



Contents lists available at [Journal IICET](https://journal.iicet.org)
JPPi (Jurnal Penelitian Pendidikan Indonesia)
ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)
Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



Entrepreneurial intention have influenced by entrepreneurship education, entrepreneurial skills through entrepreneurial motivation: a study on Jambi university students

Suratno Suratno^{*)}, Hidayatul Arief, Yantoro Yantoro

¹ Fakultas Keguruan dan Ilmu Pendidikan, Universitas Jambi, Indonesia

Article Info

Article history:

Received Jun 13th, 2023

Revised Jul 20th, 2023

Accepted Aug 17th, 2023

Keyword:

Entrepreneurial intention,
Entrepreneurship education,
Entrepreneurial skills,
Entrepreneurial motivation

ABSTRACT

Entrepreneurs are economic heroes for the country, entrepreneurs not only help provide jobs for the unemployed but entrepreneurs also pay taxes to the state as a source of state revenue. Therefore, the state really needs the presence of entrepreneurs to encourage the development and progress of the nation. This study aims to describe and how the influence of entrepreneurial education (EE) variables, skills of marketing (SM), in growing entrepreneurial intention (EI) through motivation towards entrepreneurship (ME). The population of this research is students participating in the July 2021 graduation from all existing faculties at Jambi University, especially undergraduate study programs. Data collection was carried out using a questionnaire adapted from previous researchers. The collected data were analyzed using a structural model approach with hypotheses to be tested with the help of the SPSS and SmartPLS programs. The results of the study show that all the variables studied influence entrepreneurial intentions, both direct and indirect through entrepreneurial motivation. The implication is that entrepreneurship education not only strengthens entrepreneurial motivation but also strengthens entrepreneurial skills because both will strengthen motivation and ultimately foster entrepreneurial intentions.



© 2023 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

Suratno Suratno,
Universitas Jambi
Email: suratno@unja.ac.id

Introduction

The number of unemployed in Indonesia is quite high, this will become a problem in the future if not handled properly. Based on data from the Indonesian Central Bureau of Statistics for 2020, the total workforce population, namely residents aged between 15 to 60 and who want to work as many as 138.22 million, of whom there are 9.77 million people or 7.7 percent are forced to become unemployed. College graduates are in fact a contributor to unemployment as disclosed by Suratno, et.al. (2019) that only less than 65 percent of graduates work according to the education they have completed, while the rest, no less than 35 percent, will try to find work on their own outside of the knowledge they are studying. For this reason, universities have tried to overcome this problem through entrepreneurship education. Arief (2018) states that entrepreneurship education has not been able to create young entrepreneurs as expected and suggests examining how graduates' entrepreneurial intentions and their relationship with graduate motivation to entrepreneurship. The best way to solve this problem is of course by providing large numbers of jobs to accommodate them. The problem is that

both the government and the private sector in Indonesia have not been able to provide jobs that are comparable to the demand for job vacancies so that the supply of labor is always greater than the job vacancies offered. Although there are many unemployed who are looking for opportunities, the fact is that many job vacancies are not utilized for various reasons. For this reason, the government through various efforts, including through higher education, is working hard to overcome this unemployment problem. One of them is the Jambi University which seeks to speed up the waiting period after graduating from education, one of which is through entrepreneurship education. Even UNJA has made its vision as A World Class Entrepreneur University.

The study of entrepreneurship is always in demand by scholars, educators, and policymakers because entrepreneurship has an important role in increasing economic growth in a country. Job creation as a result of entrepreneurship can reduce unemployment in a country. In general, the problem of unemployment is a problem that is always faced by developing countries around the world, including in Indonesia. The high unemployment rate in developing countries is a problem that must be overcome by these countries. One of the efforts to overcome this unemployment problem is to increase the frequency of entrepreneurial activity.

Entrepreneurship such as starting a new business is an individual decision, and an individual's main attitude in reflecting entrepreneurial activity (Roy do and Dadvari, 2017). Entrepreneurship is an attitude that is reflected by an entrepreneur. To find out whether someone will start entrepreneurship in the future, it can be seen from his entrepreneurial intentions. Julita and Prabowo (2018) revealed that one of the predictors to find out whether graduate students are ready or not to become entrepreneurs in the future is to measure their entrepreneurial intentions. This can be used as a reasonable approach to understanding who will become entrepreneurs and intentions are the best predictors of entrepreneurial actors (Krueger and Carsrud, 1993). Therefore, the intention for students to become entrepreneurs is very important to study, because the intention is the source of the birth of real activities, in this case, are new entrepreneurs. Research in the area or field of entrepreneurship, especially in the context of entrepreneurial intentions, is a useful trend. Intentions or intentions are direct determinants of a person's behavior (Ajzen, 1991); Therefore, the entrepreneurial intention is closely related to entrepreneurial behavior. Because entrepreneurial behavior is an intention and is part of the behavior that is planned by someone (Krueger, Reilly & Carsrud, 2000).

