

THE ROLE OF ENTREPRENEURSHIP EDUCATION AND ATTITUDES IN SHAPING CAREER INTENTIONS AMONG ECONOMICS STUDENTS

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ABSTRACT

This study aims to understand the role of entrepreneurship education in shaping students' attitudes, intentions, and career decisions to become entrepreneurs. Data were obtained from 133 students of the Faculty of Economics and Business at Universitas Negeri Jakarta who participated in the *Wirausaha Merdeka Wira-Wiri* program, out of a total of 339 distributed questionnaires. This research employed a quantitative method with a causal associative approach and Partial Least Square (PLS) analysis technique. The results show that entrepreneurship education has a direct influence on career choice and entrepreneurial attitude, but no direct effect on entrepreneurial intention. Entrepreneurial attitude affects intention. Entrepreneurial intention has a significant impact on the decision to pursue an entrepreneurial career. Furthermore, entrepreneurial attitude indirectly influences career choice through entrepreneurial intention.

Keywords: Entrepreneurship education, Entrepreneurial attitude, Entrepreneurial intention, Career choice

ABSTRAK

Tujuan penelitian ini adalah untuk memahami peran pendidikan kewirausahaan dalam membentuk sikap, intensi, dan keputusan mahasiswa dalam memilih karir sebagai wirausaha. Data diperoleh dari 133 responden mahasiswa Fakultas Ekonomi dan Bisnis Universitas Negeri Jakarta yang mengikuti program Wirausaha Merdeka Wira-Wiri, dari total 339 kuesioner yang disebar. Penelitian ini menggunakan metode kuantitatif dengan pendekatan asosiatif kausal dan teknik analisis Partial Least Square (PLS). Hasil penelitian menunjukkan bahwa pendidikan kewirausahaan berpengaruh langsung terhadap pemilihan karir dan sikap kewirausahaan, namun tidak berpengaruh langsung terhadap intensi berwirausaha. Sikap kewirausahaan memengaruhi intensi. Intensi berwirausaha terbukti memiliki pengaruh signifikan terhadap pemilihan karir sebagai wirausaha. Selain itu, terdapat pengaruh tidak langsung sikap kewirausahaan terhadap pemilihan karir melalui intensi berwirausaha.

Kata kunci: Pendidikan kewirausahaan, Sikap kewirausahaan, Intensi berwirausaha, Pilihan karir

INTRODUCTION

University students often face similar challenges after completing their studies, particularly in choosing a career path. Differences in intentions and perceptions about certain professions often complicate their decision-making process. According to higher education

statistics from Higher Education Database (PDDikti) of the Ministry of Education and Culture of the Republic of Indonesia (2023), there were 1,446,431 graduates from public and private universities across Indonesia. However, many young graduates struggle to secure employment in a highly competitive labor market due to a lack of relevant skills and knowledge. Based on data from Statistics Indonesia (BPS), as of February 2024, there were 51.55 million early-stage entrepreneurs in Indonesia. Of these, 56.5% (29.11 million) operated businesses independently, while the remaining 43.5% (22.44 million) received assistance from non-permanent workers. As the number of entrepreneurs continues to grow, student interest in entrepreneurship is also increasing. Data from the 2024 *Wira-Wiri* entrepreneurship program at Universitas Negeri Jakarta (UNJ) shows that it attracted 500 participants from 30 universities across Indonesia, comprising 200 students from UNJ and 300 students from other institutions. The growing interest among students in becoming entrepreneurs is a noteworthy phenomenon, especially considering that careers in this sector are often perceived as less promising or uncertain.

Several studies have shown that education plays a significant role in entrepreneurial development. Hamdan (2024) and Ningsih (2017) emphasize that fostering entrepreneurship is the responsibility of educational institutions in producing new entrepreneurs (Hamdan, 2024; Ningsih, 2017). Higgins and Refai (2017) argue that integrated and reflective entrepreneurship education can enhance students' intentions and decisions to pursue entrepreneurship as a career (Higgins & Refai, 2017). However, Febriyanto (2013) contends that entrepreneurship education is more effective in shaping attitudes and life skills rather than directly encouraging students to become business practitioners (Febriyanto, 2013). Meanwhile, Sumadi dan Sulistyawati (2017) highlight that internal factors, such as individual character and motivation are more dominant in influencing entrepreneurial tendencies (Sumadi & Sulistyawati, 2017).

