Entrepreneurship education and entrepreneurship intention: perceived desirability and perceived feasibility mediation

Educação empreendedora e intenção de empreendedorismo: desejo percebido e mediação de viabilidade percebida

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Abstract

The impact of entrepreneurial education on entrepreneurial interests, entrepreneurial education on entrepreneurial interests through the mediation of perceived desirability, and entrepreneurial education on entrepreneurial interests through the mediation of perceived feasibility are all examined in this study. Students in their final year at Khairun University's Faculty of Economics and Business made up the samples. The survey approach was used to gather the data. SEM (Structural Equation Modeling) employing the PLS (Partial Least Square) technique and the SmartPLS tool version 3.0 was the data analysis model used in this investigation. The findings indicate that entrepreneurship education influences entrepreneurial intentions through the mediation of perceived desirability, entrepreneurship education affects perceived desirability, entrepreneurship education influences perceived feasibility, perceived desirability of entrepreneurial intentions, perceived feasibility of entrepreneurial intentions, and education entrepreneurship influences. Future research suggestions are also given.

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Keywords: Entrepreneurship Education. Entrepreneurial Intention. Perceived Desirability. Perceived Feasibility.

Resumo
O impacto da educação empreendedora nos interesses empreendedores, da educação empreendedora nos interesses empreendedores através da mediação da desejabilidade percebida e da educação empreendedora nos interesses empreendedores através da mediação da viabilidade percebida são todos examinados neste estudo. Alunos do último ano da Faculdade de Economia e Negócios da Universidade de Khairun compuseram as amostras. A abordagem de pesquisa foi usada para coletar os dados. SEM (Structural Equation Modeling) empregando a técnica PLS (Partial Least Square) e a ferramenta SmartPLS versão 3.0 foi o modelo de análise de dados utilizado nesta investigação. Os resultados indicam que a educação para o empreendedorismo influencia as intenções empreendedoras através da mediação da desejabilidade percebida, a educação para o empreendedorismo afeta a desejabilidade percebida, a educação para o empreendedorismo influencia a viabilidade percebida, a desejabilidade percebida das intenções empreendedoras, a viabilidade percebida das intenções empreendedoras e a educação influencia o empreendedorismo. Sugestões de pesquisas futuras também são dadas.


Introduction

Entrepreneurship has attracted the attention of academics to explore and research further. Various perspectives from research results have helped to understand entrepreneurship more deeply. On the other hand, this diversity of definitions is also an obstacle for researchers to develop research in this field. As a result of the absence of a standard definition of the concept of entrepreneurship, each researcher will make their interpretation, thereby limiting the accumulation of knowledge in this field (Landström, 2005). A study conducted by Gartner, (1993) regarding the various attributes inherent in entrepreneurship states that entrepreneurship is often associated with creating new businesses, adding value, capitalizing on opportunities, utilizing resources, and innovation.
How to mold someone to become an entrepreneur is very important and is of concern to those concerned, both academia, society, and government. Generating ideas, interests, and behaviors to become an entrepreneur is seen as complex. These theories regarding the process of becoming an entrepreneur then develop towards "what variables or factors influence a person to build entrepreneurial behavior" followed by "what variables shape entrepreneurial behavior" (Lumpkin et al., 2009). Researchers also put forward several theories about interest. Interest is a thought that directs one's attention to a specific object or path to a certain goal (Bird, 1988).

The simplification carried out by Krueger Jr & Brazeal, (1994) was inspired by the Theory of Entrepreneurial Event (TEE) model offered by Shapero & Sokol (1982), Krueger Jr & Brazeal (1994), Krueger Jr et al., (2000), Krueger Jr & Brazeal, (1994), Guzmán-Alfonso & Guzmán-Cuevas (2012). In his model, Shapero & Sokol (1982) asserts that perceived attractiveness and perceived feasibility are the two aspects that define a person's intention or desire to start a business. A person's desire to start their own business is determined by perceived desirability. The ability or aptitude of a person to start a business is referred to as perceived feasibility. The model proposed by Ajzen (1991), Krueger Jr & Brazeal (1994) and Krueger Jr et al., (2000) is the basis for researchers who try to explore the process of the emergence of interest in entrepreneurship. They generally focus on model confirmation for various situations (Guzmán-Alfonso & Guzmán-Cuevas, 2012; Ferreira et al., 2012). Based on this explanation, It is obvious that just a portion of the theories surrounding entrepreneurship education, perceived desirability, perceived feasibility, and interest in the field have been tested. Research by testing these four variables in 1 research model is still very limited, which is a novelty in this study. Only a portion of perceived desirability, perceived viability, and entrepreneurial interest were examined.

The dynamics of shifting views of family and society due to changing social dynamics has resulted in research on perceived desirability associated with entrepreneurial interest or behavior remaining relevant from time to time. Much of the research that has been conducted in this field has taken a different perspective from regional perspectives (Guzmán-Alfonso & Guzmán-Cuevas, 2012; Liñán & Chen, 2006). From the results of their research, there are differences in perceived desirability values between one region and another. The exogenous factor that influences the interest in entrepreneurship is entrepreneurship education. The benefits of having entrepreneurship education to encourage entrepreneurial behavior are still being doubted by many parties. Some people think that to become an entrepreneur, you don't need special education. This is reinforced by the fact that many successful entrepreneurs have
never specifically pursued entrepreneurship education. Some think that there is no relationship between the level of formal education and entrepreneurial behavior. The phenomenon in Indonesia, which shows that many successful entrepreneurs are not highly educated, reinforces this assumption.

DIKTI has responded to the need for entrepreneurship education to foster the ability to open businesses that contribute to economic growth and job creation in Indonesia by implementing a strategy for developing entrepreneurship education programs in tertiary institutions since 1997. Government Regulation No. 17 of 2010, which specifies that the objectives of higher education include developing critical, creative, innovative, autonomous, self-confident, and entrepreneurial persons, has also served to emphasize the relevance of entrepreneurship education in tertiary institutions. The entrepreneurship development activity program in tertiary institutions includes several activities that are expected to be able to create superior and independent entrepreneurs through activities of (1) entrepreneurship courses, (2) entrepreneurship internships, (3) business work courses, (4) business consulting and job placements, (5) business incubator (DIKTI, 2003). This program is basically a triggering program in developing an entrepreneurial culture so that each tertiary institution can develop according to its abilities and needs (DIKTI, 2006). In 2009, DIKTI launched a student entrepreneur program (SEP) to develop the spirit and increase entrepreneurial activity (DIKTI, 2009). This program complements entrepreneurship education that is taught formally and is included as part of the curriculum of the department/study program. Entrepreneurship education aims to provide knowledge, creativity, skills, experience, confidence, and decision-making techniques and risks needed to start a business (Bharanti, 2012).

