



Entrepreneurial Intention In The Perspective Of Entrepreneurship Education And Individual Entrepreneurial Orientation

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Abstract

This study aims to examine the relationship between Entrepreneurial Education (EE), Individual Entrepreneurial Orientation (IEO), and Entrepreneurial Intention (EI) through a systematic review method based on the PRISMA approach. Data were collected from the Scopus database with studies published in the last five years (2021-2025). The results of the analysis show that entrepreneurship education has a positive effect on increasing individual entrepreneurial orientation and entrepreneurial intention. In addition, individual entrepreneurial orientation proved to be an important mediator in strengthening the relationship between entrepreneurship education and entrepreneurial intention. Other findings revealed that the effectiveness of entrepreneurship education is influenced by practical experience factors, cross-disciplinary integration, as well as learning environment support. This study confirms the importance of a structured entrepreneurship education program in building competence, confidence, and entrepreneurial readiness among university students. The implication of this study provides a new direction for the development of individual competency-based entrepreneurship curriculum.

Keyword: Entrepreneurial Intention, Individual Entrepreneurial Orientation, Entrepreneurship Education

INTRODUCTION

Entrepreneurship is one of the key elements in economic and social development in various countries (Anh et al., 2022). In the context of an increasingly competitive global economy, all countries are competing to encourage the growth of new entrepreneurs as a solution to the problem of unemployment, stagnant economic growth, and improving people's welfare (Chukwuka & Imide, 2023). Entrepreneurial intention is a fundamental element in the process of forming entrepreneurial behavior, which is the initial determinant of whether





someone will choose to start a business. As stated by Kong et al. (2020) and Jena (2020), entrepreneurial intention refers to the strong desire and commitment of individuals to engage in entrepreneurial activities. This process is not spontaneous, but through stages such as information search, mental preparation, and formulation of business goals (Santika et al., 2022; Liangxing & Yuli, 2022). Therefore, understanding the factors that drive the formation of these intentions is crucial in efforts to encourage growth in the number of new entrepreneurs.

One factor that has a strategic role in shaping entrepreneurial intentions is entrepreneurial education. This education not only provides knowledge and technical skills regarding business management, but also fosters an innovative attitude, fighting power, and understanding of risks and opportunities in the business world (Choirunnisa & Wardhana, 2024; Krisnanti & Inggawati, 2023). McMullen et al. (2024) showed that students' involvement in entrepreneurship programs in formal educational settings has a direct impact on improving their entrepreneurial orientation, which then influences the emergence of intentions to start a business.

As an extension of the role of education, the concept of Individual Entrepreneurial Orientation (IEO) comes as a framework to understand how individuals internalize the entrepreneurial values taught, and actualize them in the form of personal competencies. This concept is an adaptation of Entrepreneurial Orientation (EO) which previously focused on the organizational context (Miller, 1983; Lumpkin & Dess, 1996). Robinson et al. (2014) then encouraged the exploration of EO to the individual level, which includes five main dimensions: innovation, proactivity, risk-taking, autonomy, and competitive aggressiveness. Sahoo et al. (2019) stated that IEO represents an individual's capacity and propensity for entrepreneurial behavior, and emphasized the importance of specific and valid measures for each of these dimensions.

However, a review of the literature shows a gap in the exploration of IEO dimensions. Previous research tends to focus on three dominant dimensions, namely innovativeness, proactiveness, and risk-taking, while the other two dimensions-autonomy and competitive aggressiveness-have received relatively less attention, especially in the individual context (Rauch et al., 2009; Lyon et al., 2000). This imbalance opens room for further research that can explore more comprehensively the influence of the five dimensions of IEO on entrepreneurial intention.

The urgency of this research is even stronger when faced with the empirical reality of the national entrepreneurship level. Based on data from the Ministry of Cooperatives and SMEs in 2022, the percentage of entrepreneurs in Indonesia only reached 3.47% of the total population, still below the ideal 4% recommended for developing countries. This gap confirms the gap between the potential and actualization of entrepreneurship that needs to be bridged through data and theory-based interventions.