Entrepreneurial attitude plays a crucial role in helping students navigate the challenges of starting and managing a business. A positive attitude often reflects creativity and innovation key traits needed to identify opportunities and develop entrepreneurial ventures (Almadhea & Kamalia, 2024). Previous studies have produced inconsistent findings regarding the relationship between entrepreneurship education, entrepreneurial attitude, motivation, and entrepreneurial career decisions. For instance, several researchers have found that entrepreneurial attitude significantly influences entrepreneurial intention (Hardini & Taufiq, 2021; Kaur & Chawla, 2023; Liguori et al., 2020). However, conflicting results have also emerged, with other studies suggesting no significant effect of entrepreneurial attitude on intention (Almadhea & Kamalia, 2024; Fragoso et al., 2020; Sofyan et al., 2023). These inconsistencies highlight the need for further investigation into the role of entrepreneurial attitude and its interaction with other variables, such as intention and education, in shaping students' entrepreneurial career choices. A limitation in previous studies lies in the inconsistent measurement of relationships among education, attitude, intention, and career decision-making, especially in the Indonesian context. This study contributes to the literature by examining these variables within an integrated model using Partial Least Square (PLS) analysis. This study focuses on students of the Faculty of Economics and Business at Universitas Negeri Jakarta who participated in the *Wirausaha Merdeka Wira-Wiri* program. The research explores how entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention influence students' decisions to pursue an entrepreneurial career.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship Education is a structured and application-based effort aimed at enhancing knowledge, intention, competence, character development, and the entrepreneurial mindset. It supports the development of individual potential through creative behavior, innovation, decision-making, and risk-taking abilities (Rosyanti & Irianto, 2019). It can also

be defined as a process of applying knowledge, shaping attitudes, and developing skills and competencies in a professional context (Hasan, 2020). The success of entrepreneurship education is reflected in various criteria, including a high level of independence, increased creativity, risk-taking capability, action orientation, strong leadership, entrepreneurial skills, a solid understanding of entrepreneurial concepts, and a hardworking character. According to Fahrianta dan Rahmat (2014) entrepreneurship education can be measured through the following five dimensions: (i) instilling an entrepreneurial spirit; (ii) fostering entrepreneurial attitudes and behaviors; (iii) providing technical knowledge related to entrepreneurship; (iv) offering real-life entrepreneurial experiences; and (v) developing adaptability (Fahrianta & Rahmat, 2014).

Entrepreneurial Attitude

Entrepreneurial attitude can be understood as a relatively stable and continuous predisposition within an individual to act, behave, and respond to various situations in ways that are aligned with entrepreneurial values (Asy'ari, 2022). It also includes a tendency to enjoy challenges and a willingness to face risks in every business endeavor (Sofyan et al., 2023). At the core of entrepreneurship lies creativity and innovation, as being an entrepreneur requires creating something new and different that provides added value. According to Meredith, as cited in Suryana (2013) entrepreneurial attitude can be measured through the following five dimensions: (i) self-confidence; (ii) result orientation; (iii) willingness to take risks; (iv) leadership and originality; and (v) future orientation (Suryana, 2013).

Entrepreneurial Intention

Entrepreneurial intention refers to an individual's readiness and wholehearted commitment to engage in entrepreneurial activities (Al-Jubari et al., 2019). It is widely recognized as the strongest predictor of a person's entrepreneurial behavior (Yulia et al., 2021). Individuals with a strong intention to start a business tend to be better prepared and show greater progress in their ventures compared to those without such intentions (Laurent & Puspitowati, 2024). According to Sutanto (2002), as cited by Andini and Engriani (2019), entrepreneurial intention can be measured through four dimensions: (i) enjoyment; (ii) interest; (iii) attention; and (iv) involvement (Andini & Engriani, 2019).