Further, efforts made by universities to create entrepreneurs apart from entrepreneurship courses are also through creating an entrepreneurial environment in the educational process. For example, the emergence of a good climate for entrepreneurship is marked by the installation of business incubators and entrepreneurial groups within the campus environment, whose appearance is fully facilitated by the institution. Thus, it is hoped that more graduates from tertiary institutions will decide to work independently by becoming entrepreneurs. For example, the emergence of a good climate for entrepreneurship is marked by the installation of business incubators and entrepreneurial groups within the campus environment, whose appearance is fully facilitated by the institution. Thus, it is hoped that more graduates from tertiary institutions will decide to work independently by becoming entrepreneurs. For example, the emergence of a good climate for entrepreneurship is marked by the installation of business incubators and entrepreneurial groups within the campus environment, whose appearance is fully facilitated by the institution. Thus, it is hoped that more graduates from tertiary institutions will decide to work independently by becoming entrepreneurs. For example, the emergence of a good climate for entrepreneurship is marked by the installation of business incubators and entrepreneurial groups within the campus environment, whose appearance is fully facilitated by the institution. Thus, it is hoped that more graduates from tertiary institutions will decide to work independently by becoming entrepreneurs. For example, the emergence of a good climate for entrepreneurship is marked by the installation of business incubators and entrepreneurial groups within the campus environment, whose appearance is fully facilitated by the institution. Thus, it is hoped that more graduates from tertiary institutions will decide to work independently by becoming entrepreneurs. For example, the emergence of a good climate for entrepreneurship is marked by the installation of business incubators and entrepreneurial groups within the campus environment, whose appearance is fully facilitated by the institution. Thus, it is hoped that more graduates from tertiary institutions will decide to work independently by becoming entrepreneurs.
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Revista Gestão e Secretariado (GeSec), São Paulo, SP, v. 14, n. 8, 2023, p. 14397-14424.

environment, whose appearance is fully facilitated by the institution. Thus, it is hoped that more graduates from tertiary institutions will decide to work independently by becoming entrepreneurs.

Literature Review

2.1 Entrepreneurial Interest

Defining entrepreneurship from a process-oriented perspective has been carried out by several researchers. Hisrich & Peters, (1998) view entrepreneurship as defining something new. Kuratko, (2005) views entrepreneurship as a process of innovation and the establishment of new businesses through four main dimensions: individual, organization, environment, and process, with the help of network collaboration in government, education, and institutions. Ajzen (1991) states that individual behavior is determined by interest. An attitude towards subjective behavior and norms precedes the emergence of interest. In this case, attitude is a measure for individuals to consider whether a behavior that will be carried out is profitable or vice versa. Attitudes consist of cognitive and affective elements experienced by individuals in their lives. Subjective norms are related to individual perceptions of public perceptions that exist in their social environment concerning the individual's behavior. Behavioral control, on the other hand, is described as the belief that one is capable of achieving particular objectives or outcomes.

2.2 Entrepreneurship Education

Given the range of entrepreneurial definitions and objectives, choosing the best structure for entrepreneurship education can be challenging. According to Fayolle et al., (2006), entrepreneurship education is defined as a pedagogical program or educational process that aims to help students acquire an entrepreneurial mindset and skill by fostering a variety of personal attributes. McIntyre & Roche, (1999) defines entrepreneurship education as providing concepts and skills to identify opportunities and have the desire and confidence to act. Liñán, (2004) defines entrepreneurship education as a unit of education and training that seeks students to be interested in entrepreneurial behavior or to have several things that influence interest, such as entrepreneurial knowledge, desire, and eligibility to become
entrepreneurs. In this case, entrepreneurship education includes development in knowledge, capacity, behavior, and personal qualities in building entrepreneurship.

2.3 Perceived Desirability

Perceived desirability is indicative of the level of interest felt by individuals to behave in a certain way (becoming an entrepreneur) (Guzmán-Alfonso & Guzmán-Cuevas, 2012; Liñán, 2004; Liñán et al., 2011). Perceived desirability will measure the desire to create a new business, and this is based on personal interest in making it happen (belief in the existence of positive or negative consequences for becoming an entrepreneur) and perceptions of social norms (social and or family pressure to do or not to do certain behaviors) (Liñán et al., 2011).

Meanwhile, according to Krueger Jr et al., (2000), the concept of perceived desirability is defined as an individual's interest in starting a business as a result of encouragement that comes from intra-personal and extra-personal. Based on this definition, Perceived desirability has two indicators that shape it: intra-personal encouragement or, in this case, attitude towards subjective behavior and norms. Attitude towards behavior is a level where individuals have evaluations or judgments that are favorable or unfavorable towards certain behaviors (Ajzen, 1991).

When a problem develops and necessitates an evaluation, people will link it to pertinent knowledge (beliefs) stored in their memory. As a result of the evaluative implications of these beliefs, attitudes are formed unconsciously (Fayolle et al., 2006). Subjective norms are societal pressures to engage in or refrain from particular behaviors. They represent individual viewpoints of how other people see particular behaviors, in other words (Ajzen, 1991). Normative beliefs influence this perception and become less relevant to individuals with a strong locus of control (Ajzen, 1991).

2.4 Perceived Feasibility

The degree to which people believe they are capable of a particular behavior is known as perceived feasibility (Krueger Jr et al., 2000; Liñán et al., 2011). Boukamcha (2015) also stated that the degree to which people believe starting a business is practical and doable is referred to as perceived feasibility. This shows that a person believes they have the knowledge and resources needed to launch a business. To run a successful firm, certain resources are required (Otache et al., 2021). Financial resources are an example of a tangible resource.
However, education, business experience, and social networks are examples of intangible resources (Saadin & Daskin, 2015). Perceived feasibility is comparable to the notion of perceived behavioral control proposed by Ajzen, (1991). According to Liñán et al., (2011), these three concepts measure the amount of individual capability in demonstrating certain behaviors or, in this case establishing a business.