The purpose of this study is to examine the effect of entrepreneurial education and individual entrepreneurial orientation (IEO) on entrepreneurial intention among Indonesian youth. This study integrates the logical pathways between the three constructs to gain a more





comprehensive understanding of how education and individual characteristics contribute to the formation of entrepreneurial intention. Theoretically, this research is expected to expand empirical studies in the field of entrepreneurship by including IEO dimensions as mediating or moderating variables that are still relatively less explored. Practically, the results of this study are expected to be the basis for the development of a more competency-based entrepreneurship curriculum and provide input for the formulation of strategic policies in increasing the number and quality of young entrepreneurs in Indonesia.

The implications of this research are divided into two main domains, namely education and public policy. In the context of education, the research findings are expected to contribute to the development of a more comprehensive and competency-based entrepreneurship curriculum. This approach not only emphasizes the cognitive and technical aspects of entrepreneurship, but also encourages the formation of individual entrepreneurial character through strengthening the dimensions of Individual Entrepreneurial Orientation (IEO), such as innovation, proactivity, risk-taking, autonomy, and competitive aggressiveness. Thus, educational institutions can play a more strategic role in fostering entrepreneurial intentions from an early age. Meanwhile, in terms of policy, the results of this study can be used as a basis for formulating entrepreneurship development programs that are more adaptive and based on individual potential. Policies designed by considering the dynamics of IEO can be more targeted interventions to address the challenge of low levels of entrepreneurship in Indonesia, and encourage the birth of young entrepreneurs who are resilient and highly competitive at the national and global levels.

METHOD

The researcher conducted a systematic review analysis for previous studies relevant to the form of entrepreneurial intentions influenced by individual entrepreneurial orientation and entrepreneurship education. Then, the author combined it with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method, which includes four main stages: identification, screening, eligibility, and inclusion.

In the identification stage, the authors conducted a search for scientific articles through a trusted database, Scopus to select relevant articles. Data were collected from 2021-2025 or the last five years, because it is to get the most recent data and issues that can be raised for further research. The database was selected based on research that focuses on individual entrepreneurial orientation and entrepreneurship education as factors that influence entrepreneurial intention. Then the researcher conducted a search with the keywords “entrepreneurial education on individual entrepreneurial orientation”, and “entrepreneurial education on entrepreneurial intention”, and “individual entrepreneurial orientation on entrepreneurial intention”. To help narrow down the search process, the researcher applied filters to articles in subject areas that included social science, business, management,



accounting, economics, econometrics and finance, review articles, research articles, English language, and year of publication (2021-2025). In addition, to be included in the articles to be reviewed, the articles should address the relationship between entrepreneurial education (EE), individual entrepreneurial orientation (IEO), and entrepreneurial intention (EI). The search strategy built on this research using the PRISMA method (Haddaway et al., 2022) is described in Figure 1.