Entrepreneurial Career Choice

Entrepreneurial career choice refers to an individual's deliberate and conscious decision to start and run their own business, either as a primary occupation or a side activity (Krueger, Reilly dan Casrud, 2000). One of the main benefits of choosing entrepreneurship as a profession is the opportunity to pursue one's passion and transform it into a profitable venture. According to Suharti and Sirine (2012), entrepreneurial career choice can be measured through three dimensions: (i) a strong desire to pursue entrepreneurship as a career or profession; (ii) a preference for being self-employed rather than working for others; and (iii) having a concrete plan to start a business in the future.

METHOD

This study applied a quantitative research approach with a causal associative design to examine the influence of entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention on students' entrepreneurial career choices. The conceptual variables include entrepreneurship education (structured learning to develop entrepreneurial competence), entrepreneurial attitude (a positive psychological tendency toward entrepreneurship), entrepreneurial intention (motivation to start a business), and entrepreneurial career choice (decision to pursue entrepreneurship as a career). These variables

were measured using a structured questionnaire with items adapted from previous validated research, rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The population consisted of students from the Faculty of Economics and Business at Universitas Negeri Jakarta who participated in the 2024 *Wirausaha Merdeka Wira-Wiri* program. A total of 339 questionnaires were distributed, with 133 valid responses collected. The sampling technique used was purposive sampling, targeting students with direct exposure to entrepreneurship education. Data analysis was conducted using Partial Least Square Structural Equation Modeling (PLS-SEM) with SmartPLS 3.0 software, chosen for its ability to test complex relationships and mediation effects with moderate sample sizes.

RESULTS AND DISCUSSION

Profile Respondent

To collect data, the researcher required a number of respondents to provide answers to statements presented in the form of a questionnaire distributed via Google Form. The questionnaire was disseminated to students of the Faculty of Economics and Business at Universitas Negeri Jakarta who had participated in the *Wirausaha Merdeka Wira-Wiri* program. A total of 339 questionnaires were distributed, and 133 valid responses were received. Based on Table 1, the majority of respondents were aged between 18–20 years, accounting for 60.9% (81 respondents), followed by those aged 21–25 years at 39.1% (52 respondents). There were no respondents under 18 or over 25 years old. This indicates that most students from the Faculty of Economics and Business at Universitas Negeri Jakarta who participated in the *Wirausaha Merdeka Wira-Wiri* program and completed the questionnaire were between 18 and 20 years old.

Table 1. Respondent Characteristics Based on Age

Age	Frequency	Percentage (%)
<18 Years	0	0%
18 – 20 Years	81	60,9%
21 – 25 Years	52	39,1%
>25 Years	0	0%
Total	133	100%

Based on Table 2, the majority of respondents were students from the Business Education program (36.1%), followed by students from Economic Education (27.8%) and Digital Business (9.8%). Other majors had smaller proportions, while no respondents came from the Accounting or Office Administration Education programs. This indicates that most participants in the *Wirausaha Merdeka Wira-Wiri* program were from the Business Education major at the Faculty of Economics and Business, Universitas Negeri Jakarta.

Table 2. Respondent Characteristics Based on Study Program

Major (Study Program)	Frequency	Percentage
Accounting	0	0%
Digital Business	13	9,8%
Management	6	4,5%
Office Administration Education	0	0%
Economics Education	37	27,8%
Business Education	48	36,1%
Accounting Education	13	9,8%
D4 Digital Marketing	9	6,8%
D4 Digital Office Administration	4	3%
D4 Public Sector Accounting	3	2,3%
Total	133	100%

Descriptive Analysis

Entrepreneurship Education

Table 3 shows that the lowest mean score (4.48) was found in item X1.3, which states that the entrepreneurship course materials help students understand the attitudes required of an entrepreneur. The highest mean score (4.57) was for item X1.1, which highlights the course's role in helping students understand entrepreneurship from both individual and societal perspectives. These findings suggest that entrepreneurship courses at the Faculty of Economics and Business, Universitas Negeri Jakarta, are effective in fostering a comprehensive understanding of entrepreneurship.