![Research Conceptual Framework](image)

**Figure 1. Research Conceptual Framework**
Source: Processed from theoretical and empirical studies (2019)

### 2.5 Conceptual Framework

Understanding the process of starting new enterprises requires entrepreneurial interest (Bird, 1988). Entrepreneurial interest is an element of antecedents and determinants of individuals in acting and behaving entrepreneurially (Fayolle et al., 2006; Kolvereid, 1996). Two fundamental models can explain the emergence of entrepreneurial interest, namely the TEE by Shapero & Sokol, (1982) and the TPB by Ajzen (1991) and Linan (2008). Shapero & Sokol, (1982) model focuses on entrepreneurial events influenced by perceptions of desire, such as individual value systems and social value systems that support individuals to become entrepreneurs, and perceptions of entrepreneurial feasibility, such as financial ability and entrepreneurial ability. Perception is a product of the social and cultural environment that determines individual choices (Shapero & Sokol, 1982). Ajzen, (1991) model explains and predicts how the social and cultural environment influences individual behavior. This study examines the effect of entrepreneurship education as an external factor that precedes the entrepreneurial interest model developed by Krueger Jr & Brazeal, (1994), as shown in Figure 1.
Research Method

This research is quantitative research with an explanatory method approach. This research is also included in ex post facto research, which means that data is collected after the entrepreneurship education experienced by the research subjects. The population of this study was final year students of the Management Study Program, Faculty of Economics and Business at Khairun University, totaling 350 students. The criteria for population members are (1) Actively registered as a management major/study program even semester 2018/2019; (2) Do not currently have a business whose results can be sufficient to meet the needs of living independently; (3) Has attended and passed entrepreneurship courses. Data collection techniques in this study use field survey techniques. The survey was carried out by providing a research instrument containing a list of questions about the conditions of the respondents and the level of agreement on the statement items related to the research variables, namely interest in entrepreneurship, perceived desirability, perceived feasibility, entrepreneurial education and role models for the respondents. The research instrument was distributed to students who met the population criteria. The research instruments were distributed in consultation and collaboration with lecturers who teach entrepreneurship courses to facilitate the selection of samples that match the population criteria. The data analysis model used in this study is SEM through the PLS approach using the SmartPLS 3.0 program. SEM is a statistical method that integrates factor analysis and route analysis to evaluate and estimate causal links (Wright, 1922), for the entrepreneurship education research questionnaire. Five indicators are used to reflect entrepreneurship education: entrepreneurial knowledge, knowledge for starting a business, practical management knowledge, social and networking skills, and skills for seeing business opportunities. For the variable perceived desirability, there are a total of 7 indicators, namely profit, interest, desire, satisfaction, choice, support from other parties, close friends, or friends. Like the entrepreneurship education variable and perceived desirability, the Perceived Feasibility variable also consists of 6 indicators: ease, ability, skills, understanding, self-confidence, and belief. Finally, interest in entrepreneurship consists of 6 indicators: readiness, professional goals, effort, sincerity, desire, and determination.
4.1 Description of Respondent Characteristics

Based on the results of distributing questionnaires showing the characteristics of the respondents in terms of gender, there were more female respondents than men (135 people or 68% and 65 people or 32%). Furthermore, regarding participation in entrepreneurship training/seminar, as many as 108 respondents, or 54%, admitted that they were involved in the seminar, and the rest had never been involved. Regarding funding, only 23 respondents, or 11%, had ever received entrepreneurial funding/grants. For entrepreneurial experience, only 63 people, or 31%, have experience in entrepreneurship, but of these, only 33 people, or 17%, have a business. Regarding the environment, only 64 respondents, or 32%, have entrepreneurial families with business parents, and only 48 people, or 24%, have siblings who own businesses.

4.2 Description of Research Variables

Based on table 1, shows that the respondents have a positive perception of entrepreneurship education, and the category agrees. This means that the respondents stated that they agreed that the results of entrepreneurship education had increased their understanding and entrepreneurial ability. Likewise, with the perceived desirability variable, respondents also agreed or strongly agreed that the result of entrepreneurship education is an understanding of the steps that must be taken to start a new business. Furthermore, for the variable perceived feasibility, respondents agreed to perceive their eligibility to become entrepreneurs after graduating from college. It can be concluded that according to the respondents' perceptions, the ease, readiness, ability, skills, understanding, and confidence to become an entrepreneur cannot be said to be good from the results of the analysis showing that interest in entrepreneurship can be concluded that the respondents quite agree or agree that they have tenacity, professional goals, effort, sincerity, serious thinking and strong determination to become entrepreneurs. From this, it can be seen that the respondents have an interest in entrepreneurship, which is reflected in their statements.

<table>
<thead>
<tr>
<th>Variable</th>
<th>(%) Strongly Disagree</th>
<th>(%) Don't agree</th>
<th>(%) Neutral</th>
<th>(%) Agree</th>
<th>(%) Strongly agree</th>
<th>mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepren.Educ</td>
<td>0.30%</td>
<td>0.80%</td>
<td>8.10%</td>
<td>58.80%</td>
<td>32.00%</td>
<td>Agree</td>
</tr>
</tbody>
</table>
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4.3 Model Evaluation

Version 3.0 of SmartPLS is used in this study to assess the research model. Using SmartPLS, the hypothesis is tested in two stages: the outside model and the inner model. R Square (R2), cross-loadings, construct validity and reliability, as well as latent variable correlation, are all objectives of outer model testing. According to Hartono & Abdillah, (2014), inner model testing tries to ascertain the values of the path coefficient, inner model T-statistic, and total effect value, which show the degree of variance in the independent variable's modifications to the dependent variable.

4.4 Measurement Model Testing (Outer Model)

Testing the outer model is the first step in the PLS testing process. Convergent validity, discriminant validity, and reliability were all evaluated by this test. If the Average Variance Extracted (AVE) value is greater than 0.5 and the outer loading value is > 0.7, a model is said to have convergent validity (Chin & Newsted, 1999). However, according to Ghozali, (2018), a measurement model with an outside loading value of 0.5 to 0.6 is sufficient. All indicators have an outer loading score of greater than 0.5, according to the findings of the outer model test (figure 2). The indicators have all achieved the minimum rule of thumb limit of 0.5 necessaries for convergent validity testing, and the model satisfies convergent validity because all variables have an AVE value over 0.5 (Hartono & Abdillah, 2014).

