

Antecedents Planned Behaviour as a Mediator between Entrepreneurship Education and Entrepreneurial Intention

Aminudin Azis¹, Ina Syarifah^{2*}, Sintaria Praptinasari³, Netty Lisdiantini⁴
State Polytechnic of Madiun

Corresponding Author: Ina Syarifah ina.syarifah@pnm.ac.id

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ABSTRACT

Students, as one of the intellectual groups and future pillars of reform, are viewed as individuals who need to equip themselves with entrepreneurial spirit and enthusiasm. Students are challenged to create their own jobs through innovative ideas and methods. All universities in Indonesia have integrated entrepreneurship courses into their curricula as one of the core subjects that every student is required to take. Entrepreneurship education not only provides a theoretical foundation on entrepreneurial concepts but also shapes the attitudes, behaviors, and mindset of an entrepreneur. This is seen as an investment in human capital to prepare students for starting new businesses through the integration of experience, skills, and essential knowledge for developing and expanding a business. This study aims to examine the effect of Entrepreneurship Education on Entrepreneurial Intention, mediated by the Theory of Planned Behavior. The population in this research consists of all students in Madiun City who have already taken entrepreneurship courses. The sampling technique used in this study follows a two-stage sampling approach. The first stage involves distributing questionnaires both offline and online. The sample is selected using purposive sampling based on specific population criteria. The data analysis tool employed in this research is SEM-PLS, using SmartPLS software

INTRODUCTION

The phenomenon of low interest and motivation among Indonesia's younger generation to pursue entrepreneurship has become a serious concern for various parties, including the government, educational institutions, industries, and society. Numerous efforts are being made to foster an entrepreneurial spirit, particularly in changing the mindset of young people who have traditionally been more inclined to seek employment after completing their schooling or university education. This presents a challenge for schools and universities as institutions that produce graduates. The entrepreneurial mindset and spirit play a crucial role in the world of business and the economy. Moreover, in recent times, both government officials and intellectuals have strongly emphasized the importance of entrepreneurship among students. Building an entrepreneurial spirit early on is seen as essential to creating a strong foundation for the future, ensuring that job opportunities become more widely available in a business climate driven by innovation.

Students, as one of the intellectual groups and the backbone of future reform, are considered to need to equip themselves with an entrepreneurial spirit and mindset. They are challenged to create their own job opportunities through innovative methods and ideas. All universities in Indonesia have incorporated entrepreneurship courses into their curricula as a core subject that every student must take. Entrepreneurship education not only provides a theoretical foundation on entrepreneurial concepts but also shapes the attitudes, behaviors, and mindset of an entrepreneur. This serves as an investment in human capital to prepare students to start new businesses through the integration of experience, skills, and essential knowledge needed to develop and expand a business. Entrepreneurship education can also increase students' interest in choosing entrepreneurship as a career option, in addition to careers as private sector employees, civil servants, or state-owned enterprise employees.

Universities in Madiun City have long equipped their students to become entrepreneurs through entrepreneurship courses. Several activities have been carried out within this course, including the study of entrepreneurship theories, practical entrepreneurial exercises by creating various types of products, and active participation in the student creativity program (PKM). This enables students to develop an entrepreneurial mindset and encourages them to become real entrepreneurs after graduation. However, it is necessary to further investigate whether entrepreneurship education truly fosters entrepreneurial intention among students. Therefore, research is needed to explore the antecedents of planned behavior in mediating the relationship between entrepreneurship education and entrepreneurial intention, given the importance of entrepreneurship for economic and social well-being.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education is a conscious and well-planned effort to create a learning process that enables individuals to develop maturity, innovative and creative potential, and skills, leading to the creation of new values that are beneficial for others and even themselves (Astuti, 2014). The primary goal of entrepreneurship education is to transform the behavior and intentions of students to understand entrepreneurship and adopt an entrepreneurial mindset, ultimately equipping them to become successful entrepreneurs capable of establishing new businesses and creating new job opportunities (Keat, Selvarajah, & Meyer, 2011).