One of the efforts to develop an entrepreneurial spirit and culture in students is through entrepreneurship education programs (Puni et al., 2018; Mundy and Verger, 2015). Entrepreneurship education is a process of transferring knowledge in the creation and management of businesses to students to awaken their intentions in establishing a business (Puni et al., 2018). Furthermore, entrepreneurship education is believed to be able to create more entrepreneurs which in the end is expected to generate more jobs which has an impact on reducing poverty and economic growth (Pedrini et al., 2017; Puni et al., 2018). However, the impact of entrepreneurship education is still being debated. From several previous studies, there are still some differences related to the impact of entrepreneurship education on entrepreneurial intentions. For example, from 41 studies measuring the impact of entrepreneurship education on entrepreneurial intentions, 33 of them found that entrepreneurship education had a positive effect, 6 studies found that entrepreneurship education had no effect and 2 studies said entrepreneurship education harmed entrepreneurial intentions (Lorz et al., 2011). The need to examine other determinants of entrepreneurial intentions as mediators in the relationship between entrepreneurship education and entrepreneurial intentions has become an important issue to advance evidence-based knowledge on the impact of entrepreneurship education on entrepreneurial intentions. previous studies have noted that entrepreneurial intentions are influenced by other determinants. As a result of the impact of entrepreneurship education on entrepreneurial intentions mediated by other factors (Bae et al., 2014).

Entrepreneurial intentions are closely related to self-motivation in choosing a career, including an entrepreneurial career. Motivation is closely related to the desire to realize a better life expectancy, prosperous and prosperous by considering several career choices and the desired income expectations. In this study, entrepreneurial motivation and marketing skills have become important points from various kinds of literature as a mechanism to examine the mediating effect between the relationship between entrepreneurship education and entrepreneurial intentions. Entrepreneurial motivation is the energy that drives individuals to carry out activities that lead to the achievement of needs, provide satisfaction, and reduce imbalances by opening a business or business (Zimmerer et al., 2008). Motivation allows a person to do something because he did it. A person's entrepreneurial motivation can be formed through entrepreneurship education where the knowledge gained during lectures, especially entrepreneurship courses, affects one's motivation in entrepreneurship, and the high motivation possessed by students is expected to bring up one's intention to become an entrepreneurship (Setiawan, 2016). Furthermore, entrepreneurship education does not only provide a theoretical basis on the concept of entrepreneurship but also forms the attitudes, behaviors, and mindsets of

an entrepreneur (Budy, 2017) which then begins with the formation of an entrepreneurial mindset that can increase student motivation for entrepreneurship (Solesviket al. , 2013). High entrepreneurial motivation will give birth to young entrepreneurs who have a clear vision for the future.

On the other hand, it is also considered that the choice of an entrepreneurial career is not an easy job and requires entrepreneurship skills. Students are still afraid to choose a career as entrepreneurs, it is suspected that they lack the skills they master in managing a business so that they are still based on failure and losses (Budy, 2017). One of the skills in entrepreneurship is marketing skills. Marketing is a basic problem faced by someone who is just starting his business. If someone already has the knowledge and skills in entrepreneurship, their intention to become an entrepreneur will be high as well. One way to teach marketing skills is through entrepreneurship education. Entrepreneurship education is education that aims to equip students with the knowledge, attitudes, and skills competencies as entrepreneurs (Purwana and Wibowo 2017:30-31). Someone who has attended entrepreneurship education will also increase the skills needed in entrepreneurship which will then increase their self-confidence for entrepreneurship, this will increase their intention to become entrepreneurs (Zhao et al., 2005).

Following the current vision and mission of the University of Jambi, namely: To make Universitas Jambi a world-Class Entrepreneurship University. With the establishment of a vision that leads to entrepreneurship, since March 2018 all study programs are required to make entrepreneurship as a mandatory subject. Entrepreneurship courses are intended to equip students with the knowledge, attitudes, and skills needed to become entrepreneurs in the context of alleviating intellectual unemployment. This is in line with The University of Queensland (2018) and European Commission (2011) that entrepreneurship education is more aimed at growing enthusiasm for entrepreneurship and also an entrepreneurial spirit. Kakouris, A and P. Liargovas. 2020 that Entrepreneurship Education is not only on cognitive aspects but also fosters an entrepreneurial spirit. This is in line with The University of Queensland (2018) and European Commission (2011) that entrepreneurship education is more aimed at growing enthusiasm for entrepreneurship and also an entrepreneurial spirit. Kakouris, A and P. Liargovas. 2020 that Entrepreneurship Education is not only on cognitive aspects but also fosters an entrepreneurial spirit. Furthermore, this study intends to examine whether entrepreneurship education at the University of Jambi, one of which is held through the Entrepreneurship Course so far, has been able to develop students' intentions to become entrepreneurs after graduation, both through increasing their motivation and marketing skills with effective methods and knowledge. Thus, universities need to apply learning methods based on concrete empirical input in the form of research results by providing students with meaningful knowledge and competencies about entrepreneurship to develop entrepreneurial spirit and entrepreneurial intentions among students (Wu and Wu 2008). The research question explicitly states whether entrepreneurship education, marketing skills, and entrepreneurship motivation either directly or indirectly through entrepreneurship motivation affect the entrepreneurial intentions of Jambi University students. The novelty of this research lies in proving the direct influence of entrepreneurship education and how the indirect influence through the motivation of business officers has on entrepreneurial intentions. Besides that, the use of a large sample with a generalization area of one large campus with more than 30,000 students is a new experience.