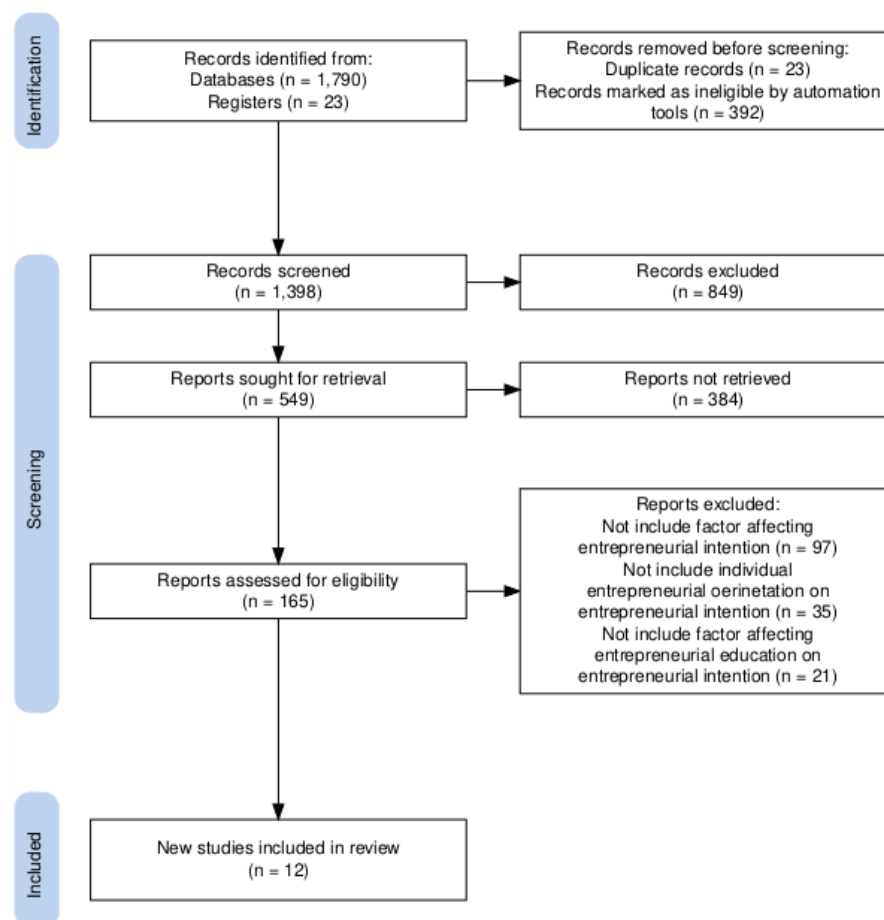


Figure 1. Article analysis using PRISMA

RESULTS AND DISCUSSION

Based on the PRISMA flowchart in Figure 1, showing the literature selection process in the Systematic Literature Review (SLR) Based on the study selection flowchart that follows the PRISMA format, the identification process begins with a data search using the themes of entrepreneurship education, attitude towards entrepreneurship, and entrepreneurial skills in the SCOPUS database which produces a total of 1,790 records and 23 articles are registered. Of

these, 23 articles were deleted because they had double data and 392 articles were deleted because they did not have abstracts and did not meet the requirements. Then 849 were deleted because they were outside the specified publication year range, which was only articles from 2019-2025. After the initial screening, 1,398 articles were left, which were then selected based on the article type document type, so only 549 reports were searched for further review. At this stage, 384 articles were eliminated because they did not meet the appropriate keyword criteria. Next, 165 reports were evaluated for accessible articles, and a total of 153 reports were eliminated because the abstracts were not relevant to the focus of the study which included “factors affecting entrepreneurial intention”, “individual entrepreneurial orientation on entrepreneurial intention”, “factors affecting entrepreneurial education on entrepreneurial intention”. Finally, only 12 studies met the inclusion criteria and were included in the final review. This process demonstrates the rigorous and systematic selection of literature that is truly relevant to the research focus.

The researcher conducted the analysis in several steps. First, we identified the titles and abstracts of all the articles and screened for relevant articles that could be continued for analysis. Then, we reviewed the content and substance of the selected articles to identify whether entrepreneurial education and individual entrepreneurial orientation are factors that influence entrepreneurial intention. Based on the screening process, 12 articles were selected, as follows;

Table 1. Review of Relevant Research

Years	Autohor	Aims	Result
2025	Zonghua Liu, Ming Zhang, Yulang Guo, Tianping Mao, Shangkun Deng, Yi Li	This study aims to examine the direct effect of EE on entrepreneurial intention (EI), as well as the mediating effects of entrepreneurial desire (EP) and entrepreneurial self-efficacy (ESE) on this relationship between EE and EI.	The results show that EE has a positive impact on EI, and that EP and ESE partially mediate this relationship between EE and EI.
2025	Cipto Wardoyo, Bagus Shandy Narmaditya, Vika Annisa Qurrata, Yogi Dwi Satrio, Sheerad Sahid	This research provides a deeper understanding of the factors that influence entrepreneurial intention and digital business creation including attitudes towards digital entrepreneurship, self-efficacy, digital entrepreneurship education and entrepreneurship incubation..	The findings of this study confirm that entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial attitudes can be predictors of entrepreneurial intentions among university students in Indonesia.