Attitude

Attitude is a covert response within an individual toward an object, reflecting one's views and feelings, such as liking/disliking, agreeing/disagreeing, or considering something good/bad, and so on (Prisaria, 2012). Jahja (2011) explains that attitude is a form of evaluation or emotional reaction. Attitude is shaped by two factors: internal and external factors. Internal factors refer to how an individual selectively responds to external stimuli, such that not all incoming information is accepted or rejected. In contrast, external factors pertain to conditions outside the individual, which act as stimuli to shape or alter attitudes (Dewi, 2016). Attitude can be defined as a tendency to respond in a particular way or to provide an evaluation, either positive or negative (Kaseorg & Raudsaar, 2013).

Subjective Norm

Subjective Norm refers to an individual's perception of social pressure to perform or refrain from performing a particular behavior, as stated by Ajzen (1991). Generally, the more an individual perceives that their social referents support their engagement in a specific behavior, the more likely they are to feel social pressure to perform that behavior. Conversely, the more an individual perceives that their social referents disapprove of a certain behavior, the more likely they are to feel social pressure to avoid performing that behavior. From this definition, it can be concluded that subjective norm reflects the extent to which an individual is motivated to adhere to the opinions of others regarding a particular behavior (Normative Belief). However, if an individual perceives that it is their personal right to determine their own actions, independent of the views of those around them, they are likely to disregard others' opinions and proceed with their intended behavior.

Perceived Behavioral Control

Perceived Behavioral Control (PBC) is defined as the extent to which an individual perceives control over internal and external factors that facilitate or hinder the performance of a behavior. Control beliefs refer to an individual's perception of the presence of factors that either enable or obstruct the execution of a particular behavior. According to Ramayah, Lee, and Lim (2012), perceived behavioral control reflects an individual's ability to perform a behavior under the assumption that individuals act rationally, considering the consequences of their actions. Based on this definition, perceived behavioral control can be summarized as an individual's perception of their level of control over specific

behaviors, which encompasses beliefs about the presence or absence of factors that facilitate or impede the performance of those behaviors.

Entrepreneurial Intention

According to Wulandari (2013), entrepreneurial intentions are defined as a personal desire or interest that arises within an individual to fulfill their needs by creating a new business without fear or concern about potential risks. Krueger (1993) argues that individuals do not start a business impulsively but rather through deliberate planning and intentional decision-making. Before initiating a venture, entrepreneurs are prepared with the ability to identify and capitalize on entrepreneurial opportunities and risks, subsequently applying them innovatively into a business context.

Hypothesis

Based on the conceptual framework of this study, the hypotheses formulated are as follows:

H1: Entrepreneurship Education has a significant effect on Attitude Toward.

H2: Entrepreneurship Education has a significant effect on Subjective Norms.

H3: Entrepreneurship Education has a significant effect on Perceived Behavioral Control.

H4: Entrepreneurship Education has a significant effect on Entrepreneurial Intention.

H5: Attitude Toward has a significant effect on Entrepreneurial Intention.

H6: Subjective Norms have a significant effect on Entrepreneurial Intention.

H7: Perceived Behavioral Control has a significant effect on Entrepreneurial Intention.