Method

This research is a survey research with a quantitative approach. The population of this research is students attending even semester graduation for the 2020-2021 period with no less than 2,000 people. While the expected number of samples is 1000 people, but after sorting out the completeness of filling in the data, finally 808 students were declared eligible as samples of this study.

The instrument was used to collect by adapting from research conducted by previous experts. For the entrepreneurial intention variable, it was adapted from the instrument developed by Linan and Chen (2009) which consisted of six statements in which students were asked to give their consent options, namely: (a) I am ready to do anything to be an entrepreneur; (b) My professional goal is to become an entrepreneur; (c) I will make every effort to start and run my firm; (d) I am determined to create a firm in the future; (e) I have very seriously thought of starting a firm; (f) I have the firm intention to start a firm someday.

The instrument used to measure the entrepreneurial motivation variable: adopted from Carolina (2015) as follows: (a) Desire for achievement recognized by others; (b) Conquering challenges/obstacles in life; (c) Desire to acquire wealth; (d) Desire to obtain returns from the capital that has been expended; (e) Willingness to work hard and not depend on others; (f) Love for the field of business involved, and; (g) There is an opportunity to set up a business.

The entrepreneurial education variable was measured using an instrument adapted from Ahmeda (2020) which includes three things, namely when in education, inspiration obtained in education, and initial funding assistance or seed funds. However, in this study, only 2 dimensions are used, namely Entrepreneurship Education learning and Entrepreneurship Education Inspiration. The first dimensions of Entrepreneurship Education learning include (a) the extent to which an entrepreneurship program improves your understanding of entrepreneurial attitudes, values, and motivations, and (b) the extent to which an entrepreneurship program increases your understanding of the actions one must take to start a business, and (c) the extent to which where the entrepreneurship program enhances your practical management skills for starting a business. Meanwhile, the second dimension of Entrepreneurship Education Inspiration includes: (a) The extent to which a professor's views change your 'heart and mind' drastically and make you consider becoming an entrepreneur; (b) The extent to which the views of an external speaker drastically change your 'heart and mind' and make you consider becoming an entrepreneur, and (c) The extent to which the views of a visiting entrepreneur drastically change your 'heart and mind' and make you reconsider to become an entrepreneur.

Marketing Skills: instrument adapted from Wanjiru et al., (2018) which includes five marketing skills that must be possessed, namely: (a) Customer Segmentation; (b) Brand Development; (c) Digital Marketing; (d) Price Negotiation; (e) Personal Selling.

Before being used, the instrument used was translated into Indonesian to make it easier to understand by respondents who speak Indonesian in their daily lives. Furthermore, the instrument is used and also analyzed for reliability and empirical validity. Furthermore, before being analyzed, the necessary statistical requirements were tested and analyzed using the SPSS program package and the PLS program package.

The data collection instrument adapted the Likert scale model with five alternative agreements, strongly agree with a score of 5 and strongly disagree with a score of 1. Before the instrument was used, it was first tested to find out both the validity and reliability as suggested by Hair (2019). The instrument is said to have the reliability that meets the requirements if it has an Alpha coefficient of not less than 0.70. The test results show that all instruments meet these requirements. As for testing the validity of the items, follow Hair 2019 with a correlation coefficient between items with a total of not less than 0.5. The results of testing the validity of the instrument items have fulfilled these requirements. Analysis was carried out both descriptively and inferential statistics through correlation and regression techniques commonly used in quantitative research.

Results and Discussions

General Description and Test Requirements

Respondents in this study were 808 respondents consisting of 316 male students with a percentage of 39.11% and 492 female students with a percentage of 60.89% of the total. Data were collected using a questionnaire adapted from previous studies that have been described previously. Before the data is analyzed further, an assessment of the reflective measurement model, either with PLS-SEM or CB-SEM, involves four aspects of each construct model: Reflective Indicator Loadings, construct reliability, convergent validity, and discriminant validity (Hair et al., 2019: 775). The following are described one by one.

Reflective Indicator Loadings, this is used to test the unidimensionality of each construct by looking at the value of the outer loading of each construct indicator with the condition that an indicator is said to be good if the outer loading value is greater than 0.708 and if it is less than that value, the indicator is removed. or dropped from the analysis (Hair et al., 2019). Based on the results of the SmartPLS program output, the outer loading value of all indicators from each construct shows a value > 0.708 and this means that all indicators have met the criteria so that all indicators are used in the analysis.

Internal consistency reliability is used to measure the consistency of the results of all items with a range of values from 0 to 1, provided that if the value is close to 1, it means that the validity level of the item is good. Cronbach's Alpha and composite reliability scores must be higher than 0.70 and not above 0.95 (Hair et al., 2019:775). The resulting values for all constructs are very reliable, which is indicated by values above 0.80 and less than 0.95 so that they meet the requirements for further analysis.