A measuring model also needs to have discriminant validity in addition to convergent validity. When a variable's AVE root is larger than its correlation value with other variables, and the cross-loading value of each indicator is higher than the other variables and accumulates in the variable under consideration, a measurement model is said to have discriminant validity (Hartono & Abdillah, 2014). The AVE root of a variable and the correlation coefficient between variables are calculated in Table 2. The results of the test indicate that a variable's AVE root value is greater than its correlation value.

<table>
<thead>
<tr>
<th>Perceived Desirability</th>
<th>Perceived Feasibility</th>
<th>Entrepreneurship Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.21%</td>
<td>1.86%</td>
<td>14.64%</td>
</tr>
<tr>
<td>0.25%</td>
<td>2.58%</td>
<td>32.33%</td>
</tr>
<tr>
<td>0.17%</td>
<td>1.92%</td>
<td>15.42%</td>
</tr>
</tbody>
</table>

Table 1. Perceptions of Entrepreneurship Education, Perceived Desirability, Perceived Feasibility and Interest in Entrepreneurship
Source: Research Questionnaire Results, 2019
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Figure 2 Outer Model test output results
Information: X1.1-5 (Entrepreneurship Education Indicator), Y1.1-7 (Perceived Desirability Indicator), Y2.1-6 (Perceived Feasibility Indicator), Y3.1-6 (Entrepreneurial Intention Indicator)
Source: Research Questionnaire Results, 2019

<table>
<thead>
<tr>
<th>Indicator</th>
<th>AVE</th>
<th>AVE root</th>
<th>Entrepreneurial Intention</th>
<th>Entrepreneurship Education</th>
<th>Perceived Desirability</th>
<th>Perceived Feasibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepren.Educ 1.1</td>
<td>0.758</td>
<td>0.414</td>
<td>0.280</td>
<td>0.286</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepren.Educ 1.2</td>
<td>0.668</td>
<td>0.371</td>
<td>0.242</td>
<td>0.276</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepren.Educ 1.3</td>
<td>0.750</td>
<td>0.370</td>
<td>0.339</td>
<td>0.273</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepren.Educ 1.4</td>
<td>0.790</td>
<td>0.439</td>
<td>0.394</td>
<td>0.335</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepren.Educ 1.5</td>
<td>0.843</td>
<td>0.560</td>
<td>0.443</td>
<td>0.345</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percei.Desir 1.1</td>
<td>0.365</td>
<td>0.676</td>
<td>0.506</td>
<td>0.486</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percei.Desir 1.2</td>
<td>0.352</td>
<td>0.655</td>
<td>0.440</td>
<td>0.396</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percei.Desir 1.3</td>
<td>0.409</td>
<td>0.736</td>
<td>0.444</td>
<td>0.438</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percei.Desir 1.4</td>
<td>0.407</td>
<td>0.730</td>
<td>0.566</td>
<td>0.404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percei.Desir 1.5</td>
<td>0.437</td>
<td>0.808</td>
<td>0.586</td>
<td>0.580</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percei.Desir 1.6</td>
<td>0.487</td>
<td>0.767</td>
<td>0.494</td>
<td>0.477</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. AVE Root Calculation Results and Correlation Between Variables
Information: AVE stands for Average Variance Extracted
Source: Research Questionnaire Results, 2019

Each variable's indicator has a cross-loading score that is higher than the cross-loading score of other variable indicators and accumulates in the relevant construct. Therefore, it may be said that this study's measuring model has discriminant validity. The correlation of cross-loading scores between variables is shown in Table 3.
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<table>
<thead>
<tr>
<th>Variable</th>
<th>Composite Reliability</th>
<th>Cronbach's Alpha</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percei.Desir 1.7</td>
<td>0.674</td>
<td>0.457</td>
<td>0.434</td>
</tr>
<tr>
<td>Percei.Feasi 2.1</td>
<td>0.675</td>
<td>0.354</td>
<td></td>
</tr>
<tr>
<td>Percei.Feasi 2.2</td>
<td>0.798</td>
<td>0.495</td>
<td></td>
</tr>
<tr>
<td>Percei.Feasi 2.3</td>
<td>0.832</td>
<td>0.460</td>
<td></td>
</tr>
<tr>
<td>Percei.Feasi 2.4</td>
<td>0.798</td>
<td>0.478</td>
<td></td>
</tr>
<tr>
<td>Percei.Feasi 2.5</td>
<td>0.761</td>
<td>0.395</td>
<td></td>
</tr>
<tr>
<td>Percei.Feasi 2.6</td>
<td>0.540</td>
<td>0.561</td>
<td></td>
</tr>
<tr>
<td>Entrepren.Inter 3.1</td>
<td>0.550</td>
<td>0.711</td>
<td></td>
</tr>
<tr>
<td>Entrepren.Inter 3.2</td>
<td>0.481</td>
<td>0.771</td>
<td></td>
</tr>
<tr>
<td>Entrepren.Inter 3.3</td>
<td>0.520</td>
<td>0.822</td>
<td></td>
</tr>
<tr>
<td>Entrepren.Inter 3.4</td>
<td>0.505</td>
<td>0.829</td>
<td></td>
</tr>
<tr>
<td>Entrepren.Inter 3.5</td>
<td>0.413</td>
<td>0.841</td>
<td></td>
</tr>
<tr>
<td>Entrepren.Inter 3.6</td>
<td>0.540</td>
<td>0.820</td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Correlation of Cross-Loading Scores Between Variables
Source: Research Questionnaire Results, 2019

A measurement model is deemed to be good in addition to passing reliability tests. Cronbach's alpha and composite reliability coefficient values must be more than 0.60 to be considered reliable (Hartono & Abdillah, 2014; Hair et al., 2010). All research variables had Cronbach's alpha values greater than 0.60 and composite reliability values greater than 0.70, according to the reliability test results (table 4). As a result, all the tools employed in this study are trustworthy.

