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## Entrepreneurship Education Increases Entrepreneurial Intention Among Undergraduate Students

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**Abstract:** Entrepreneurs play an important role in improving a country's economy, shown by the increase in young people involved in startup businesses, including students. The young generation needs motivation through a good education to support their intention. Therefore, this study aimed to examine the role of entrepreneurship education in increasing entrepreneurial intention among business students. The data were obtained from 240 business students in Indonesia using a questionnaire. The study was conducted using descriptive methods and Structural Equation Modelling (SEM). Hypothesis testing showed that perceived desirability is the strongest variable on the entrepreneurial intention of business students. Furthermore, the R-Square test results showed that entrepreneurial intentions are positively and significantly influenced by perceived desirability and feasibility, the propensity to act, and entrepreneurship education by 61.12%. The remaining 38.88% is influenced by other variables outside this study. The key impact of this research is revealed perceived desirability and feasibility, the propensity to act and entrepreneurship education give positive entrepreneurial intention among undergraduate students. Higher education has responsibility to nurture young generation to learn more about entrepreneurship. The increasing number of entrepreneurs can support government to improve the nation's economy and society.

**Keywords:** *Entrepreneurship, intention, perceived desirability, perceived feasibility, propensity to act.*

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### Introduction

The lack of entrepreneurs in a country promotes poverty and unemployment. In line with this, Indarti and Rostiani (2008) stated that many undergraduate students do not risk becoming entrepreneurs but prefer company employment. This is due to lack of interest required in the early stages of starting a business, where people should act with a conscious mind that directs their behavior (Parker, 2004). Individual interests determine the entrepreneurial activities that must be conducted because people do not suddenly become entrepreneurs without being interested in entrepreneurship. According to Iswahyudi and Iqbal (2018), more entrepreneurs could be created by providing entrepreneurship training or education. Harianti et al. (2020) stated that students' awareness of the effectiveness of entrepreneurial education could change their mindset and behavior for success and arouse their interest in entrepreneurship. However, many undergraduate students do not risk becoming entrepreneurs due to the myth that entrepreneur are born; entrepreneurship cannot be taught. Entrepreneurial education is important for the growth and development of the younger generation's desire, spirit, and entrepreneurial behavior. This is because education is a source of shared interest in becoming a successful entrepreneur in the future (Fatoki, 2014).

Shapero and Sokol (1982) stated that perceived desirability, feasibility, and propensity to act are the three most important factors influencing entrepreneurial intention. Perceived desirability refers to how people are attracted to certain behaviors to become entrepreneurs. This attraction is developed based on community, friends, and family support that reflects individual results from business experience (Bui et al., 2020). People's perceived feasibility and desirability as entrepreneurs are the main factors in explaining entrepreneurial intentions (Krueger et al., 2000; Linan et al., 2011). Subsequently, propensity to act or the drive to become an entrepreneur is a personality trait that promotes interest in entrepreneurship (Bui et al., 2020).

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This research is done for several reasons; according to Primandaru and Adriyani (2019) many academics do not dare to take the risk to become an entrepreneur. Scholars themselves are more likely to choose to become an employee in a company, rather than being an entrepreneur. Role entrepreneurs themselves are expected to be able to see an idea as a possible opportunity to start a business. According to Malinda (2019) in her previous research stated that entrepreneurship students who take entrepreneurship courses at Maranatha Christian University Bandung, it was found only 52% who interested becoming an entrepreneur. When viewed by gender, female students are less interested becoming an entrepreneur with a percentage of 48.28% and for male students it was found only 55.88% interested. According to Azwar (2013) by promoting entrepreneurship among students is an alternative to reduce unemployment. Development of competitive young entrepreneurs must be directed at the knowledge of a group of educated young generation. As we know, there are no previous studies that measure the perceived feasibility and propensity to act on student entrepreneurship therefore the researcher includes perceived feasibility and propensity to act variables as variables independent to measure the entrepreneurial interest of business students.

This study had four purposes: (a) to test the effect of perceived desirability on entrepreneurial intentions (b) to test the effect of perceived feasibility on entrepreneurial intentions (c) to test the effect of propensity to act on entrepreneurial intentions. (d) to examine the influence of entrepreneurship education on entrepreneurial intentions in students.

## Literature Review

### *Entrepreneurship*

Schumpeter (1984) stated that an entrepreneur improves the existing economic system by introducing new products or services, creating new organizations, and changing raw materials. This entrepreneurship concept could be understood by anyone starting a business. The entrepreneurial process includes the activities, functions, and actions that enable an organization to pursue and take advantage of opportunities. As cited in Ananda and Rafida (2016), Drucker explained that entrepreneurship is the ability to create something new and different. This indicates that an entrepreneur has the ability to create something new and different from the existing ones.

### *Entrepreneurial Event Theory*

The main theory used to examine entrepreneurial intentions is the entrepreneurial event theory proposed by Shapero and Sokol (1982). According to Iloga et al. (2013), Shapero and Sokol were among the first studies that interpreted career choice interests as entrepreneurs. Therefore, several studies often use Shapero and Sokol's entrepreneurial event theory to understand a person's interest in becoming an entrepreneur. Based on this theory, interest in entrepreneurship is influenced by perceived desirability, feasibility, and propensity to act. According to Dissanayake (2014), Shapero and Sokol assumed that a person is motivated by social status, family, funding, work, education, cultural values, and other factors that determine behavior. The processes that shape positive, neutral, or negative behavior could be changed by triggering events. Positive triggers increasingly encourage individuals to be involved in activities that help realize their business intentions. According to Shapero and Sokol (1982), the three most important factors influencing entrepreneurial intention are perceived desirability, feasibility, and propensity to act.