Convergent validity is a test of the overall reflective measurement model that measures the extent to which the indicators are able to explain item variance. measured by looking at the AVE value in all indicators in a particular construct. The recommended AVE value is 0.50 and above, this indicates that the average construct can explain 50 percent or more of the indicator variance (Hair et al., 2019:775). In the study, each construct obtained an AVE value above 0.50, which means that each indicator of each construct has been able to explain the construct by 50 percent or more.

Discriminant validity, is a test used to measure the reflective measurement model through its discriminant validity. This test looks at the extent to which a construction is different from other constructions. Discriminant validity refers to how uniquely the indicators of a construct can describe that construct and how much the construct is correlated with all other constructs in the model. The test can be done with two events, the first is by looking at the AVE value to show the magnitude of the indicator variance contained in the construct and the second by looking at the Heterotrait-Monotrait Ratio (HTMT) cross loading value. The first criterion refers to the results of Fornell-Larcker, namely the provision of the joint variance value in a construct (AVE) always exceeds the joint variance with all other constructs. The second discriminant validity criterion refers to the HTMT value. A high HTMT value indicates a problem with discriminant validity. For this reason, the recommended HTMT value is < 0.85 (Hair et al., 2019:776). Based on the analysis carried out, in this study, the square root value of the AVE of all variable constructs was higher than the correlation value between the other construct values. This explains that the discriminant validity value is high. Furthermore, the HTMT value obtained is also not more than 0.85, which means that discriminant validity in the second way is also acceptable.

Hypothesis Testing by Measuring The Significance and Size of The Structural Path Coefficients Using The Bootstrapping Method

The Bootstrapping method aims to test and see the level of significance of each construct's path through the 5000 resampling process. In this method the sub-samples are generated through observations taken at random from the original data set which are then used to estimate the PLS path model. This process is repeated until a large number of random sub samples have been generated (usually around 5,000). The results from the bootstrap sub-sample are used to obtain the standard error for the PLS-SEM results which provide information related to the T value, P value and the magnitude of the path coefficient that is used as a decision maker regarding the research hypothesis. The table below informs the results of the Path Coefficients and effect size values (Direct and indirect influence) and Significance (P-Value). The results of the analysis show that of the 7 proposed hypotheses, it can be concluded that all hypotheses are accepted, which means that all exogenous variables have a significant direct and indirect effect on endogenous variables that are significant (p value < 0.05). For more details, see the table and figure below.

Table 1. Effect Size (bootstrapping results)

Hypotheses	Structural Relationships	Path Coefficient (β)	T Statistic	P Value	Dicision
H1	SM \rightarrow ME	0.328	9.017	0.000	Accepted
H2	SM \rightarrow EI	0.249	6.727	0.000	Accepted
H3	ME \rightarrow EI	0.435	9.553	0.000	Accepted
H4	EE \rightarrow ME	0.536	13.978	0.000	Accepted
H5	EE \rightarrow EI	0.221	5.271	0.000	Accepted
H6	SM \rightarrow ME \rightarrow EI	0.143	6.609	0.000	Accepted
H7	EE \rightarrow ME \rightarrow EI	0.233	7.634	0.000	Accepted

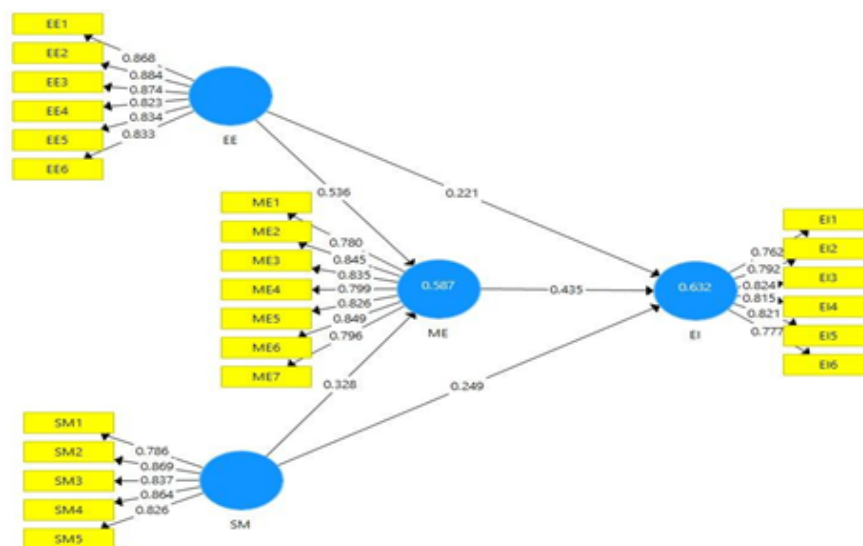


Figure 1. Research Model and Path Coefficient

Level of Coefficient of Determination (R²), Effect Size (F²) & Assessing Predictive Relevance (Q²)

The coefficient of determination (R²) refers to a value that measures the level of model prediction accuracy which is calculated as the squared correlation between certain endogenous constructs, or the dependent variable. (Hair et al. 2016). The value of R² ranges from 0 to 1 where the higher the value, the higher the level of prediction of the model. The provision of predictive power refers to the R² value of 0.75 which is concluded to be substantial, 0.50 is concluded to be moderate, and 0.25 is concluded to be weak. The table below shows the results of R²; Entrepreneurial Motivation (0.587 = moderate) which means that entrepreneurial motivation can be explained in the model of 58.7. then Entrepreneurial Intention (0.632 = moderate) which means that the entrepreneurial intention variable can be explained by 63.2% of the model constructed. So it can be concluded that this research data is at a good level of prediction accuracy. For more details can be seen in table 2 below.