The formulated hypotheses can be illustrated in the following model:

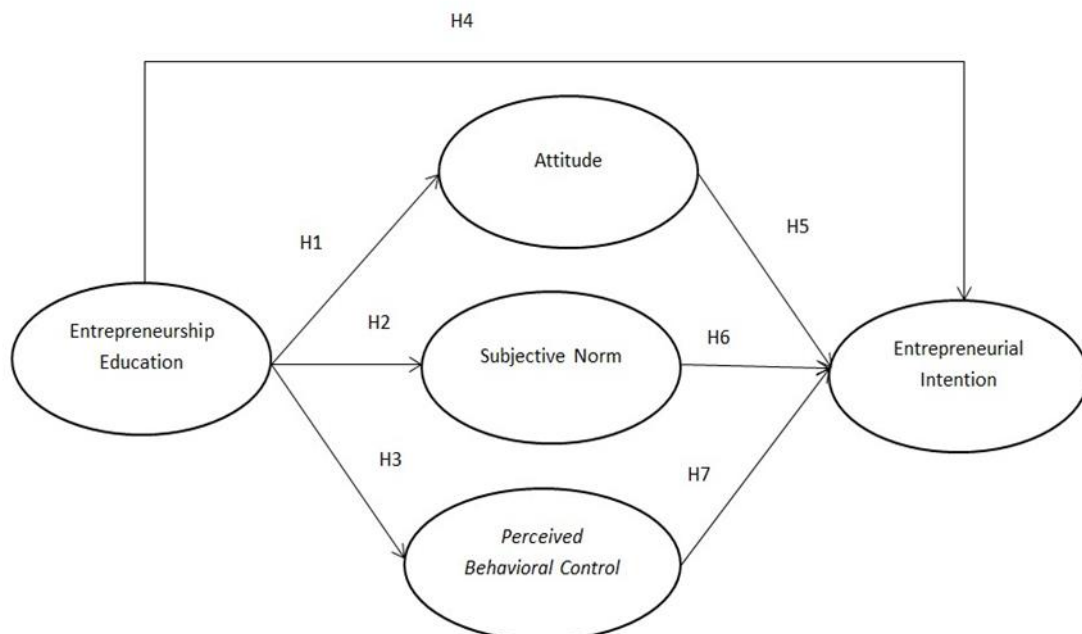


Figure 1. Hypotheses Model

METHODOLOGY

This research employs both offline and online survey methods, with the research subjects being students from universities in Madiun City, specifically Politeknik Negeri Madiun, Universitas Merdeka Madiun, Universitas Widya Mandala Madiun, Universitas Muhammadiyah Madiun, and Politeknik Perkeretaapian Madiun.

The type of research conducted is explanatory research, which aims to provide an explanation of the causal relationships between variables through hypothesis testing as well as offering an explanation. The purpose of explanatory research is to explain the position of the variables being studied, the relationships, and the influence between them, and to test hypotheses for the purpose of generalization. Based on the method of data collection, this research is categorized as survey research, aimed at gathering facts about the phenomena in the research object and seeking information in an actual and systematic manner. The approach used to analyze the research results is a quantitative approach.

The determination of the research population is the first process in sample selection. The population used in this study consists of all university students in Madiun City. The characteristics of the target population for this study are as follows:

1. University students in Madiun City
2. Have completed an entrepreneurship course

Given the large population size, but the relatively homogeneous population members (i.e., university students in Madiun City without distinguishing individual characteristics), the sample for this study was selected using non-probability sampling, specifically purposive sampling with a type of judgment sampling. Purposive sampling is sample selection based on certain considerations (Sanusi, 2017). Judgment sampling refers to the selection of a sample based on the assessment of several characteristics of sample members, adjusted to the purpose of the study (Kuncoro, 2013). According to Malhotra (2006), as stated in his marketing research book, if the population size is unknown, the sample size should be at least four or five times the number of questionnaire items. Therefore, in this study, 100 respondents were used, based on 5 times 20 (the number of questionnaire items).

RESULTS

The respondents in this study were 180 university students in Madiun City. There were 94 male respondents, while the remaining 86 respondents were female. This study shows that the majority of participants in the questionnaire were male. A total of 135 respondents expressed an interest in becoming entrepreneurs, while the remaining 45 respondents stated that they were not interested in pursuing entrepreneurship.