### *Entrepreneurial Intention*

Parker (2004) stated that interest is needed in the early stages of starting a business. Interest refers to people's particular desire to act with a conscious mind that directs their behavior. Ramayah and Harun (2005) defined entrepreneurial intention as an individual's tendency to create new products through opportunities and encourage business behavior by taking risks. An individual's interests determine the entrepreneurial activities to be carried out. People cannot become entrepreneurs suddenly without a trigger to be interested in entrepreneurship. According to Hernawati and Yuliniar (2019), entrepreneurial interest or intention is an individual's tendency to take business actions by creating new products and taking risks through opportunities. People need an interest in entrepreneurship to strive for in the future in connection with desires, hopes, ambitions, aspirations, or plans. The interest is seen when people have difficulty trying and understanding a new business plan. The entrepreneurial intentions variable has five indicators adapted from Bui et al. (2020). These are the preference of entrepreneurship to company or organizational employment, serious thoughts of starting a company, professional goals to become an entrepreneur, the determination to create a company in the future, and readiness to do anything to become an entrepreneur.

### *Perceived Desirability*

Perceived desirability is people's attractiveness to become entrepreneurs (Vuorio et al., 2018). In this case, people feel that being an entrepreneur is something interesting. Krueger et al. (2000) defined perceived desirability as the perception of people that consider the creation of a new business as something interesting and desirable. The perception is developed based on the consequences of the company's experience and support from family, friends, or colleagues. This variable reflects the individual's love for entrepreneurship (Riyanti et al., 2016). Furthermore, perceived desirability indicates how people feel attracted to becoming entrepreneurs. Attraction develops with support

from the community, friends, and family to reflect the personal consequences of the entrepreneur's experience (Shapero & Sokol, 1982). In previous studies, perceived desirability had the greatest influence on entrepreneurial intentions (Bui et al., 2020; Ranga et al., 2019; Vuorio et al., 2018). Bui et al. (2020) stated that the perceived desirability variable has four indicators, including interest in becoming an entrepreneur, the joy of being an entrepreneur, opportunities, and resources to start a business, entrepreneurship as a career choice.

#### *Perceived Feasibility*

Segal et al. (2005) stated that perceived feasibility shows the level of confidence in having the appropriate ability to manage human, social, and financial resources to start a new business. According to Ranga et al. (2019), perceived desirability is an individual's attitude towards the feasibility of certain behaviors needed to become an entrepreneur. The perception of one's worthiness or perceived desirability in business is associated with high efficiency in changing behavior for success and confidence in their ability to do the right thing (Harianti et al., 2020). Perceived feasibility has equal meaning to self-efficacy, which refers to the belief that people succeed in their actions (Kurjono et al., 2020). According to Bui et al. (2020), perceived feasibility significantly influences student entrepreneurship interest. The variable was measured using six indicators adapted from Iswahyudi and Iqbal (2018). They included the ease and readiness in starting a business, running business processes, practical skills, understanding of entrepreneurial projects, and confidence in success.

#### *Propensity to Act*

Shapero conceptualized propensity to act as people's tendency to act at their discretion, reflecting intention (Bui et al., 2020). Propensity to act is a personality trait that facilitates entrepreneurial interest, describes the urge to take action, and its strength varies greatly with individuals (Riyanti et al., 2016). Conceptually, the propensity to act depends on the perception of control or the desire to gain control by taking action. It is necessary to identify the measures closely related to initiating and persisting in goal-directed behavior under uncertainty and adversity. Krueger (2003) stated that it is difficult to form an intention without a tendency to act. Therefore, the scale to measure this variable should be closely related to action and persistence in pursuing an action to achieve a goal, regardless of the difficulties or uncertainties of each individual's external conditions. Shapero proposed to measure the propensity to act variable with an internal locus of control. This term was first mentioned by Rotter (1966) and reflected the extent to which people feel responsible for their success or failure than depending on underlying determinants such as luck (Azeez et al., 2019). The propensity to act is measured using seven indicators adapted from Bui et al. (2020). These are personal ability, hard work, action, making mistakes instead of taking orders from others, doing something to solve a problem, making decisions, and leadership.

#### *Entrepreneurship Education*

Azwar (2013) stated that encouraging the entrepreneurial spirit among students could help reduce unemployment. Educating young entrepreneurs could make the country more competitive because academics are able to start their businesses and contribute to building a creative nation. Therefore, developing competitive young entrepreneurs is directed at the intellectual knowledge of educated youth groups. According to Iswahyudi and Iqbal (2018), one effort that facilitates the creation of more entrepreneurs is providing entrepreneurial education. Entrepreneurship education comprises the skills and characteristics individuals must develop to assist them in making new plans and innovations (Kabir et al., 2017). Students' entrepreneurial characteristics could be developed through entrepreneurship education to create innovative new businesses (Hong et al., 2020). Therefore, entrepreneurship education becomes the independent variable in this study. Joseph (2017) stated that education influences the interest in entrepreneurship in international students. Moreover, Zhang et al. (2014) stated that students have high intentions to become entrepreneurs through entrepreneurship-based learning activities. It indicates that entrepreneurship courses must be prioritized in the educational environment, especially in universities. This is because universities could reduce high unemployment rates by increasing student interest in entrepreneurship (Idrus, 2017). There are five indicators to measure the effectiveness of entrepreneurship education for students. The first indicator is increased understanding of the character of entrepreneurs. The second indicator is increased understanding of the steps for starting a business. The third indicator is increased understanding of practical management. The fourth and fifth indicators are higher ability to build business networks and increased capacity to identify business opportunities (Iswahyudi & Iqbal, 2018).