2024	Hatem Khalil, Kamarul Faizal Hashim, Mohammad Rababa, Shadi Atallah	This study investigates the influence of entrepreneurship education (EE) on the development of individual entrepreneurial orientation (IEO) and its subsequent role as a precursor to entrepreneurial intention (EI) among university students in the higher education landscape in the UAE. Existing research has explored the correlation between EE and EI, yet significant gaps remain in understanding how EE shapes students' IEO and its collective impact on EI. This investigation addresses this gap by examining the direct and indirect effects of EE on IEO, uncovering their consequential effects on university students' EI.	Empirical findings confirm the significant impact of EE in fostering IEO and EI among college students from various academic backgrounds. The mediating role of IEO in the relationship between EE and EI is particularly important. This research highlights the critical role of EE in empowering and shaping students' entrepreneurial mindset, emphasizing the need for targeted entrepreneurship programs.
2024	Anja Overwien, Lars Jahnke, Jensc Leker	Entrepreneurship education activities (EEAs) aim to promote entrepreneurship, however, existing research on the impact of EEAs on students' entrepreneurial intention (EI) shows conflicting results. Based on this research, our exploratory study examined the relationship between curricular EEA and extracurricular EEA - differentiated into lectures on start-ups, workshops, and start-up competitions - and participants' EI.	Our findings show that the EI of students who participated in curricular EEA competitions or startup competitions as assessment-based activities did not differ significantly from students who did not participate in EEA at all.
2023	Imen Ouragini, Lassaad	The purpose of this study is to examine the effect of the Interdisciplinary Program of	As a result, the Entrepreneurship Education, Content Integration, and

	Lakhal	Entrepreneurship Education on students' Entrepreneurial Intentions.	Collaboration Dimensions have each shown significant and positive effects on the elements of Student Entrepreneurial Intentions, namely the desire to become an entrepreneur and the desired Personality Traits. Actually, the Program qualifies as interdisciplinary and students agree on a great Desire to become an entrepreneur, where they see themselves qualified to become an entrepreneur and have the required Personality Traits. However, the main obstacle they expressed was that they wanted to gain more business experience.
2023	Agus Wibowo, Bagus Shandy Narmaditya, Suparno, Karuniana Dianta Arfiando Sebayang, Saparuddin Mukhtar, Muhammad Hakimi Mohd Shafia	This research paper examines the relationship between digital entrepreneurship education and digital entrepreneurial intention among Indonesian students by considering the mediating role of entrepreneurial intuition and social media usage.	This study reveals that digital entrepreneurship education has a positive effect on digital entrepreneurial intention and social media usage.
2023	Quyen Do Nguyen, Hang Thu Nguyen	This study aims to investigate the relationship between entrepreneurship education and entrepreneurial capacity as well as to ratify the mediating role of	Our findings suggest that entrepreneurship education has a positive impact on students' entrepreneurial intentions. In addition,

		students' entrepreneurial capacity.	entrepreneurship education contributes to the improvement of students' entrepreneurial capacity while students' entrepreneurial capacity contributes to the formation and development of students' entrepreneurial intention.
2022	Innocent Otache, James Edomwonyi Edopkolor, Umar Kadiri	The objectives of this study are twofold: one, to ascertain whether undergraduate students' entrepreneurial orientation, motivation and intention will significantly improve after their exposure to EE; and two, to determine whether individual entrepreneurial orientation (IEO) and entrepreneurial motivation (EM) serially mediate the relationship between EE and entrepreneurial intention (EI).	The results of serial mediation analysis show that IEO and EM independently and serially mediate the EE-EI relationship.
2022	Lata Bajpai Singh, Syed Asif Mehdi	The purpose of this study is to examine the effect of entrepreneurial orientation (EO) on entrepreneurial intention (EI) relationship among entrepreneurship students from developing countries in India. This study proposes a moderator role for openness to experience (OTE) in the interaction between EO and EI.	Based on the notion of planned behavior, this study found that OTE and EO have an interaction impact on EI.
2022	Abdul Azis Bagis	This article aims to determine the effect of entrepreneurial intention on entrepreneurial orientation of college students and test the moderation of	The results showed that a spiritual work environment can counterproductively moderate the intention to build students' entrepreneurial orientation.