Reliability and Validity Test

Table 1. Reliability Test

No	Variable	Cronbach's Alpha
1	Entrepreneurship Education	0,724
2	Attitude	0,665
3	Subjective Norms	0,640
4	Perceived Behavioral Control	0,696
5	Entrepreneurial Intention	0,811

Table 1 shows that attitude toward entrepreneurship, subjective norm, perceived behavioral control, and entrepreneurial intention have values greater than 0.6, indicating that all variables are reliable. The results of the validity test for all instruments of each variable in this study show valid results, as all items have r-values greater than 0.50 0,707 Valid

Table 2. Validity Test

Item	r Hitung	Keterangan
X1.1	0,587	Valid
X1.2	0,610	Valid
X1.3	0,660	Valid
X1.4	0,590	Valid
X1.5	0,616	Valid
X2.1	0,703	Valid
X2.2	0,754	Valid
X2.3	0,794	Valid
X3.1	0,667	Valid
X3.2	0,659	Valid
X3.3	0,753	Valid
X3.4	0,529	Valid
X3.5	0,726	Valid
X4.1	0,674	Valid
X4.2	0,665	Valid
X4.3	0,640	Valid
Y1.1	0,708	Valid
Y1.2	0,661	Valid
Y1.3	0,683	Valid
Y1.4	0,793	Valid
Y1.5	0,766	Valid
Y1.6	0,749	Valid

Hypothesis Test

Hypothesis testing is used to determine the extent of the influence of two independent variables on the dependent variable. To determine whether the analysis results are significant or not, hypothesis testing is conducted. The results of the hypothesis test are presented in Table 3 as follows.

Table 3. Hypothesis Test

Hypothesis	T-Statistic	T-Value	
H1	8,161	0,000	Sign
H2	4,937	0,004	Sign
H3	4,521	0,005	Sign
H4	5,778	0,002	Sign
H5	7,990	0,000	Sign
H6	6,998	0,000	Sign
H7	5,885	0,001	Sign

DISCUSSION

The first, second, third, and fourth hypotheses state that entrepreneurial education influences attitude, subjective norm, perceived behavioral control, and entrepreneurial intention. The results of this study indicate that entrepreneurial education has a significant impact on attitude, subjective norm, perceived behavioral control, and entrepreneurial intention.

The fifth hypothesis, which states that attitude influences entrepreneurial intention, is supported. The results of this study show that attitude has a significant influence on entrepreneurial intention. This is consistent with the findings of Hussain & Norashidah (2015), which also demonstrate that attitude has a significant effect on entrepreneurial intention.

The sixth hypothesis states that subjective norm influences entrepreneurial intention. The results of this study show that subjective norm has a significant impact on entrepreneurial intention. These findings differ from the research conducted by Roselina and Nurcahya (2012), which showed that subjective norm had a significant effect on entrepreneurial intention. Rastini (2013) also conducted a study and found that subjective norm had a significant influence on entrepreneurial intention.

The seventh hypothesis states that perceived behavioral control influences entrepreneurial intention. The results of this study indicate that perceived behavioral control has a significant effect on entrepreneurial intention. This study is consistent with research conducted by Hussain & Norashidah (2015), which shows that perceived behavioral control can significantly influence students' entrepreneurial intention.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of hypothesis testing in this study, it is shown that entrepreneurship education has a significant influence on attitude, subjective norm, perceived behavioral control, and entrepreneurial intention. Attitude, subjective norm, and perceived behavioral control have a significant influence on entrepreneurial intention among university students in Madiun City. Therefore, all seven hypotheses have a significant effect, meaning that all hypotheses are accepted.

FURTHER STUDY

Conducting longitudinal research would allow for an in-depth understanding of how entrepreneurship education impacts entrepreneurial intention over time. Such studies could track students from the beginning of their education to the point of actual entrepreneurial activity and While this study focuses on a particular group, further research could explore diverse populations, including professionals, unemployed individuals, and rural entrepreneurs, to understand how entrepreneurship education impacts varying demographic segments.

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