## **Methodology**

#### *Research Model and Instruments*

This quantitative descriptive study used a causal explanatory method to obtain data from college students majoring in management in Bandung selected through purposive sampling. According to Sugiyono (2016), purposive sampling determines samples based on certain criteria or considerations. The criteria for identifying the sample were university students taking entrepreneurship courses and majoring in management. Primary data were collected using a questionnaire based on individual student entrepreneurial perceptions. We collect the data based on individual student

entrepreneurial perception (Tican, 2019). It means that student answers the questionnaires individually with the concept of organizational climate to higher education institutions and examine the drivers of students' perceptions of the entrepreneurial climate in their university. Type of questionnaire of this study is structured questionnaire and the purpose of using structured questionnaires is to gather quantitative data. The structured questionnaires are well-planned and well-designed. The purpose of using a structured questionnaire is to obtain precise information on the subject. The data were analyzed using the Structural Equation Modeling (SEM) method in the SmartPLS 3.0 application program.

The first variable was perceived desirability ( $X_1$ ), referring to a person's perception that creating a new business is something interesting and desired (Krueger et al., 2000). Perceived desirability consisted of four questions adopted from (Bui et al., 2020). The second variable was perceived feasibility ( $X_2$ ), referring to how people consider themselves capable of gathering social, human, and financial resources to create a new business (Segal et al., 2005). Perceived feasibility consisted of six questions adopted from (Iswahyudi & Iqbal, 2018). The third variable was the propensity to act ( $X_3$ ), referring to a personality trait that arouses interest in entrepreneurship and shows people's willingness to act (Darmanto, 2013). The variable consisted of seven questions adopted from (Bui et al., 2020). The fourth variable was entrepreneurship education ( $X_4$ ), which includes activities that embed entrepreneurial mindsets. This variable cultivates people's intention, attitude, and competence in developing their innovative potential (Indriyani, 2017). Entrepreneurship education consisted of five questions adopted from Iswahyudi and Iqbal (2018). The dependent variable was entrepreneurial intentions ( $Y$ ), consisting of five questions adopted from Bui et al. (2020). The characteristic of questionnaire is sequence of questions, we use sequencing for entrepreneurial intention are perceived desirability, perceived feasibility, propensity to act, entrepreneurship education, entrepreneurial intentions. The development of the questionnaire by researcher based on previous research we explained, perceived desirability uses 4 items of questions, perceived feasibility uses 6 items, propensity to act use 7 items, entrepreneurship education use 5 items, and entrepreneurial intentions use 5 items of questions.

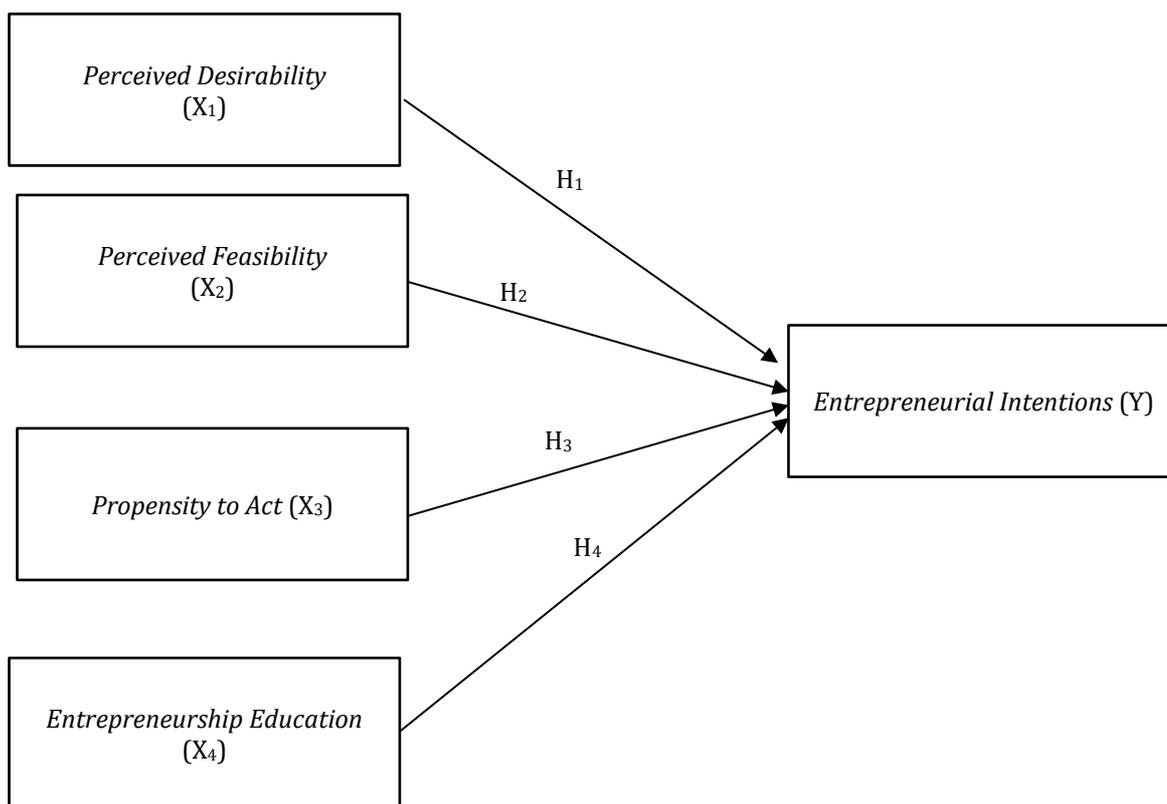


Figure 1. Research Model

Figure 1 shows that perceived desirability ( $X_1$ ), perceived feasibility ( $X_2$ ), propensity to act ( $X_3$ ), and entrepreneurship education ( $X_4$ ) were the exogenous variables. The endogenous variable was the entrepreneurial intention ( $Y$ ).