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Composite Reliability</th>
<th>Cronbach's Alpha</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entrepreneurial Intention</td>
<td>0.914</td>
<td>0.887</td>
<td>Reliable</td>
</tr>
<tr>
<td>2</td>
<td>Entrepreneurship Education</td>
<td>0.874</td>
<td>0.821</td>
<td>Reliable</td>
</tr>
<tr>
<td>3</td>
<td>Perceived Desirability</td>
<td>0.884</td>
<td>0.846</td>
<td>Reliable</td>
</tr>
<tr>
<td>4</td>
<td>Perceived Feasibility</td>
<td>0.877</td>
<td>0.830</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Table 4 Reliability Calculation Results
Source: Research Questionnaire Results, 2019

4.5 Linearity Assumption Check

Checking this assumption is to determine whether each path in the model has a linear relationship. The analysis is done by using curve estimation for linear relationships. If the F test results have a p-value of less than 0.05, then the assumption of linearity is met. So, the results of this examination explain that all the relationships in the hypothetical model have met the assumption of linearity (table 5).

<table>
<thead>
<tr>
<th>No</th>
<th>From</th>
<th>To</th>
<th>F</th>
<th>p.s</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entrepreneurship Education</td>
<td>Entrepreneurial Intention</td>
<td>35.960</td>
<td>0.000</td>
<td>linear</td>
</tr>
</tbody>
</table>
Entrepreneurship education and entrepreneurship intention: perceived desirability and perceived feasibility mediation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Desirability Perceived</th>
<th>92,716</th>
<th>0.000</th>
<th>linear</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Entrepreneurship Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Entrepreneurship Education</td>
<td>Feasibility Perceived</td>
<td>49,118</td>
<td>0.000</td>
<td>linear</td>
</tr>
<tr>
<td>4</td>
<td>Desirability Perceived</td>
<td>Entrepreneurial Intention</td>
<td>129,998</td>
<td>0.000</td>
<td>linear</td>
</tr>
<tr>
<td>5</td>
<td>Feasibility Perceived</td>
<td>Entrepreneurial Intention</td>
<td>130,780</td>
<td>0.000</td>
<td>linear</td>
</tr>
</tbody>
</table>

Table 5. Linearity Assumption Calculation Results
Source: Research Questionnaire Results, 2019

4.6 Structural Model Testing (Inner Model)

The study of the PLS model, which includes all of the supporting variable components for hypothesis testing, yields data that serve as the foundation for hypothesis testing. A number of models, including (1) one without a mediating variable and (2) a fictitious model, will be offered as more explanations.

4.7 Model Without Mediation Variable

Only the outcomes of an analysis including the two variables "entrepreneurship education" and "entrepreneurial intentions" will be shown by this model. The existence of a significant correlation between entrepreneurial education and intentions will be explained by this model. Without the perceived desirability and feasibility variables, which are thought to mediate the association between entrepreneurship education and entrepreneurial inclinations, Figure 3 illustrates the findings of the PLS model.

![Figure 3 Model Without Mediation](source: Research Questionnaire Results, 2019)

4.8 Hypothesis Models

The R-square (R2) for the dependent construct, the path coefficient value, and the t-value for each path between constructs show the outcomes of testing the structural model (inner model). The sub-discussion on the outcomes of hypothesis testing will explain the path
coefficient values and t-values for each path. According to Hartono & Abdillah, (2014), the R2 value gauges how much the independent variable varies in relation to the dependent variable. The better the proposed model's prediction model, the higher the R2 value.

The hypothetical model proposed in this study contains two mediating variables. This new variable is calculated by first calculating the latent variable score (LVS) in the non-mediation model. LVS is obtained from the output running SmartPLS. The LVS used is unstandardized for entrepreneurship education, perceived desirability, and perceived feasibility. For these three scores, the corrected LVS value is calculated by subtracting the value for each average.

Table 6 displays the R2 calculation's outcomes. The entrepreneurial intention variable's R2 value is 0.170. This number shows that, while other variables account for the remaining variance in changes in the entrepreneurial intention variable, the entrepreneurship education variable can only explain a portion of those changes. According to Hair et al., (2010), the minimal R2 value needed is 6% to 5% if the number of independent variables is less than 10, the number of samples is between 250 and 500, the significance level (α) chosen is 0.05, and the number of independent variables is less than 10. Because the value is higher than the minimal necessary R2, the R2 value for the knowledge-sharing variable is quite good.

<table>
<thead>
<tr>
<th>No</th>
<th>Dependent Variable</th>
<th>R2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entrepreneurial intention (without mediation)</td>
<td>0.170</td>
</tr>
<tr>
<td>2</td>
<td>Entrepreneurial intention (with mediation)</td>
<td>0.477</td>
</tr>
</tbody>
</table>

Table 6 R-Square Measurement Results
Source: Research Questionnaire Results, 2019

This study includes the interaction of the perceived desirability and the perceived feasibility variables as mediating variables at the mediation testing stage. The test's findings indicate that the R2 value for entrepreneurial intent rises to 0.477. With this value, 47.7% of variations in changes in entrepreneurial intention variables may be explained by factors related to entrepreneurship education, perceived desirability, and perceived feasibility, while other factors account for the remaining portion. Adding two interaction variables resulted in an increase in the R2 value of entrepreneurial intention by 30.7%.
4.9 The Goodness of Fit Index and Predictive Relevance

According to Tenenhaus et al., (2005), the geometric mean or root of the average communality and average R2 for all endogenous constructs is known as the index goodness of fit (GoF). The GoF index shows the overall model's predictive power. The range of GoF values is 0 to 1. According to Akter et al., (2011), GoF values near 1 denote a good estimation of the path model. The GoF index for this study model was 0.170 before a mediating variable was added (direct effect), and it was 0.477 after a mediating variable was added (indirect impact) (Table 7). Thus, it can be stated that the structural model has strong predictive capacity (fit) both with and without the addition of mediating variables.