Table 3. Distribution of Respondents' Answers for Variable X1

Item	Respondent Frequency						T	Respondent Percentage					T%	Mean
	STS	TS	N	S	SS	STS		TS	N	S	SS			
X1.1	0	1	4	46	82	133	0%	0,8%	3%	34,6%	61,7%	100%	4,57	
X1.2	0	2	7	45	79	133	0%	1,5%	5,3%	33,8%	59,4%	100%	4,51	
X1.3	0	3	6	47	77	133	0%	2,3%	4,5%	35,3%	57,9%	100%	4,48	
X1.4	0	1	10	35	87	133	0%	0,8%	7,5%	26,3%	65,4%	100%	4,56	
X1.5	1	1	6	39	86	133	0,8%	0,8%	4,5%	29,3%	64,7%	100%	4,56	

Entrepreneurial Attitude

Table 4 shows that the lowest mean score (4.39) was found in item X2.1, which states that “I can do everything well.” The highest mean score (4.52) was for item X2.3, which highlights that “I constantly seek new methods to improve my performance. These findings reflect students’ strong inclination toward continuous improvement in their academic and professional performance.

Table 4. Distribution of Respondents' Answers for Variable X2

Item	Respondent Frequency						T	Respondent Percentage					T%	Mean
	STS	TS	N	S	SS	STS		TS	N	S	SS			
X2.1	0	2	17	41	73	133	0%	1,5%	12,8%	30,8%	54,9%	100%	4,39	
X2.2	0	2	11	42	78	133	0%	1,5%	8,3%	31,6%	58,6%	100%	4,47	
X2.3	0	1	8	44	80	133	0%	0,8%	6%	33,1%	60,2%	100%	4,52	
X2.4	0	3	14	34	82	133	0%	2,3%	10,5%	25,6%	61,7%	100%	4,46	
X2.5	2	2	8	41	80	133	1,5%	1,5%	8%	30,8%	60,2%	100%	4,46	

Entrepreneurial Intention

Table 5 shows that the lowest mean score (4.07) was found in item Z.3, which states that “I prefer to become an entrepreneur rather than work as an employee in a company or organization.” The highest mean score (4.57) was for item Z.5, which expresses the desire to “make a significant impact on society through my entrepreneurial skills.” These findings suggest that students, particularly from the Faculty of Economics and Business at Universitas Negeri Jakarta, are motivated to develop entrepreneurial skills in order to contribute meaningfully to society.

Table 5. Distribution of Respondents' Answers for Variable Z

Item	Respondent Frequency						T	Respondent Percentage					T%	Mean
	STS	TS	N	S	SS	STS		TS	N	S	SS			
Z.1	0	3	5	45	80	133	0%	2,3%	3,8%	33,8%	60,2%	100%	4,51	
Z.2	1	3	18	39	72	133	0,8%	2,3%	13,5%	29,3%	54,1%	100%	4,33	
Z.3	2	9	34	20	68	133	1,5%	6,8%	25,6%	15%	51,1%	100%	4,07	
Z.4	0	2	12	39	80	133	0%	1,5%	9%	29,3%	60,2%	100%	4,48	
Z.5	1	1	6	38	87	133	0,8%	0,8%	4,5%	28,6%	65,4/5	100%	4,57	

Entrepreneurial Career Choice

Table 6 shows that the lowest mean score (3.86) was found in item Y.4, which states “I plan to continue the business after graduation.” The highest mean score (4.36) was for item Y.5, which expresses the belief that “Pursuing entrepreneurship as a career will bring me great satisfaction.” These findings suggest that students, particularly those from the Faculty of Economics and Business at Universitas Negeri Jakarta, perceive entrepreneurship as a fulfilling career path.