		spirituality at work.	This study highlights that entrepreneurial orientation can be built with strong intentions even if workplace spirituality does not fully support work-based entrepreneurial learning.
2022	Izaías Martins, Juan P. Perez, Santiago Novoa	This paper develops and tests a model that considers the impact of entrepreneurship education programs on individual entrepreneurial orientation (IEO) and the role of IEO as an antecedent of entrepreneurial attitudes and intentions (EI) through dimensions of the Theory of Planned Behavior (TBP).	The results show that after the entrepreneurship education program, the students increased their innovativeness, proactiveness and risk-taking. The evidence is similar for the Ecuadorian and Colombian cultural contexts, suggesting a potential impact of entrepreneurship education on entrepreneurial orientation at the individual level, for which there is currently little evidence.
2022	Mahi Uddin, Rashid Ahmed Chowdhury, Nazamul Hoque, Afzal Ahmad, Abdullahil Mamun, Mohammad Nazim Uddin	This study examines the mediating role of Entrepreneurial EI (EP) in the relationship between Entrepreneurship Education (EE) and Entrepreneurial Intention (EI).	The findings offer valuable insights and guidance to policy makers and university management regarding how and when EE results in better EI among university students.

Then the researchers conducted a bibliometric review using VOSviewer to determine the relationship between topics in research on entrepreneurial intention, individual entrepreneurial orientation, and entrepreneurship education. The bibliometric results are described as follows.

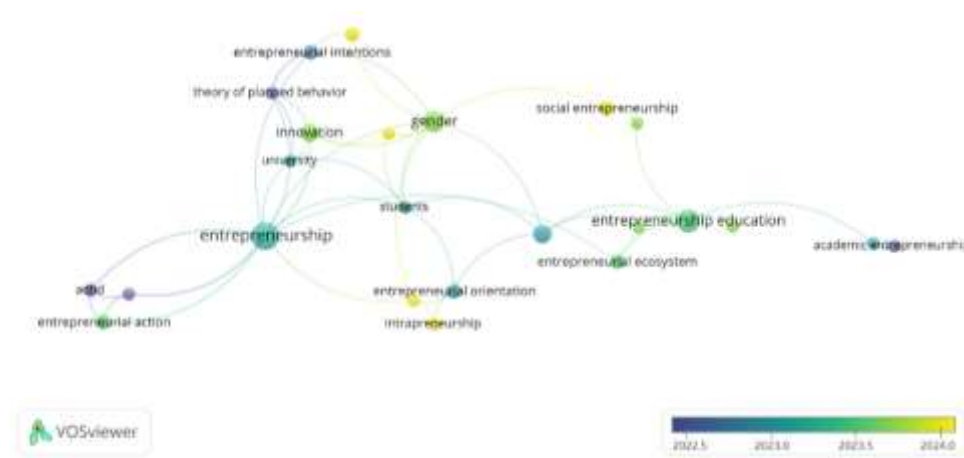


Figure 2. VOS viewer Bibliometric Visualization

This bibliometric visualization image generated using VOSviewer shows the inter-topic relationships in entrepreneurship research, with a color map representing the time progression of publications from 2022.5 to 2024.0. Blue to purple colors indicate older research, while green to yellow colors indicate more recent publications. From this visualization, it can be observed that “entrepreneurship” and “entrepreneurship education” are the main hubs or nodes that connect various other important topics such as “entrepreneurial intention,” “entrepreneurial ecosystem,” “entrepreneurial orientation” and “social entrepreneurship”. These connections indicate that entrepreneurship plays a central role in research around entrepreneurial intention and related competency development. The topic of “entrepreneurial intention” appears to be strongly connected with “entrepreneurship education,” reflecting the trend of research exploring the influence of education on entrepreneurial intention. Furthermore, “entrepreneurship” also forms an important node connected to several other topics, including “innovation” and “academic entrepreneurship,” indicating attention to innovation in entrepreneurship in academia. Topics such as “women entrepreneurship” “social entrepreneurship” and “intrapreneurship” appear in yellow, which means that these are relatively new areas in scholarly discourse, and most likely indicate new directions in entrepreneurship research, such as the relationship of women entrepreneurship to social entrepreneurship and intrapreneurship. Overall, this analysis shows that the research landscape on entrepreneurship over time has been strongly influenced by the dimensions of entrepreneurship education, entrepreneurial intention, entrepreneurial orientation, and is beginning to evolve towards entrepreneurial ecosystems and social entrepreneurship, with an expanding demographic focus.