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>R2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perceived Desirability</td>
<td>0.328</td>
</tr>
<tr>
<td>2</td>
<td>Perceived Feasibility</td>
<td>0.207</td>
</tr>
<tr>
<td>3</td>
<td>Entrepreneurial Intention</td>
<td>0.477</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>0.377</td>
</tr>
</tbody>
</table>

Table 7 Goodness of Fit Index (GoF)
Source: Research Questionnaire Results, 2019

It is anticipated that structural models evaluated by PLS will be predictively relevant in Q-square (Q2). The predictive relevance of the observed values provided by the model and its parameter estimations is measured using Q-square (Q2) (Ghozali, 2018). If the Q2 value is greater than 0, the inner model is predictively relevant. This formula determines the Q2 value:

\[
Q2 = 1 - (1 - R12) \times (1 - Rn2)
\]

\[
Q2 = 1 - (1 - 0.328) \times (1 - 0.207) \times (1 - 0.477)
\]

\[
Q2 = 0.721
\]

According to the calculations, the inner model's Q2 value is 0.721, which indicates that this research model has excellent predictive relevance because it is greater than zero and may be used for hypothesis testing.

4.10 Hypothesis Testing Results

Results of a test to determine whether the independent factors, perceived desirability, perceived feasibility, and their interactions, had a direct impact on the dependent variable, entrepreneurial ambition. Additionally, the mediating variable's contribution to the indirect effect can be calculated using the Variance Accounted For (VAF) method. Use the indirect effect/total effect formula to get the Variance Accounted For (VAF), where the total impact
is the sum of the direct and indirect effects. The indirect influence of exogenous variables on endogenous variables through mediating variables must be considered in order to pass the VAF test. A full mediation can be said if the VAF is greater than 80%. If 20% VAF is 80%, mediation may only be partial. In the event VAF (Hair et al., 2014). According to the interpretation of the tables and graphs, the H1 claim that entrepreneurship education influences entrepreneurial ambitions is true. The calculation yields a path coefficient value of 0.017 and a t-statistic value of 0.272, both of which indicate that the result is negligible (H1 is not supported). Employees' entrepreneurial intentions cannot be increased by the implementation of good entrepreneurship education. According to hypothesis H2, perceived attractiveness acts as a mediator to affect entrepreneurial inclinations through entrepreneurship education. According to the calculations, the path coefficient value is 0.220, and the t-statistic value is 3.934 > 1.96, both of which indicate that the result is significant (H6 is supported). Despite the significance of the results, the VAF value of 9.2% means that perceived attractiveness cannot mitigate the impact of entrepreneurship education on entrepreneurial ambitions. According to hypothesis H3, perceived feasibility serves as a mediating factor between entrepreneurial goals and entrepreneurship education. According to the calculations, the path coefficient value is 0.162, and the t-statistic value is 4.099 > 1.96, both of which indicate that the result is significant (H7 is supported). The influence of entrepreneurship education on entrepreneurial inclinations can be totally mitigated by perceived feasibility by 90.5%. Table 8 displays the findings of the VAF analysis to explain the contribution of H2 and H3. According to the calculations, the path coefficient value is 0.162, and the t-statistic value is 4.099 > 1.96, both of which indicate that the result is significant (H7 is supported). The influence of entrepreneurship education on entrepreneurial inclinations can be totally moderated by perceived feasibility by 90.5%. Table 8 displays the findings of the VAF analysis to explain the contribution of H2 and H3.
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<table>
<thead>
<tr>
<th>Exogenous</th>
<th>Mediation</th>
<th>Endogenous</th>
<th>Direct</th>
<th>Indirects</th>
<th>Total</th>
<th>VAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE</td>
<td>PD</td>
<td>EB</td>
<td>0.017</td>
<td>0.220</td>
<td>0.237</td>
<td>0.092</td>
</tr>
<tr>
<td>EE</td>
<td>PF</td>
<td>EB</td>
<td>0.017</td>
<td>0.162</td>
<td>0.179</td>
<td>0.905</td>
</tr>
</tbody>
</table>

Table 8 Mediation Impact Testing Results
Information: EE (Entrepreneurship Education), EB (Entrepreneurial Intention), PD (Perceived Desirability), PF (Perceived Feasibility)
Source: Research Questionnaire Results, 2019

Discussion of Research Results

5.1 Influence of Entrepreneurship Education on Interest in Entrepreneurship

In this study, Liñán & Chen, (2009) define entrepreneurship education as the perception of students about the results or value of benefits from entrepreneurship education on the mastery of entrepreneurial knowledge and skills according to McIntyre & Roche (1999), entrepreneurship education consists of concepts and abilities that help students see possibilities and develop the motivation and confidence to start their own businesses. According to Frazier & Niehm, (2006) entrepreneurship education is a form of education that increases knowledge, skills, experience, and decision-making techniques in entrepreneurship.

As stated by Fayolle et al., (2006) entrepreneurship education is described as the process of building an entrepreneurial mentality and abilities through honing specific personal attributes. It does not solely concentrate on starting new enterprises. Entrepreneurship education includes the development of knowledge, capacity, behavior, and personal qualities in building entrepreneurship (Liñán, 2004).

In this research, entrepreneurship education is provided as one or more courses in the curriculum with a load of 3-semester credit units. Learning in each subject is given in the form of in-class lectures, assignments related to entrepreneurship, preparation of business plan documents, and entrepreneurship project-based learning. In addition to courses, entrepreneurship education is also delivered in the form of entrepreneurship programs provided within tertiary institutions, faculties, departments, or study programs such as entrepreneurship training, start-up business exhibitions, and exhibitions of student products. Entrepreneurship programs for students are also provided in the form of funding to encourage students to be able to execute their business plans.
The results of this study's structural model analysis show no correlation between entrepreneurial interest and entrepreneurship education. This shows that entrepreneurship education provided in tertiary institutions has not been able to increase student interest in entrepreneurship. This study's findings do not corroborate empirical research by other researchers (Oosterbeek et al., 2010; Souitaris et al., 2007), which demonstrates a direct relationship between entrepreneurship education and entrepreneurial interest. Research Oosterbeek et al., (2008) showed a direct relationship between the two variables, but the relationship between the two was negative. The negative influence of entrepreneurship education is caused by students becoming more realistic about their abilities to become entrepreneurs. Self-perception that arises after going through education is a negative perception. This results in low interest in entrepreneurship.

Another thing that causes a decrease in interest in entrepreneurship is the loss of student optimism about the success of their business so that students become more realistic about opportunities to become successful entrepreneurs. Research Souitaris et al., (2007) found a positive influence between entrepreneurship programs and the desire to do business. In this study, the entrepreneurship programs attended by participants, science and engineering students from two different universities, have increased student creativity. This increase in creativity is measured by the increase in creative and innovative ideas produced by students.

