IB23	3,338	MB18	2,069	PK22	1,725
IB24	2,770	MB20	3169	PK23	2,277
IB26	2,886	MB21	1846	PK24	3556
IB3	2,671	MB23	1973	PK25	1975
IB6	1,880	MB24	1862	PK2	8389
IB7	7015				

in the test results of test VIF in the above table it is known that in each indicator variable intentions of entrepreneurship, entrepreneurship motivation and entrepreneurship education < 10.00, so based on these results it can be concluded that

the model in this study does not have multicollinearity problems in the research conducted.

Hypothesis Testing

Path Coefficients

In hypothesis testing, it can be known through the t-statistics value obtained from testing *path coefficients*, where the t test can be known from the $T_{\text{value}_{\text{statistic}}}$ and *P Value*. If $T_{\text{statistic}} > T_{\text{table}}$ or $P \text{ Value} < 0.05$, with an error rate at T_{table} 5% of 1.96.

Table 8 Path Coefficients Test Results

	Original Sample (O)	Sample Average (M)	Standard Deviation (Stdev)	T Statistics (O/Stdev)	P Values
Entrepreneurship Motivation (Z) _ -> Entrepreneurship Intention (Y) _	0.402	0.400	0.070	5.730	0.000
ENTREPRENEURSHIP EDUCATION (X) _ -> Intention Entrepreneurship (Y) _	0538	0537	0067	8087	0000
EDUCATION ENTREPRENEURSHIP (X) _ -> Entrepreneurship Motivation (Z) _	0791	0788	0044	18 016	0000

H₁: Entrepreneurship Education Influential Significant against the intention of Entrepreneurship

Based on test results test *path coefficient*, it is known that the original sample result is 0.538, while the *T statistic* is $8.087 > 1.96$ then the *P value* is $0.00 < 0.05$. So based on the value obtained, it can be concluded that the entrepreneurship education variable has a significant effect on entrepreneurial intentions.

H₂ : Entrepreneurship Education Has a Significant Influence on Entrepreneurial Motivation

In the results of the test, it is *path coefficient* known that the results are *original sample* 0.791, while the results are *T statistic* $18,016 > 1.96$ then the results are *P value* $0.00 < 0.05$. So based on the value obtained, it can be concluded that the variable of entrepreneurship education has a significant influence on entrepreneurial motivation.

H₃ : Entrepreneurial Motivation Has Significant Influence on Entrepreneurial Intentions.

Based on the results of the test, it is *path coefficient* known that the results are *original sample* 0.402, while the results are *T statistic* $5.730 > 1.96$ then the results are *P value* $0.00 < 0.05$. So based on the value obtained, it can be concluded that the entrepreneurial motivation variable has a significant effect on entrepreneurial intentions.

Indirect Effect Analysis

Testing the indirect effect analysis is intended to test the hypothesis of an indirect effect on the independent variable on the dependent mediated by the intervening variable.

Table 9 Specific Results of Indirect Effects

	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
ENTREPRENEURSHIP EDUCATION (X) -> ENTREPRENEURSHIP MOTIVATION (Z) -> ENTREPRENEURSHIP INTENTION (Y)	0.318	0.316	0.061	5.224	0.000

H₄ : Entrepreneurship Education Has a Significant Influence on Entrepreneurial Intentions through Entrepreneurial Motivation as an Intervening Variable.

This hypothesis calculation is intended to determine whether the independent variable affects the dependent variable through the intervening variable. Based on the results of the indirect influence analysis test, it can be seen that the result is *original sample* 0.402, while the *T statistic* is $5.224 > 1.96$ then the *P value* is $0.00 < 0.05$. So based on the value obtained, it can be concluded that the entrepreneurship education variable has a significant effect on the entrepreneurial intention variable through the entrepreneurial motivation variable as an intervening.

CONCLUSION

Based on theoretical studies and research results that have been carried out by researchers and described in the previous chapter, the researchers conclude the following:

1. The first hypothesis test proves that there is a positive and significant direct effect between entrepreneurship education on entrepreneurial intentions and values. *originalThe sample* obtained is 0.538, while the results of the *T statistic* are $8087 > 1.96$, then the *P value* is $0.00 < 0.05$. The results of these tests mean that the higher the entrepreneurial education obtained by the students of the Faculty of Economics, State University of Jakarta, the higher the intention in entrepreneurship. Conversely, if the entrepreneurial education obtained by students of the Faculty of Economics, State University of Jakarta is low, then the intention to start a business also tends to be low.
2. The second hypothesis test proves that there is a direct positive and significant effect between entrepreneurship education on entrepreneurial motivation with the value *original sample* obtained of 0.791, while the *T results* are *statistic* 0.791, while the results are *T statistic* $18,016 > 1.96$ then the *Results value* of $0.00 < 0.05$. The results of these tests mean that the higher the entrepreneurial education obtained by the students of the Faculty of Economics, State University of Jakarta, the motivation

to become entrepreneurs and start a business will grow. Conversely, if the entrepreneurial education obtained by students of the Faculty of Economics, State University of Jakarta is low, then the motivation of students in entrepreneurship also tends to be less.

3. The third hypothesis test proves that there is a positive and significant direct effect between entrepreneurial motivation on entrepreneurial intentions with the value *original sample* obtained at 0.402, while the *T results* are *statistic* $5.730 > 1.96$ then the *P value* is $0.00 < 0.05$. The results of these tests mean that the higher the entrepreneurial motivation in the students of the Faculty of Economics, State University of Jakarta, it will move and open up opportunities for students to start businesses, on the contrary if the entrepreneurial motivation of students of the Faculty of Economics, State University of Jakarta is low, then the tendency to start a business is low. also low due to lack of motivation.
4. The fourth hypothesis test proves that there is a positive and significant direct effect between entrepreneurship education on entrepreneurial intentions which is mediated by entrepreneurial motivation as an intervening variable with the value *original sample* obtained is 0.318, while the *T statistic* is $5.224 > 1.96$ then the *P value* is $0.00 < 0.05$. The results of these tests mean that the higher the entrepreneurial education obtained by the students of the Faculty of Economics, State University of Jakarta, the higher the motivation in entrepreneurship so that they are able to move students to start businesses.

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