The reference used in this study was Bui et al. (2020), which stated that perceived desirability strongly influences entrepreneurial interest. It is followed by perceived feasibility, which significantly affects student entrepreneurial intentions. Also, the propensity to act positively influences entrepreneurial interests in students. Hattab (2014) stated that entrepreneurship education positively affects students' entrepreneurial intentions. Therefore, the following hypotheses were formulated:

$H_1$  = Perceived desirability significantly influences management students' entrepreneurial intentions.

H<sub>2</sub> = Perceived feasibility significantly influences management students' entrepreneurial intentions.

H<sub>3</sub> = Propensity to act significantly affects management students' entrepreneurial intentions.

H<sub>4</sub> = Entrepreneurship education significantly influences management students' entrepreneurial intentions.

## Results

### *Respondent Characteristics*

This study obtained 271 samples of questionnaire answers filled in by business students at Bandung. Of the 271 respondents, the 240 that met the sample criteria were business students taking entrepreneurship courses. 240 respondents are male (49.6%), and 121 respondents are female (50.4%). Majority of the respondents have their own family business 65,4% and 34,6% of respondents have a personal business. During entrepreneurship course, students learned the form of beginning ideation, understand about their selves, try to make minimum viable product, prototype, try to sell product and evaluation ideation to real. Table 1 describes the grouping of respondents' profiles based on gender, family business ownership, personal business, and obstacles to starting a business.

*Table 1. Respondent Characteristics*

<b>Respondent Characteristics</b>	<b>Total</b>	<b>Percentage</b>
Gender	Male: 119 students Female: 121 students	Male: 49,6% Female: 50,4%
Family Business Ownership	Own a family business: 157 students Do not have a family business: 83 students	Own a family business: 65,4% Do not have a family business: 34,6%
Personal Business Ownership	Have a personal business: 95 students Do not have a personal business: 145 students.	Have a personal business: 39,6% Do not have a personal business: 60,4%
Obstacles to starting a business	Capital: 108 students Business ideas and innovation: 54 students Marketing and business strategy: 37 students Business opportunities: 12 students Fear of failure: 11 students Human Resources: 7 students Others: 11 students	Capital: 45% Business ideas and innovation: 2,5% Marketing and business strategy: 15,4% Business opportunities: 5% Fear of failure: 4,6% Human Resources: 2,9% Others: 4,6%

Source: Data processing results (2021)

*Table 2. Mean Variables*

<b>Variable</b>	<b>Indicator</b>	<b>Items</b>	<b>Mean Indicator</b>	<b>Mean Variable</b>
Perceived Desirability	Interest in becoming an entrepreneur The joy of being an entrepreneur Opportunities and resources to start a business An entrepreneur is a career choice.	PD1	4.78	4,7
		PD2	4.75	
		PD3	4.75	
		PD4	4.53	
Perceived Feasibility	Ease of starting a business Readiness to start a business Running business processes Practical skills Understanding of entrepreneurial projects Confidence in success	PF1	3.67	4.18
		PF2	4.25	
		PF3	4.27	
		PF4	4.11	
		PF5	4.31	
		PF6	4.45	
Propensity to Act	Personal ability Hard work Action Make mistakes instead of taking orders from others Do to solve a problem Make decisions Leadership	PA1	4.54	4.48
		PA2	4.51	
		PA3	4.56	
		PA4	4.38	
		PA5	4.52	
		PA6	4.44	
		PA7	4.39	

Table 1. Continued

Respondent Characteristics	Total	Percentage		
Entrepreneurship Education	Increased understanding of the entrepreneurs' character	ED1	4.68	4.61
	Increased understanding of the steps for starting a business	ED2	4.63	
	Increased understanding of practical management	ED3	4.60	
	Increased ability to build business networks	ED4	4.50	
	Increased ability to identify business opportunities	ED5	4.63	
Entrepreneurial Intention	Prefer entrepreneurship to company employees.	EI1	4.55	4.53
	Have serious thoughts of starting a company	EI2	4.50	
	Professional goals to become an entrepreneur	EI3	4.52	
	Determined to create a company in the future	EI4	4.62	
	Ready to do anything to become an entrepreneur	EI5	4.48	

Source: Data processing results (2021)

In Table 2, the respondents' answers regarding interest in becoming an entrepreneur (PD1) were very attractive, with an average of 4.78. The responses regarding the pleasure of being an entrepreneur (PD2) were categorized as very happy, with an average of 4.75. Moreover, the responses about opportunities and resources to start a business (PD3) were categorized as very happy, with an average of 4.75. This indicates that the respondents would be happy to start a business when they have the opportunities and resources. The responses about entrepreneurship being a career choice (PD4) were categorized as very like with a mean of 4.53. Therefore, the respondents prefer to be entrepreneurs among the available career choices.

The indicator of ease of starting a business (PF1) was categorized as easy with a mean of 3.67. This means the respondents think it is easy to start a business. The responses regarding the readiness to start a business (PF2) were categorized as very ready, with an average of 4.25. Regarding the ability to run business processes (PF3), the responses were categorized as very good, with an average of 4.27. This implies that the respondents consider themselves capable of implementing the processes needed to start a business. The responses about understanding business skills (PF4) were categorized as understanding with a mean of 4.11. It signifies respondents believe they understand the practical skills needed to start a business. Furthermore, the responses about understanding entrepreneurial projects (PF5) were categorized as very understanding, with an average of 4.31. This shows that respondents understand how an entrepreneurial project is carried out. The responses regarding belief in success (PF6) were categorized as very confident, with a mean value of 4.45. This denotes the respondents believe the business they set up would be successful.