Valor both use students as objects, research by Oosterbeek et al., (2010) and Souitaris et al., (2007) measured the results of entrepreneurship programs using experimental methods.
using pre-test and post-test instruments accompanied by a control group (control group). Differences in the measurement methods of entrepreneurship education in the two studies compared to the methods used in this study can explain the differences in research results. Another possible explanation of these results’ differences arises from the entrepreneurship learning material presented. The form of entrepreneurship education provided in the two studies is a program that is followed based on the student’s choice. The form of the entrepreneurship program provided,

The findings of this study support those of several other investigations, including Lorz, (2011), Rodrigues et al., (2012) and Yu Cheng et al., (2009). The results found by these studies indicate the inability of entrepreneurship education or programs to increase interest in entrepreneurship. The results of some of these studies indicate several reasons why entrepreneurship education is not directly related to the desire to become an entrepreneur. Entrepreneurship education provided is still awareness education, so for some students who have a high interest in entrepreneurship at the start of the program, their entrepreneurial interest has decreased. For entrepreneurship programs that are optional and are attended by students who have an interest (passion) in entrepreneurship, education that emphasizes practical aspects of entrepreneurship (education for start-ups) is felt to be more appropriate (Lorz, 2011). Students negatively assess entrepreneurship education because of the lack of lecturer competency, inappropriate teaching methods, focus and exam orientation, only concentrating on mastery of entrepreneurship theory, and lack or absence of opportunities to practice entrepreneurship (Yu Cheng et al., 2009).

The results of this study indicate that there is no direct effect on the value of the benefits of entrepreneurship education in tertiary institutions on students' interest in entrepreneurship. Several possibilities explain this phenomenon. First, tertiary institutions' learning model is still awareness education. According to Garavan & O’Cinneide, (1994) and Liñán, (2004), the aim of entrepreneurship education, which is awareness education, is to add insight and knowledge about small business, independence and entrepreneurship as a choice in the profession. The entrepreneurship education curriculum, which is the object of this research, does not plan specifically to make its graduates entrepreneurs.

According to Bell & Bell, (2020), entrepreneurship education not only focuses on knowledge about entrepreneurship and practical entrepreneurial skills but must also be accompanied by provisions related to character building and an entrepreneurial mindset. Lack of provision in terms of character and entrepreneurial mindset is the second reason why entrepreneurship education conducted in tertiary institutions is still not able to increase student
interest in becoming entrepreneurs. Entrepreneurship courses are given in limited portions as compulsory courses and are part of the study program curriculum. The entrepreneurship programs offered are still optional for some students.

To further examine the findings from the results of this study, it is necessary to pay attention to several specific conditions on the research subject, especially on the value of the benefits students get after taking entrepreneurship education. The object of this research is entrepreneurship education held in management/business study programs at state universities (SU). As higher education institutions, universities must produce graduates who master both general and specific scientific competencies following those determined by their respective study programs. In this case, management/business study program students must master scientific and academic competencies in the management/business field. Expected entrepreneurial competence is not specifically intended to make students or graduates become entrepreneurs. This is, of course, different from several universities which focus on entrepreneurship. Similar research conducted at higher education institutions, faculties, departments or study programs on different forms of entrepreneurship education and the expected learning outcomes has the potential to produce different research findings.

5.2 Influence of Entrepreneurship Education on Interest in Entrepreneurship Mediated by Perceived Desirability

Following the TPB from Ajzen, (1991), interest in entrepreneurship is formed by attitudes toward behaviour, social norms and perceptions of control over behaviour. In several studies, attitudes toward behaviour and social norms are associated with perceived desirability in the TEE, which was first put forward by Shapero & Sokol (1982) and Guzmán-Alfonso & Guzmán-Cuevas (2012). According to Guzmán-Alfonso & Guzmán-Cuevas (2012), perceived desirability is individual interest in establishing a new business. Entrepreneurship education is expected to play an important role in shaping individual interest in entrepreneurship. Empirical research that has been done indicates a link between entrepreneurship education and perceived desirability (Peterman & Kennedy, 2003). Increasing individual perceived desirability due to entrepreneurship education is expected to increase interest in entrepreneurship. Empirically, the link between perceived desirability and entrepreneurial interest has been proven by many studies (Guzmán-Alfonso & Guzmán-Cuevas, 2012; Krueger Jr et al., 2000).
The findings of this study suggest that perceived desirability acts as a mediator in the association between entrepreneurial education and curiosity. This is reinforced by the absence of direct influence from entrepreneurship education on entrepreneurial interest. In this case, perceived desirability serves as the perfect mediator. Increasing student entrepreneurial knowledge and skills obtained from their participation in entrepreneurship education, including entrepreneurship programs, will have an impact on increasing perceptions of desire, which is reflected in increased attitudes towards entrepreneurial behaviour and subjective norms in viewing entrepreneurship. Furthermore, the increase in students' perceived desirability will contribute to their increased interest in becoming entrepreneurs.

The research in this study answers questions regarding the inconsistency of the findings of several empirical studies that examine the relationship between entrepreneurship education and interest. Several studies have found a positive influence between entrepreneurship education and entrepreneurial interest (Liñán, 2004; Souitaris et al., 2007; Walter & Dohse, 2009). A similar study conducted by Oosterbeek et al. (2010) showed a negative influence of these two variables. On the other hand, some findings from empirical studies show that there is no influence between entrepreneurship education and entrepreneurial interest (Lorz, 2011; Rodrigues et al., 2012). The results of this study indicate that entrepreneurship education does not directly affect interest in entrepreneurship.

The emergence of perceived desirability as an antecedent of entrepreneurial interest is consistent with the TPB model by Ajzen, (1991) and the TEE model by Shapero & Sokol, (1982). The findings of this study strengthen TPB from Ajzen, (1991), which shows that interest is formed from attitudes towards behaviour and the existence of subjective norms. In this study, student interest in entrepreneurship will not appear without being preceded by a tendency to entrepreneurship in students. Entrepreneurial tendencies are defined as attitudes or positive norms about entrepreneurship that exist in students.