Table 6. Distribution of Respondents' Answers for Variable Y

Item	Respondent Frequency						T	Respondent Percentage					T%	Mean
	STS	TS	N	S	SS	STS		TS	N	S	SS			
Y.1	1	3	18	41	70	133	0,8%	2,3%	13,5%	30,8%	52,6%	100%	4,32	
Y.2	1	4	18	41	69	133	0,8%	3%	133,5%	30,8%	51,9%	100%	4,30	
Y.3	3	8	29	30	63	133	2,3%	6%	21,8%	22,6%	47,4%	100%	4,06	
Y.4	5	19	26	22	61	133	3,8%	14,3%	19,5%	16,5%	45,9%	100%	3,86	
Y.5	2	2	14	42	73	133	1,5%	1,5%	10,5%	31,6%	54,9%	100%	4,36	

Hypotesis Testing

Direct influence of Entrepreneurship Education (X1) on Choosing a Career as an Entrepreneur (Y)

Based on Table 7, bootstrapping results show that entrepreneurship education has a statistically significant effect on choosing a career as an entrepreneur ($\beta = 0.155$; $p = 0.037$), yet the effect size is relatively small ($f^2 = 0.059$). This indicates that while students gain entrepreneurial knowledge and skills, these are not strong enough to significantly drive career choices in entrepreneurship. This weak influence may be due to the theoretical nature of the education, limited practical experience, and external barriers such as perceived business risks, family pressure, or lack of capital. Therefore, entrepreneurship education needs to be strengthened with real-world exposure, mentoring, and a supportive environment to have a more substantial impact on students' entrepreneurial career decisions. Thoti (2023) stated that there is a positive relationship between entrepreneurship education and students' interest in entrepreneurship (Thoti, 2023).

Direct Influence of Entrepreneurship Education (X1) on Entrepreneurial Intention (Z)

Based on Table 7, hypothesis testing results show that entrepreneurship education does not have a significant direct effect on entrepreneurial intention ($\beta = 0.044$; $p = 0.650$). This suggests that education alone is insufficient to foster strong entrepreneurial intention among FEB UNJ students in the *Wira Wiri* program. A possible explanation is that the education provided may focus more on theory than practice, lacking experiential learning or emotional engagement. Moreover, personal motivation, social environment, and perceived feasibility often play a stronger role in shaping intention. This aligns with Yanti (2019), who found that entrepreneurship education does not significantly affect entrepreneurial intention without support from other influencing factors.

Direct Influence of Entrepreneurship Education (X1) on Entrepreneurship Attitude (X2)

Based on Table 7, the results confirm a strong and significant effect of entrepreneurship education on entrepreneurial attitude ($\beta = 0.645$; $p = 0.000$), with a **large effect size** ($f^2 = 0.713$). This suggests that well-structured entrepreneurship education can effectively shape students' attitudes by enhancing their insight, skills, and willingness to take risks. This finding highlights that while education may not directly influence intention or career choice, it plays a crucial foundational role in building a positive mindset toward entrepreneurship. These findings are

consistent with Hasbullah et al. (2022), who found a significant positive relationship between entrepreneurship learning and students' entrepreneurial attitudes (Hasbullah et al., 2022).

Direct Influence of Entrepreneurial Attitude (X2) on Choosing a Career as an Entrepreneur (Y)

Based on Table 7, the analysis shows that entrepreneurial attitude does not have a significant direct effect on choosing a career as an entrepreneur ($\beta = 0.193$; $p = 0.101$). This indicates that a positive attitude alone is not enough to drive students to pursue entrepreneurship as a career. While attitude reflects readiness and interest, career decisions are often influenced by other factors such as confidence, perceived feasibility, financial support, and social expectations. This finding supports Andika et al. (2023), who also found no significant effect of entrepreneurial attitude on entrepreneurial career choice (Andika et al., 2023).

Direct Influence of Entrepreneurial Attitude (X2) on Entrepreneurial Intention (Z)

Based on Table 7, the results show a strong and significant positive effect of entrepreneurial attitude on entrepreneurial intention ($\beta = 0.744$; $p = 0.000$), with a large effect size ($f^2 = 0.805$). This suggests that students with higher levels of self-confidence, goal orientation, and risk-taking tendencies are more likely to develop strong entrepreneurial intentions. This highlights the importance of fostering a positive entrepreneurial mindset as a key driver of intention. The finding is consistent with Hidayah and Ghofur (2023), who also found that entrepreneurial attitude positively influences entrepreneurial intention (Hidayah & Ghofur, 2023).