Personal ability (PA1) was categorized as highly dependent, with an average score of 4.54. It means the respondent's abilities determine their decision to start a business. The responses regarding the hard work indicator (PA2) were categorized as very confident, with an average of 4.51. This indicates the respondents are very confident that the success of their business is because of their hard work. Moreover, the action indicator (PA3) responses were categorized as very confident, with an average value of 4.56. In this case, the respondents strongly believe their actions determine their lives. The responses to the indicator of own error (PA4) were categorized as very like with an average of 4.38, meaning the respondents prefer making mistakes to accepting orders from others. The answers regarding taking a problem-solving action (PA5) were categorized as 'strongly choosing to act,' with an average value of 4.52. This signifies respondents prefer doing something to solve a problem. Regarding making decisions (PA6), the answers were categorized as very enjoy with a mean score of 4.44. This means the respondents enjoy making their own decisions. Additionally, the answers regarding leadership (PA7) were categorized as very willing to try, with an average value of 4.39, indicating the respondents always practice leadership in a group project.

The responses on increasing understanding of the entrepreneurial character (ED1) were categorized as very good, with an average value of 4.68. Similarly, the answers on increasing understanding of the steps to starting a business (ED2) were very good, with an average value of 4.63. The responses regarding increasing practical management understanding (ED3) were very good, with an average score of 4.60. Additionally, the responses about building business networks (ED4) were very good, with an average value of 4.50. The answers about identifying business opportunities (ED5) were also very good, with an average value of 4.63.

The indicator of career choice to be an entrepreneur than a company employee (EI1) was categorized as very like with an average value of 4.55. It denotes the respondents prefer being entrepreneurs company employees. The responses regarding serious thoughts on starting a company (EI2) were very good, with a mean score of 4.50, meaning that the respondents seriously consider starting their own company. Their responses to indicators of professional goals to

become entrepreneurs (EI3) were very good, with an average score of 4.52, showing that respondents have very good professional goals to become entrepreneurs. Furthermore, their responses about the determination to create a company in the future (EI4) were categorized as very determined, with an average value of 4.62. The respondents are very determined to create a company in the future. The answers regarding readiness to become entrepreneurs (EI5) were categorized as very ready, with an average value of 4.48. Therefore, the respondents are very ready to do anything to become entrepreneurs.

Ghozali and Latan (2015) stated that evaluating the measurement model in Structural Equation Modeling (SEM) comprises the convergent and discriminant validity and the composite reliability tests. The convergent validity test is divided into the loading factor and the average variance extracted (AVE) tests. Table 3 shows the results of calculating the loading factor using the SmartPLS program.

Table 3. Loading Factor

	Perceived Desirability X <sub>1</sub>	Perceived Feasibility X <sub>2</sub>	Propensity to Act X <sub>3</sub>	Entrepreneurship Education X <sub>4</sub>	Entrepreneurial Intentions Y
PD1	0.903				
PD2	0.922				
PD3	0.715				
PD4	0.793				
PF1		0.655			
PF2		0.856			
PF3		0.871			
PF4		0.759			
PF5		0.767			
PF6		0.725			
PA1			0.714		
PA2			0.676		
PA3			0.738		
PA4			0.718		
PA5			0.704		
PA6			0.708		
PA7			0.731		
ED1				0.883	
ED2				0.876	
ED3				0.864	
ED4				0.835	
ED5				0.863	
EI1					0.850
EI2					0.887
EI3					0.891
EI4					0.795
EI5					0.825

Source: Data processing results (2021)

Ghozali and Latan (2015) stated that an indicator has good validity when the outer loading value is more than 0.70. However, the outer loading value in Table 4 is still tolerable up to 0.60, while values below 0.50 to 0.60 are omitted from the analysis. Table 3 shows that the outer loading value of each indicator is more than 0.6, meaning the indicator has met the minimum limit. Therefore, this shows that all indicators in the study are valid.

Table 4. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Perceived Desirability	0.701
Perceived Feasibility	0.601
Propensity to Act	0.508
Entrepreneurship Education	0.747
Entrepreneurial Intentions	0.723

Source: Data processing results (2021)

All AVE values in Table 4 are more than 0.5, meaning that all indicators of the perceived desirability, feasibility, propensity to act, entrepreneurship education, and entrepreneurial intentions variables are valid.

Table 5. Fornell Larcker Criterion or HTMT

	EI	ED	PD	PF	PA
EI	0.8506				
ED	0.6387	0.8642			
PD	0.6910	0.5889	0.8373		
PF	0.6281	0.5851	0.5729	0.7755	
PA	0.5847	0.5839	0.5101	0.5484	0.7129

Source: Data processing results (2021)

Noviyanti and Nuhasanah (2019) showed that the Fornell-Larcker criterion in Table 5 is used to ensure discriminant validity, where the AVE for each latent variable must be greater than  $R^2$ . Therefore, latent variables share better variance with indicator blocks than with other latent variables representing different indicator blocks. Table 6 indicates that the correlation between variables is higher, meaning the indicator is valid.