Table 2. The effect size of each endogenous variable

Endogenous Constructs	R ²	Effect Size (F ²)			Q ²
		SM	EE	ME	
ME	0.587	0.183	0.488		0.389
EI	0.632	0.100	0.063	0.212	0.40

Effect Size (F²) refers to the increase or decrease in the value of R² as a result of one of the exogenous constructs being removed from the model. This test was carried out as a step to see the strength of each exogenous construct that had an impact on its endogenous construct. The explanatory power is determined by looking at the value of R² which is determined by the exogenous construct, then when one predictor is removed from the structural model, the difference is determined. The criteria for the ability of exogenous constructs to explain R² if the F² value of 0.02 indicates a small impact, a value of 0.15 indicates a moderate impact and a value of 0.35 indicates a large impact while a value below 0.02 indicates that there is no exogenous construct at all on the R² value. Based on table 2 above, the F² values of each exogenous to endogenous variable from 5 effect sizes are obtained, one large effect (0.488), two medium effects (0.183; 0.212) and there are two small effects (0.100; 0.063), and no exogenous variables that have no effect.

A good model is a model that can be generalized to different places and at different times. To see this, the final step in presenting data in this research model is done by looking at the Stone-Geisser Q² value (relevant predictive model). when the model meets the criteria of the relevant predictive model it will be accurate to predict the indicator data points in the model (Hair et al. 2016). The criteria for achieving the predictive relevance of the model for the construct are indicated by a Q² value greater than 0 or in detail it is explained that if the Q² value is 0.02 then the predictive relevance level is small, a value of 0.15 indicates a moderate level of predictive relevance and a value of 0.35 indicates a predictive relevance level. big. The analysis carried out to see the value of Q² was carried out by blindfolding analysis on the SmartPLS 3.0 application. (Hair et al., 2019). Based on table 2 above, it shows that the Q² value of each endogenous construct is above 0 meaning that this research model supports the relevant predictive model for two endogenous constructs, namely EI and ME.

The research results confirm the seven hypotheses proposed. The first hypothesis of this research is that marketing skills influence entrepreneurial motivation. the results of statistical calculations show that there is an influence of marketing skills possessed by students on their entrepreneurial motivation. Entrepreneurship is not an easy job and requires skills in entrepreneurship. One of the skills that students must have in entrepreneurship is marketing skills. Marketing is a basic problem faced by someone who is about to start a business. Marketing of goods and services produced by entrepreneurial activities is the key to future business success, namely businesses that are able to survive in competition, and can even develop more advanced (Alpkanet al. , 2007; Brooksbank et al., 2004). Which means if students already have good skills in marketing their business products later, they will have high expectations in entrepreneurship. where motivation is a cognitive model that shows that motivation is conceptualized as a product of expectations, intermediaries and reactions (Segal et al. in Solesvik, 2013). Furthermore, the second hypothesis is that marketing skills influence entrepreneurial intentions. Someone who already has the marketing skills needed in entrepreneurship will increase their confidence to do business, this will increase their intention to do business (Zhao et al., 2005).

The third hypothesis of entrepreneurial motivation influences entrepreneurial intentions. Entrepreneurial intention is closely related to self-motivation in choosing a career, including an entrepreneurial career. Motivation is closely related to the desire to realize a better life expectancy, prosperity by considering a number of career choices and desired income expectations. Entrepreneurial motivation is the energy that drives individuals to carry out activities that lead to meeting needs, providing satisfaction, and reducing imbalances by opening a business or business (Zimmerer et al., 2008). it is hoped that the high motivation possessed by students will bring out someone's intention to become an entrepreneur (Setiawan, 2016). This

result is in line with several previous studies that entrepreneurship motivation has a positive and significant effect on entrepreneurial intentions, this means that the higher the perceived motivation, the higher the intention (Amadea and Riana, 2020).

Furthermore, the fourth hypothesis is that entrepreneurship education influences entrepreneurial motivation. Education is a key element in enhancing an entrepreneurial mindset. Entrepreneurship refers to an individual's ability to turn ideas into action, including creativity, innovation and risk taking, as well as the ability to plan and manage projects to achieve specific goals. Entrepreneurship education does not only provide a theoretical basis for the concept of entrepreneurship but forms the attitude, behavior and mindset of an entrepreneur (Budy, 2017) which then begins with the formation of an entrepreneurial mindset that can increase student motivation to entrepreneurship (Solesvik et al., 2013).