5.3 Influence of Entrepreneurship Education on Interest in Entrepreneurship Mediated by Perceived Feasibility

This research perceived feasibility is defined as students' attitudes towards self-ability, namely ease, readiness, ability, skills, understanding and confidence to set up a business or become an entrepreneur after completing studies. This understanding is in line with several other studies which describe perceived feasibility as a level where individuals consider themselves personally capable of certain behaviours (Krueger Jr et al., 2000; Liñán et al.,
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According to Guzmán-Alfonso & Guzmán-Cuevas, (2012), the measurement dimensions of this variable can be equated with the perception of behavioural control in previous studies. According to Lorz, (2011), the perceived feasibility of this study can be compared with the concept of self-efficacy derived from Cognitive Social Learning Theory (Bandura, 1986). According to Bandura, (1986), self-efficacy is defined as the ability to perceive cognitively the abilities possessed so that it gives rise to confidence or determination that is used as the basis for individuals to try to achieve certain goals. Accordingly, perceived feasibility can also be equated with the concept of perceived attitudes towards behaviour in TPB by Ajzen, (1991).

The results of this study indicate that entrepreneurship education has an effect on perceived desirability. This shows that entrepreneurship education, including various entrepreneurship programs offered in tertiary institutions, can increase students' entrepreneurial knowledge and skills. Furthermore, increased entrepreneurial abilities and skills have an impact on increasing perceptions of students' self-abilities, namely ease, readiness, ability, skills, understanding and confidence to set up businesses or become entrepreneurs after completing studies.

Conclusion

The results of this study indicate that current entrepreneurship education in tertiary institutions is still not able to directly increase students' interest in becoming entrepreneurs. The results of this study also indicate that practical management skills are the dominant indicator in determining the value of the benefits of entrepreneurship education. This confirms that the current form of entrepreneurship education in tertiary institutions still tends to be awareness education. Perceived desirability mediates the effect of entrepreneurship education on interest. The results of this study indicate that entrepreneurship education in tertiary institutions is able to increase students' self-perceptions of the desire to become entrepreneurs. This indicates that the value of benefits in understanding the character steps to starting a business and practical management, as well as the ability to build networks and identify business opportunities after students complete entrepreneurship education, have been able to increase students' self-perceptions of the benefits of entrepreneurship, interest in starting a business, desire to set up a business, satisfaction in setting up a business and the choice to become an entrepreneur as well perceptions of environmental views for entrepreneurship. Furthermore, the increase in self-perception of students’ desire to become entrepreneurs is able
to increase students' interest in entrepreneurship. Satisfaction and interest in establishing a business successively become the most dominant thing in determining students' self-perception of the desire to entrepreneurship. Perceived feasibility mediates the effect of entrepreneurship education on students' interest in becoming entrepreneurs. The results of this study indicate the value of the benefits of entrepreneurial knowledge and abilities that occur through entrepreneurship education, able to increase perceptions of one's ability to become an entrepreneur. This indicates that through entrepreneurship education, there has been an increase in students' self-perception of ease of running a business, readiness to start a business, ability to run business processes, practical skills in starting a business, understanding to start a business project and confidence in entrepreneurship. Able to increase the perception of self-ability to become entrepreneurs. This indicates that through entrepreneurship education, there has been an increase in students' self-perception of ease of running a business, readiness to start a business, ability to run business processes, practical skills in starting a business, understanding to start a business project and confidence in entrepreneurship. Able to increase the perception of self-ability to become entrepreneurs.

Based on the findings and conclusions of this study, suggestions can be put forward that become recommendations for stakeholders in the field of entrepreneurship; namely, to increase the portion of college graduates who choose to pursue careers as entrepreneurs, it is necessary to make improvements to the form of entrepreneurship education. The current form of entrepreneurship education is still in the form of entrepreneurship learning, which is awareness education. For this reason, the form of entrepreneurship education needs to be transformed into a form of learning that emphasizes more on the steps to set up a new business. This is, of course, while still considering the university as an institution that better prepares students to excel in the field of mastery of science compared to applied science. To facilitate students who have the potential to start a new business, it is necessary to organize an entrepreneurship training program that is a start-up education, especially for students who already have a business idea, so they can execute the business idea into a business that can be managed sustainably. In this training program, students are supported by business incubation facilities by providing business mentors, access/business networking, and other resources that support the establishment and management of new businesses. This particular
entrepreneurship training program is complementary and complementary to the existing entrepreneurship education in the curriculum. For entrepreneurship educators, it is necessary to pay attention to the process of how interest in entrepreneurship is formed through entrepreneurship education. In this case, educators should focus more on efforts that can increase students' self-perceptions of entrepreneurial desires and abilities. For entrepreneurship educators, learning can be more focused on providing students with real experience on how to start, establish and manage new businesses. Through the mentoring program, students are guided so that they can go through the start-up business process in a complete, gradual and sequential manner. Potential failures that may arise in the process must be controlled so that students can bounce back to repeat the business process. This experiential-based learning process is unique and dynamic, different from one student to another, and in practice, it must be continuously monitored for the dynamics that occur.

For future research using entrepreneurship education as a variable, it is recommended to measure the value of the benefits of entrepreneurship education for students using experimental, ex-ante and ex-post methods. This can be done by giving pre-tests and post-tests to students before and after participating in entrepreneurship education. In addition, in future research designs, it is also suggested that there be a control group, namely students who do not or have not yet taken entrepreneurship education. Further research can be carried out using a broader research object. The narrow research object causes the ability to generalize the research findings to be limited. Future research can use entrepreneurship education in other study programs (eg: non-business study programs), which may have differences in the form of entrepreneurship education, as research objects. As the material for further study, it is recommended that future research use research objects at higher education institutions that focus on entrepreneurship science (for example, entrepreneurship study programs) or at private universities (PTS) that place more emphasis on vision and mission in the field of entrepreneurship. Differences in the entrepreneurship education curriculum allow for differences in research results. In future research, it is possible to optimize further the descriptive data available in this study, such as age, gender, grant recipients or not, and entrepreneurial experience, to be integrated into the research model.

References


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https://doi.org/10.1016/0883-9026(93)90029-5


Revista Gestão e Secretariado (GeSec), São Paulo, SP, v. 14, n. 8, 2023, p. 14397-14424.


Entrepreneurship education and entrepreneurship intention: perceived desirability and perceived feasibility mediation


Submetido em: 24.07.2023
Aceito em: 23.08.2023