Table 6. Cross Loading

	EI	ED	PD	PF	PA
ED1	0.5420	<b>0.8830</b>	0.4763	0.5042	0.5038
ED2	0.5286	<b>0.8758</b>	0.4838	0.4953	0.4687
ED3	0.5384	<b>0.8637</b>	0.4721	0.5206	0.4877
ED4	0.5463	<b>0.8351</b>	0.5321	0.5088	0.5417
ED5	0.5982	<b>0.8628</b>	0.5718	0.4990	0.5178
EI1	<b>0.8500</b>	0.5119	0.6339	0.5187	0.4948
EI2	<b>0.8868</b>	0.5811	0.6175	0.6220	0.5578
EI3	<b>0.8914</b>	0.5450	0.6049	0.5413	0.5247
EI4	<b>0.7955</b>	0.5082	0.5194	0.4205	0.4692
EI5	<b>0.8253</b>	0.5683	0.5556	0.5526	0.4335
PA1	0.3735	0.4638	0.3273	0.4366	<b>0.7139</b>
PA2	0.3244	0.4371	0.3013	0.4519	<b>0.6758</b>
PA3	0.4151	0.3962	0.3195	0.2723	<b>0.7381</b>
PA4	0.4918	0.3628	0.3771	0.3965	<b>0.7183</b>
PA5	0.4203	0.3648	0.3891	0.3470	<b>0.7037</b>
PA6	0.4165	0.4198	0.4175	0.3786	<b>0.7076</b>
PA7	0.4413	0.4896	0.3957	0.4708	<b>0.7314</b>
PD1	0.6117	0.5244	<b>0.9027</b>	0.5095	0.5096
PD2	0.6212	0.5892	<b>0.9219</b>	0.5886	0.5242
PD3	0.3847	0.3196	<b>0.7152</b>	0.2503	0.3147
PD4	0.6403	0.4895	<b>0.7925</b>	0.4985	0.3351
PF1	0.3179	0.3220	0.2828	<b>0.6546</b>	0.3148
PF2	0.6049	0.5022	0.5385	<b>0.8557</b>	0.4984
PF3	0.5527	0.5278	0.5367	<b>0.8710</b>	0.4858
PF4	0.4273	0.3809	0.3682	<b>0.7587</b>	0.4564
PF5	0.4540	0.4139	0.3866	<b>0.7666</b>	0.3993
PF6	0.4946	0.5278	0.4794	<b>0.7254</b>	0.3660

Source: Data processing results (2021)

In Table 6, the cross-loading value for each configuration must exceed the cross-loading value for other configurations. This implies that each indicator tested on each variable has good discriminatory validity to measure the existing variables.

Table 7. Composite Reliability

Variable	Composite Reliability
Perceived Desirability	0.9028
Perceived Feasibility	0.8997
Propensity to Act	0.8785
Entrepreneurship Education	0.9365
Entrepreneurial Intentions	0.9289

Source: Data processing results (2021)

Noviyanti and Nuhasanah (2019) stated that the composite reliability criterion or the measurement value of internal consistency must exceed 0.6. In Table 7, the composite reliability value of each variable is more than 0.6, meaning the indicators are reliable to measure the variables.

Table 8. Cronbach Alpha

Variable	Cronbach Alpha
Perceived Desirability	0.8562
Perceived Feasibility	0.8666
Propensity to Act	0.8395
Entrepreneurship Education	0.9152
Entrepreneurial Intentions	0.9040

Source: Data processing results (2021)

Cronbach's alpha criteria are reliable when the value is greater than 0.7 (Noviyanti & Nuhasanah, 2019). Table 8 shows that the value of each Cronbach's alpha is greater than 0.7, meaning the indicators used to measure the existing variables are reliable.