The fifth hypothesis is that entrepreneurship education influences entrepreneurial intentions. Education has a vital role in improving students' ability to encourage business activities (Handayati, 2020). Kim and Park (2018) show that entrepreneurship education has a primary function. First, through entrepreneurship learning activities it is possible to transfer knowledge, information, and experience from learning resources to students. Second, entrepreneurship education through field studies will inspire students to become successful people in the future. Hassan et al. (2017) revealed that entrepreneurship education can explain students' intentions to become entrepreneurs through motivation, skills, social networks, and experience. It also has support from human capital theorists who say "the skills and knowledge acquired by individuals through investment in schools, job training and other types of experience" (Becker, 1975; Unger et al., 2011) as determinants of entrepreneurial intentions (Ahmed et al., 2020).

Furthermore, this research also proposes a hypothesis to confirm the indirect effect of the two variables. The sixth and seventh hypotheses in this study are that marketing skills and entrepreneurship education have an indirect effect on entrepreneurial intentions through entrepreneurial motivation. the results of statistical calculations show that there is an indirect effect of marketing skills and entrepreneurship education on entrepreneurial intentions through entrepreneurial motivation. the presence of good marketing skills in students will also provide high expectations for them to be successful in entrepreneurship which will increase their motivation to entrepreneurship. Segal et al. in Solesvik (2013) shows that motivation is conceptualized as a product of expectations, intermediaries and reactions. Then entrepreneurship education does not only provide a theoretical basis regarding the concept of entrepreneurship but forms the attitude, behavior, and mindset of an entrepreneur (Budy, 2017) which then starts with the formation of an entrepreneurial mindset that can increase student motivation to entrepreneurship (Solesviket al. , 2013). Once motivation is formed, their intention to entrepreneurship will also be formed where entrepreneurial motivation is the energy that encourages individuals to carry out activities that lead to meeting needs, providing satisfaction, and reducing imbalances by opening a business or business (Zimmerer et al., 2008).

Conclusions

Based on the results of the research analysis that has been presented and also the results of the analysis that has been carried out, it can be concluded as follows: Entrepreneurship education and marketing skills together can explain 58.70 percent of entrepreneurial motivation, meaning that they have a significant influence on the formation of entrepreneurial motivation. If viewed separately, the education variable is able to explain more than entrepreneurship skills on entrepreneurship motivation. Entrepreneurial intentions can be explained by a model of 63.20 percent, meaning that entrepreneurial motivation, entrepreneurship education, and entrepreneurial skills are jointly able to express entrepreneurial intentions by 63.20 percent. Thus there are still 36.80 percent of other variables that have not been explained through this study. The direct effect of entrepreneurship education on entrepreneurial intentions is not as strong as the indirect effect through entrepreneurial motivation. Meanwhile, the influence of entrepreneurial skills on entrepreneurial intentions is stronger than the indirect effect through entrepreneurial motivation.

References

- Ahmed, T., Chandran, V. G. R., Klobas, J. E., Liñán, F., &Kokkalis, P. (2020). Entrepreneur-ship education programmes: How learning, inspiration and resources affect intentions for new venture creation in a developing economy. *International Journal of Management Education*, 18(1), 100327. <https://doi.org/10.1016/j.ijme.2019.100327>.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179-211.

- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*, 32(4), 665–683. <https://doi.org/10.1111/j.1559-1816.2002.tb00236.x>.
- Ajzen, I. (2005). Attitudes, personality, and behavior. McGraw-Hill Education (UK).
- Alam, M. Z., Kousar, S., & Rehman, C. A. (2019). Role of entrepreneurial motivation on entrepreneurial intentions and behaviour : theory of planned behaviour extension on engineering students in Pakistan. 1, 1–20.
- Alfiyanti, S. (2013). Entrepreneurial motivation dan persepsiterhadap hambatan pertumbuhan usaha mikro dan kecil pada sektor informal di wilayah jawatimur. *Agora*, 1(3), 1202-1210.
- Alpkan, L., Yilmaz, C., & Kaya, N. (2007). Market orientation and planning flexibility in SMEs: performance implications and an empirical investigation. *International Small Business Journal*, 25(2), 152-172.
- Amadea, P. T., & Riana, I. G. (2020). Pengaruh motivasi berwirausaha, pengendalian diri, dan lingkungan keluarga terhadap niat berwirausaha. *E-Jurnal Manajemen Universitas Udayana*, 9(4), 1594. DOI: <https://doi.org/10.24843/EJMUNUD.2020.v09.i04>
- Arief, Hidayatul. (2018). Pengaruh pendidikan kewirausahaan, kelompok referensi dan efikasi diri terhadap intensi berwirausaha mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Jambi. Tesis. Tidak dipublikasikan.
- Bae, T.J., Qian, S., Miao, C. and Fiet, J.C. (2014), “The relationship between entrepreneurship education and entrepreneurial intentions: a meta-analytic review”, *Entrepreneurship Theory and Practice*, Vol. 38 No. 2, pp. 217-254.
- Becker, G. S. (1975). Investment in human capital: effects on earnings. In *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*, Second Edition (pp. 13-44). NBER.
- Brooksbank, R., Kirby, D., & Taylor, D. (2004). Marketing in “survivor” medium-sized British manufacturing firms: 1987-1997. *European Business Review*.
- Buana, Y., Hidayat, D., Prayogi, B., & Vendy, V. (2017). The Effect of Entrepreneurship Education on Entrepreneurial Intention of University Students by Adopting Linan Model. *Binus Business Review*, 8(1), 67. <https://doi.org/10.21512/bbr.v8i1.1958>.
- Budy, D. A. (2017). Pengaruh Pendidikan Kewirausahaan dan Motivasi Kewirausahaan Terhadap Keterampilan Berwirausaha Mahasiswa Universitas 17 Agustus 1945 Jakarta. *Journal For Business and Entrepreneurship*, 1(1).
- Carolina, Valina Puby. (2015). Pengaruh Tingkat Pendidikan Dan Motivasi Wirausaha Terhadap Penggunaan Bootstrap Financing. *Journal of Business and Banking* ISSN 2088-7841 Volume 5 Number 1 May² October 2015.
- Do, B.-R., & Dadvari, A. (2017). The influence of the dark triad on the relationship between entrepreneurial attitude orientation and entrepreneurial intention: A study among students in Taiwan University. *Asia Pacific Management Review*, 22(4), 185–191.
- European Commission. 2011. *Entrepreneurship Education: Enabling Teachers as a critical success factor*. Bruxelles: European Commission.
- Hadiyati, E. (2009). Kajian Pendekatan Pemasaran Kewirausahaan dan Kinerja Penjualan Usaha Kecil. *Jurnal Manajemen Dan Kewirausahaan (Journal of Management and Entrepreneurship)*, 11(2), 183–192. <https://doi.org/10.9744/jmk.11.2.pp.183-192>.
- Hair, JF, Black, WC, Babin, BJ, & Anderson, RE (2019). *Multivariate Data Analysis (Eight)*. Hampshire, UK: Cengage Learning.
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship pendidikan kejuruan mempromosikan polapikir kewirausahaan siswa?. *Heliyon*, 6(11), e05426.
- Hansen, D. and Eggers, F., (2010) “The marketing/entrepreneurship interface: a report on the ‘Charleston summit’”, *Journal of Research in Marketing and Entrepreneurship*, 12, 1, pp.42- 53.
- Haryono, S. dan Wardoyo, P. (2012) *Structural Equation Modeling untuk Penelitian Manajemen Menggunakan Amos 18.00*. PT. Intermedia Personalia Utama: Jawa Barat
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2017). *Entrepreneurship* (10th ed).
- Julita, I., & Prabowo, S. (2018). Intensi Berwirausaha Ditinjau Dari Adversity Quotient Pada Mahasiswa Program Studi Manajemen Universitas Katolik Soegijapranata Semarang. *PSIKODIMENSIA*, 17(1), 85-92.
- Kakouris, A dan P. Liargovas. 2020. On the about/for/through framework of entrepreneurship education: a critical analysis. Special Issue: Unsettling Entrepreneurship Education. *Entrepreneurship Education and Pedagogy* 0(0): 1-27.
- Kim, M., & Taman, MJ (2018). Entrepreneurship Education Program Motivation in Forming Entrepreneurial Intentions for Engineering Students: Mediation Effects of Assimilation and Accommodation. *Journal of Entrepreneurship in Developing Countries*