Direct Influence of Entrepreneurial Intention (Z) on Choosing a Career as an Entrepreneur (Y)

Based on Table 7, the analysis confirms a strong and significant effect of entrepreneurial intention on choosing a career as an entrepreneur ($\beta = 0.615$; $p = 0.000$), with a large effect size ($f^2 = 0.638$). This indicates that students with stronger entrepreneurial intentions driven by business interest, startup desire, and prior entrepreneurial involvement are much more likely to pursue entrepreneurship as a career. This supports the view that intention serves as a key predictor of entrepreneurial behavior, aligning with findings from Osorio et al. (2022), who found entrepreneurial intention to be a strong predictor of entrepreneurial career choice (Osorio Tinoco et al., 2022).

Table 7. Direct Effect Test Results

Research Variables	Original Sample (O)	T Statistics (O/STDEV)	P Values	Information	
				t-test	p-value
Entrepreneurship Education -> Choosing a Career as an Entrepreneur	0.155	2.081	0.037	Accepted	Significant
Entrepreneurship Education -> Entrepreneurial Intention	0.044	0.454	0.650	Rejected	Not Significant
Entrepreneurship Education -> Entrepreneurial Attitude	0.645	12.610	0.000	Accepted	Significant
Entrepreneurial Attitude -> Choosing a Career as an Entrepreneur	0.193	1.643	0.101	Rejected	Not Significant
Entrepreneurial Attitude -> Entrepreneurial Intention	0.744	7.600	0.000	Accepted	Significant
Entrepreneurial Intention -> Choosing a Career as an Entrepreneur	0.615	5.325	0.000	Accepted	Significant

Indirect Effect of Entrepreneurship Education (X1) on Choosing a Career as an Entrepreneur (Y) through Entrepreneurial Intention (Z)

Based on Table 8, the hypothesis test rejects H7. Bootstrapping results show that the indirect effect of Entrepreneurship Education (X1) on Choosing a Career as an Entrepreneur (Y) through Entrepreneurial Intention (Z) is negligible (path = 0.027, $t = 0.464 < 1.96$; $p = 0.643 > 0.05$). Hence, entrepreneurship education does not significantly influence students' entrepreneurial career choice via entrepreneurial intention among FEB UNJ participants in the *Wira-Wiri* program. Regarding this, it means that good entrepreneurial education will not automatically increase students' choice of choosing a career as an entrepreneur, even though it is mediated by entrepreneurial intentions. However, there still needs to be support from other factors that can make entrepreneurship education increase the choice of a career as an entrepreneur among students.

Indirect Effect of Entrepreneurship Education (X1) on Choosing a Career as an Entrepreneur (Y) through Entrepreneurial Attitude (X2)

Based on Table 8, this hypothesis test rejects H8. Bootstrapping results indicate that the indirect effect of Entrepreneurship Education (X1) on Choosing a Career as an Entrepreneur (Y) through Entrepreneurial Attitude (X2) is not significant (path = 0.124, $t = 1.630 < 1.96$; $p = 0.103 > 0.05$). Therefore, entrepreneurship education does not significantly influence students' entrepreneurial career choices through entrepreneurial attitudes among FEB UNJ students participating in the *Wira-Wiri* program. Regarding this, it means that good entrepreneur education will not automatically make students' choices of choosing a career as an entrepreneur increase even though it is mediated by entrepreneurial attitudes, but there still needs to be support from other factors that can make entrepreneurship education increase choosing a career as an entrepreneur among students.

Indirect Effect of Entrepreneurial Attitude (X2) Choosing a Career as an Entrepreneur (Y) through Entrepreneurial Intention (Z)

Based on Table 8, this hypothesis test states that the ninth hypothesis (H9) is accepted. The results are based on testing with the bootstrapping method which shows that there is an indirect relationship between Entrepreneurial Attitude (X2) Choosing a Career as an Entrepreneur (Y) through Entrepreneurial Intention (Z) has an influence of 0.458. The T-statistic value for this construct relationship is 4.288, this value is greater than the T-table value of 1.96. And the p-value is 0.000. This proves that the hypothesis stating that there is an indirect influence between the entrepreneurial attitude variable on choosing a career as an entrepreneur through entrepreneurial intention is proven true. These results are in line with research conducted by Wibowo and Pramudana (2016) which revealed that entrepreneurial attitude has a positive and significant effect on entrepreneurial intention. This means that the higher the entrepreneurial attitude of students, the stronger their entrepreneurial intentions