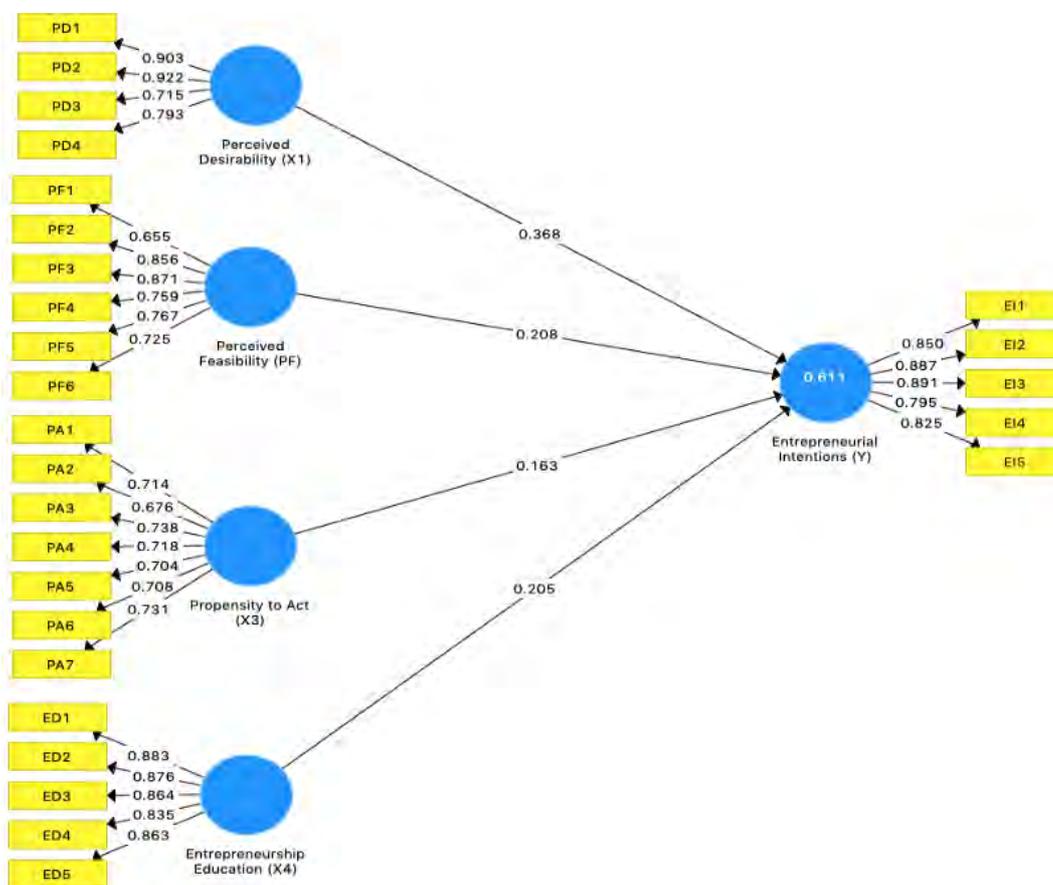


Figure 2. Inner Model

Figure 2 shows that the perceived desirability variable or the pleasure to become an entrepreneur (PD2) has the highest score with an outer loading value of 0.922. The opportunity and resource indicator to start a business (PD3) has the lowest score with an outer loading value of 0.715. The biggest indicator of perceived feasibility is running a business process (PF3) with an outer loading value of 0.871. Moreover, an indicator of ease of starting a business (PF1) is the smallest, with an outer loading value of 0.656. For the propensity to act variable, the action indicator (PA3) has the highest score with an outer loading value of 0.738. The hard work indicator (PA2) has the lowest score, with an outer loading value of 0.676. Furthermore, increasing understanding of the entrepreneurial character (ED1) is the entrepreneurship education variable's indicator with the highest score, with an outer loading value of 0.883. The lowest indicator is increasing the ability to build business networks (ED4) with an outer loading value of 0.835. For the endogenous entrepreneurial intention variable, the indicator with the highest score is the professional goal to become an entrepreneur (EI3), with an outer loading value of 0.891. In contrast, the lowest indicator is the determination to create a company in the future (EI4) with a value of 0.891 and an outer loading of 0.795.

The perceived desirability variable has the greatest influence with the path coefficient value of 0.368, implying students' higher interest in entrepreneurship. Higher interest or desire to become an entrepreneur increases the students' interest in entrepreneurship. In contrast, the propensity to act variable is the least influential, with a path coefficient value of 0.1634.

Table 9. R-Square

Construct	R Square
Entrepreneurial Intentions (Y)	0,6112

Source: Data processing results (2021)

Table 9 shows that the R-Square value of the endogenous entrepreneurial intentions' variable is 0.6112. This indicates that the entrepreneurial intentions variable is influenced by perceived desirability, feasibility, propensity to act, and entrepreneurship education by 61.12%. The remaining 38.88% is influenced by other variables outside this model.

Table 10. Path Coefficient

	Entrepreneurial Intentions (Y)
Perceived Desirability	0.3678
Perceived Feasibility	0.2077
Propensity to Act	0.1634
Entrepreneurship Education	0.2051

Source: Data processing results (2021)

The path coefficient in Table 10 shows that the exogenous perceived desirability, feasibility, propensity to act, and entrepreneurship education variables positively influence the endogenous entrepreneurial intentions variable, hence, the hypothesis of each variable is accepted. The perceived desirability variable has the greatest positive influence on entrepreneurial intentions with 36.78%. It is followed by the perceived feasibility variable, which positively affects entrepreneurial intentions by 20.77%. Furthermore, the propensity to act variable positively affects entrepreneurial intentions by 16.34%. The entrepreneurship education variable also positively influences entrepreneurial intentions by 20.51%.

Table 11. t-Statistic

	Entrepreneurial Intentions (Y)
Perceived Desirability	6,1306
Perceived Feasibility	3,1005
Propensity to Act	2,7818
Entrepreneurship Education	3,0614

Source: Data processing results (2021)

The t-test Statistic value in Table 11 shows the significance level in hypothesis testing. The value is declared significant when it exceeds 1.96 (Hair et al., 2010). In Table 11, each variable has a value of more than 1.96 ( $X > 1.96$ ). This implies a significant influence of the exogenous perceived desirability, feasibility, propensity to act, and entrepreneurship education variables on the endogenous entrepreneurial intentions' variable. The most significant variable is perceived desirability with a T-Statistic value of 6.1306. The variable with the least significant is the propensity to act with a T-Statistic value of 2.7818.

Table 12. Construct Cross Validated Redundancy

	SSO	SSE	Q <sup>2</sup> (=1-SSE/SSO)
ED	1,200.0000	1,200.0000	
PD	960.0000	960.0000	
PF	1,440.0000	1,440.0000	
PA	1,680.0000	1,680.0000	
EI	1,200.0000	681.1160	0.4324

Source: Data processing results (2021)

The predictive relevance test aims to show the validity of the observed. Table 12 shows that the observed value is 0.4324, which is good because it is greater than 0 ( $X > 0$ ).

Table 13. Model Fit

	Saturated Model	Estimated Model
<b>SRMR</b>	0.0689	0.0689
<b>d_ULS</b>	1.7930	1.7930
<b>d_G</b>	0.6865	0.6865
<b>Chi-Square</b>	908.2321	908.2321
<b>NFI</b>	<b>0.7996</b>	<b>0.7996</b>

Source: Data processing results (2021)

The model fit in Table 13 shows that the NFI value is 0.7996, meaning the study model is 79.96% fit.

## Discussion

### *The Effect of Perceived Desirability (X1) on Entrepreneurial Intentions (Y)*

The results indicate that the perceived desirability variable positively and significantly influences entrepreneurial intentions or interest in university management students. The variable has the most significant effect compared to other exogenous variables. This is in line with Bui et al. (2020), Ranga et al. (2019), and Vuorio et al. (2018), which stated that perceived desirability had the greatest influence on students' entrepreneurial intentions. The desire and motivation to become an entrepreneur have the greatest influence on the students' career choices. Therefore, desire becomes the main determinant in deciding to become an entrepreneur. The highest score indicator is the pleasure of being an entrepreneur (PD2). This denotes that the students' interest in entrepreneurship increases when they feel happy to start a business. The desire to become an entrepreneur is the main key to fostering students' interest in entrepreneurship. This interest grows through fun experiences in learning, such as training in entrepreneurship courses and business plans. Students creatively channel their business ideas into a plan and select entrepreneur as their career choice on graduating from college. The lowest score indicators are the opportunities and resources to start a business. This implies that students do not fully have the opportunities and qualified resources to start a business. Therefore, they need more in-depth entrepreneurial learning on capturing business opportunities and preparing available resources to create a new business. The role of instructors or teachers is important for the students to develop an entrepreneurial spirit (Tican, 2019). Teachers instruct on making a business plan in the entrepreneurship course and enable students to think about the marketing, financial, human, and operational resources needed to create a business. Consequently, students acquire ideas of how to process resources for their businesses to run effectively and efficiently.