- Kim-Soon, N., Rahman Ahmad, A., & Nadia Ibrahim, N. (2020). Crafting Global Competitive Economies: 2020 Vision Strategic Planning & Smart Implementation Entrepreneurial Motivation and Entrepreneurship Career Intention: Case at a Malaysian Public University. 1001–1011. [http://eprints.uthm.edu.my/6702/1/Entrepreneurial Motivation and Entrepreneurship.pdf](http://eprints.uthm.edu.my/6702/1/Entrepreneurial_Motivation_and_Entrepreneurship.pdf).
- Kirby, D. A., & Ibrahim, N. (2011). Entrepreneurship education and the creation of an enterprise culture: Provisional results from an experiment in Egypt. *The International Entrepreneurship and Management Journal*, 7(2), 181–193.
- Kotler, P. (2002). *Marketing Management*, Millenium Edition. In *Marketing Management*, Millenium Edition (Tenth Edit). Pearson Custom Publishing.
- Krueger Jr, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of business venturing*, 15(5-6), 411-432.
- Krueger, N.F., Carsrud, A.L., 1993. Entrepreneurial intentions: Applying the theory of planned behaviour. *Entrep. Reg. Dev.* 5, 315–330.
- Liñán F. (2004). Intention-based models of entrepreneurship education. *Piccola Impresa/Small Business*, 3(1), p. 12. Google Scholar Liñán, F. (2004). Intention-based models of entrepreneurship education. *Piccola Impresa / Small Business*, 2004(3), 11–35. Lorz, M., Müller, S. and Volery, T. (2011), “Entrepreneurship education: a meta-analysis of impact studies and applied methodologies”, conference paper, FGF G-Forum.
- Lorz, M., Müller, S., & Volery, T. (2011). Entrepreneurship education: A meta analysis of impact studies and applied methodologies.
- Mani, M. (2015). Pendidikan kewirausahaan. *Jurnal Internasional E-Kewirausahaan dan Inovasi*, 5 (1) (Mei), 486–497. <https://doi.org/10.4018/ijeei.2015010101>
- Mundy, K. and Verger, A. (2015), “The world bank and the global governance of education in a changing world order”, *International Journal of Educational Development*, Vol. 40, pp. 9-18.
- Ozaralli, N., & Rivenburgh, N. K. (2016). Entrepreneurial intention: antecedents to entrepreneurial behavior in the U.S.A. and Turkey. *Journal of Global Entrepreneurship Research*, 6(1). <https://doi.org/10.1186/s40497-016-0047-x>.
- Pedrini, M., Langella, V. and Molteni, M. (2017), “Do entrepreneurial education programs impact the antecedents of entrepreneurial intention? An analysis of an entrepreneurship MBA in Ghana”, *Journal of Enterprising Communities: People and Places in the Global Economy*, Vol. 11 No. 3, pp. 373-392.
- Puni, A., Anlesinya, A., Korsorku, P.D.A., (2018). Entrepreneurial education, self-efficacy and intentions in Sub-Saharan Africa. *Afr. J. Econ. Manag. Stud.* Purwana D., Wibowo A. (2017). Pendidikan Kewirausahaan di Perguruan Tinggi: Strategi, Sukses Membangun Karakter dan Kelola Usaha. Yogyakarta: Pustaka Pelajar.
- Purwana, D., & Suhud, U. (2017). Entrepreneurial Intention of Secondary and Tertiary Students: are They The Effect of Transformational Leadership, Organizational Learning Capabilities and Innovation on Competitive. *Entrepreneurial Intention of Secondary and Tertiary Students: are Th.* October.
- Rentz, Joseph. O, David Shepherd, Armen Tashcian. Dabholkar, dan Robert T.Ladd, (2002), A Measure of Selling Skill: Scale Development and Validation, “*Journal of Personal Selling & Sales Management*”, Vol XXII Rindova, V; Barry D; Ketchen, D.J. Entrepreneurship as Emancipation. *AcadManag. Rev.* 2009, 34, 477-491.
- Rindova, V; Barry D; Ketchen, DJ Kewirausahaan sebagai Emansipasi. *AcadManag. Putaran.* 2009, 34, 477-491
- Setiawan, Deden. (2016). The Influence of Revenue Expectations, Family Environments and Entrepreneurship Education on Interest in Entrepreneurship Students Accounting State University of Yogyakarta”. Essay. Yogyakarta: Faculty of Economics, Yogyakarta State University.
- Shane, S., Locke, E. A., & Collins, C. J. (2000). Entrepreneurial Motivation. Solesvik, M. Z. (2013). Entrepreneurial motivations and intentions: Investigating the role of education major. *Education and Training*, 55(3), 253–271. <https://doi.org/10.1108/00400911311309314>.
- Solesvik, M.Z., Westhead, P., Matlay, H., Parsyak, V.N., (2013). Entrepreneurial assets and mindsets: benefit from university entrepreneurship education investment. *Educ p Train* 55, 748–762.
- Su, X., Liu, S., & Zhang, S. (2020). To Be Happy: A Case Study of Entrepreneurial Motivation and Entrepreneurial Process from the Perspective of Positive Psychology.
- Suratno, Ekawarna, & Ade Kusmana. (2019). The Analysis of the Effect of Entrepreneurship Education, Perceived Desirability, and Entrepreneurial Self-Efficacy on University Students' Entrepreneurial Intention. *Universal Journal of Educational Research* 7(11): 2507-2518, 2019. DOI: 10.13189/ujer.2019.071131
- The University of Queensland. 2018. Entrepreneurship Strategy 2018-2022. To create change venture forward. Australia: The University of Queensland.
- Unger, J. M., Rauch, A., Frese, M., & Rosenbusch, N. (2011). Human capital and entrepreneurial success: A meta-analytical review. *Journal of business venturing*, 26(3), 341-358.

-
- Venesaar, U., Kolbre, E. & Piliste, T. 2016. Students' attitudes and intentions toward entrepreneurship at Tallinn University of Technology. TUTWPE, 154(1), 97–114.
- Vukasović, T. (2014). A Comparative Study of Important Knowledge and Skills of Marketing Professionals. 69–76.
- Wibowo, S., & Pramudana, K. (2016). Pengaruh Pendidikan Kewirausahaan Terhadap Intensi Berwirausaha Yang Dimediasi Oleh Sikap Berwirausaha. *None*, 5(12), 254215.
- Wu, S, & Wu, L. (2008). The impact of higher education on entrepreneurial intention of university student in China. *Journal of Small Bussiness and Entrerprise Development*, 15, 4.
- Zhao, H., Seibert, S. and Hills, G. (2005), "The mediating role of self-efficacy in the development of entrepreneurial intentions", *Journal of Applied Psychology*, Vol. 90 No. 6, pp. 1265-72.
- Zimmerer, T. W., Scarborough, N. M., & Wilson, D. (2008). *Essentials of Entrepreneurship and Small Business Management*. Upper Saddle River, New Jersey: Pearson Education Inc.
- Zurich. Mani, M. (2015). Entrepreneurship education. *Internasional Journal of E-Entrepreneruship and Innovation*, 5 (1)(May), 486–497. <https://doi.org/10.4018/ijeei.2015010101>.