Table 8. Indirect Effect Test Results

Research Variables	Original Sample (O)	T Statistics (O/STDEV)	P Values	Information	
				t-test	p-value
Entrepreneurship Education -> Entrepreneurial Intention -> Choosing a Career as an Entrepreneur	0.027	0.464	0.643	Rejected	Not Significant
Entrepreneurship Education -> Entrepreneurial Attitude -> Choosing a Career as an Entrepreneur	0.124	1.630	0.103	Rejected	Not Significant
Entrepreneurial Attitude -> Entrepreneurial Intention -> Choosing a Career as an Entrepreneur	0.458	4.288	0.000	Accepted	Significant

The output of research analysis using SEM-PLS can be seen in Figure 1.

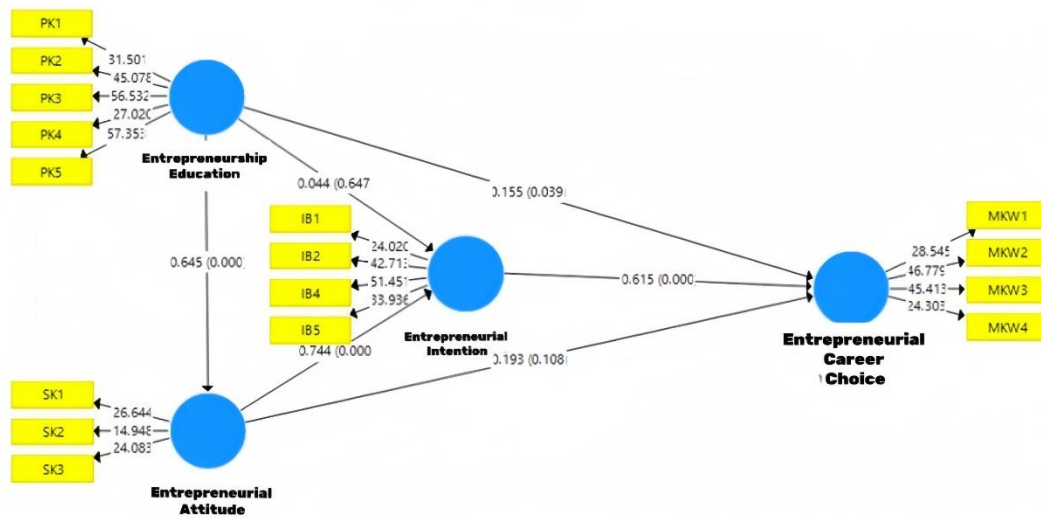


Figure 1. SEM Results

CONCLUSION AND RECOMMENDATION

The findings of this study highlight a key insight: while entrepreneurship education is effective in shaping students' attitudes, it does not directly foster entrepreneurial intention. Instead, it is the entrepreneurial intention—strongly influenced by attitude—that ultimately drives the decision to pursue an entrepreneurial career. This implies that the current educational approach may lack the depth of experience and engagement needed to convert knowledge into action. To address this, educational institutions must move beyond traditional knowledge delivery and adopt experiential, emotionally engaging methods. Strategies such as real business simulations, structured mentoring, project-based learning, and reflective practice can provide the immersive experience necessary to strengthen intention and behavior. For Universitas Negeri Jakarta, particularly within the *Wira-Wiri* program, program refinement is crucial. Integrating practical entrepreneurial activities and encouraging student ownership of real projects could better align educational efforts with entrepreneurial outcomes. Future research should: (a) Investigate other psychological and contextual variables (e.g., self-efficacy, perceived behavioral control, social support) that may mediate or moderate intention and behavior; (b) Adopt longitudinal study designs to capture how students' intentions and career paths evolve over time; and (c) Conduct comparative studies across institutions or regions to better understand how environmental factors influence entrepreneurial career choices. By reimagining entrepreneurship education as a transformative, experience-based journey, universities can play a more active role in preparing students not only to think entrepreneurially but to act on it.

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