### *The Effect of Perceived Feasibility (X2) on Entrepreneurial Intentions (Y)*

The results indicate that the perceived feasibility variable positively and significantly influences entrepreneurial intentions in university management students. This is in line with Ranga et al. (2019), which stated that higher confidence in entrepreneurship increases interest in the business. The respondents' answers regarding their belief in success were categorized as very confident. Most respondents stated that they are confident in their ability to succeed in business. The belief and optimism about success could increase entrepreneurial intentions. Moreover, the biggest indicator of perceived feasibility is running a business process (PF3). In this case, entrepreneurship courses should provide learning about running a business process properly. A good understanding of business processes increases students' interest in entrepreneurship. Their understanding of these business processes makes them confident to start successful businesses. In contrast, the ease of starting a business had the smallest value compared to other indicators. This shows that students are not fully convinced that it is easy to become an entrepreneur due to obstacles such as a lack of sufficient capital. Therefore, entrepreneurial learning should help students manage existing financial sources as initial capital to establish a company.

### *The Effect of Propensity to Act (X3) on Entrepreneurial Intentions (Y)*

The results indicate that the propensity to act variable positively and significantly influences the entrepreneurial intentions of university management students. This is in line with Bui et al. (2020) and Darmanto (2013), which stated that propensity to act positively influences student entrepreneurship interest. When students act and decide to start a business, their entrepreneurship would be stronger. The propensity to act depends on the desire to gain control by taking action (Bui et al., 2020). This is reflected in the action indicator (PF3), which has the highest score in Figure 1. Therefore, students should take real actions to foster their interest in entrepreneurship. In learning entrepreneurship at the management study program at university, students are encouraged to take concrete actions by selling a product based on their business plan. This is a valuable experience for students interested in starting a business in the future. Moreover, the business plan made in the entrepreneurship course could be sustainable and realized after students receive the training. The smallest indicator of the propensity to act variable is hard work that determines business

success. Therefore, when students are interested in becoming entrepreneurs, hard work is needed in realizing a successful business in the future.

#### *The Effect of Entrepreneurship Education (X4) on Entrepreneurial Intentions (Y)*

The result showed that the entrepreneurship education variable positively and significantly influences the entrepreneurial intentions of university management students. This is in line with Hattab (2014), which stated that entrepreneurship education significantly and positively influences students majoring in business. Hattab (2014) compared students' interests before and after exposure to entrepreneurship courses. The result showed that entrepreneurship education positively and significantly impacts the students' entrepreneurial intention. When students gain entrepreneurship knowledge, they perceive business as their positive career choice. The indicator with the largest score on the entrepreneurship education variable is the increased understanding of the entrepreneurial character. This implies that entrepreneurship courses have increased students' understanding of the characteristics needed of an entrepreneur. Consequently, their interest in entrepreneurship increases because they are convinced that their character is viable for entrepreneurship. They become confident about the success of their business in the future. The indicator with the smallest score on the entrepreneurship education variable is increasing the ability to build business networks. Entrepreneurship courses should provide more strategies to build business networks among students. Business networking is important in building mutually beneficial relationships between students as business people and their potential clients or customers. Therefore, increasing the ability to build business networks could increase students' interest in entrepreneurship. They develop potential business networks needed when creating a business in the future.

#### **Conclusion**

The results showed that business students' perceived desirability, feasibility, propensity to act, entrepreneurship education, and entrepreneurial intention were categorized as good. The perceived desirability variable significantly and positively affects the entrepreneurial intentions of management students. Moreover, the variable has the most dominant influence on entrepreneurial intentions. The perceived feasibility variable significantly and positively affects the entrepreneurial intentions of business students. Furthermore, the propensity to act variable significantly and positively influences the entrepreneurial intentions of business students. The entrepreneurship education variable significantly and positively affects the entrepreneurial intentions of management students. This research adds empirical evidence to explain the multidimensional relationship between entrepreneurship education and entrepreneurship intention. Therefore, this study could be one of the references regarding entrepreneurship education to increase students' entrepreneurship intention in context of Indonesian background.

#### **Recommendations**

The result of the study give important implications for students and all teachers. First, the teaching staff for entrepreneurship courses should evaluate students' actions and hard work regarding the creation of a new business. These actions could help students in growing their interest in entrepreneurship. The actions are seen from the students' business plans in the entrepreneurship course. The entrepreneurship education variable's increasing understanding of entrepreneurial character is the highest score. In comparison, the indicator of increasing the ability to build business networks is the lowest score. Therefore, entrepreneurship courses help students improve their understanding of the characteristics needed of a successful entrepreneur. Second, the teaching staff should provide entrepreneurial knowledge that forms students with high fighting power and build business networks. The entrepreneurial intention variable's indicator of professional goals to become an entrepreneur has the highest score. In contrast, the determination indicator to make a company in the future has the lowest score. Third, the teaching staff should encourage and motivate students to increase their interest in entrepreneurship. Students become determined to achieve their professional goal of becoming entrepreneurs. Moreover, we suggest for future research to modify this research by adding other variables relating to entrepreneurship education and increase the number of respondents. Future studies also can use interview method to selected respondents in order to confirm and get deep explanation related to statements in the questionnaire.

#### **Limitations**

Data were collected only from students in the management department. Further studies should collect data from students in other departments to compare and explain the similarities and differences in the results.

#### **Authorship Contribution Statement**

Astiana: Concept and design, data analysis, statistical analysis, data acquisition, writing. Malinda: Concept and design, data analysis, writing, drafting, critical revision of manuscript, supervision, securing funding. Nurbasari: Concept and design, supervision. Margaretha: Editing, critical revision of manuscript, technical, admin.

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