DISCUSSION

Based on the synthesis of various previous studies, it shows that entrepreneurial education (EE) and individual entrepreneurial orientation (IEO) are two key factors in shaping entrepreneurial intention (EI). The findings of Liu et al. (2025) confirmed that EE has a direct influence on EI, with entrepreneurial passion (EP) and entrepreneurial self-efficacy (ESE) as mediators that strengthen the relationship. This suggests that the internal psychological aspects of individuals play an important role in the effectiveness of entrepreneurship education, which is in line with the focus of this study on the contribution of individual dimensions to the formation of entrepreneurial intention.

Similar findings were presented by Wardoyo et al. (2025), who emphasized that attitude towards digital entrepreneurship and self-efficacy are strong predictors of EI. This supports the view that individual orientation, reflected in attitude and self-efficacy, plays a mediating or moderating role between EE and EI. Meanwhile, Khalil et al. (2024) showed that EE not only directly impacts EI, but also significantly shapes IEO, which then acts as a mediator in enhancing EI. This finding strengthens the main hypothesis of this study that IEO is an important pathway in explaining the effect of EE on EI.

However, the results of Overwien et al. (2024) provide a critical note that involvement in EE programs, both curricular and extracurricular, does not always guarantee a significant increase in EI. This emphasizes that the quality of the program, not just the quantity, as well as the relevance to the participants' personal context, are critical success factors. The study by Ouragini and Lakhal (2023) adds that interdisciplinary educational programs that integrate content across fields have a positive impact on entrepreneurial desire, demonstrating the importance of holistic and collaborative learning approaches in shaping IEO and EI.

Research by Wibowo et al. (2023) strengthens the argument that digital competencies, including social media utilization and entrepreneurial intuition, also play a role in strengthening EI. This suggests that strengthening entrepreneurial characteristics in the digital era cannot be separated from the development of the IEO dimension. On the other hand, Nguyen and Nguyen (2023) stated that entrepreneurial capacity acts as a mediator between EE and EI, in line with the concept of IEO which includes innovation, proactivity, and risk-taking as its main elements.

Furthermore, Otache et al. (2022) showed that IEO and entrepreneurial motivation can serially mediate the relationship between EE and EI. This provides additional evidence that a multi-layered approach to individual development is required to generate maximum impact on entrepreneurial intentions. Personality factors were also found to be relevant, as indicated by Singh and Mehdi (2022), who found that openness to experience strengthens the relationship between EO and EI, signaling that the success of EE and IEO is also influenced by an individual's character traits.

Bagis' (2022) findings highlight the importance of an individual's internal drive in building EI, even in a spiritual environment, indicating that personal factors are more dominant than external factors in shaping entrepreneurial orientation. Support also comes from the research



of Martins et al. (2022) and Uddin et al. (2022), which state that entrepreneurship education is effective in increasing the dimensions of innovativeness, proactiveness, and risk-taking in individuals, the main dimensions of IEO that are the focus of this study.

Overall, this synthesis leads to four important conclusions, there are:

1. Entrepreneurial Education (EE) Directly Affects Entrepreneurial Intention (EI). This research confirms that participation in entrepreneurial education directly increases an individual's intention to start a business. EE not only equips participants with technical knowledge and skills, but also influences psychological aspects relevant to entrepreneurship, such as opportunity perception and readiness to act.
2. Individual Entrepreneurial Orientation (IEO) Acts as a Mediator between EE and EI. The findings show that IEO-which includes the dimensions of innovativeness, reactivity, risk-taking, autonomy, and competitive aggressiveness-significantly mediates the effect of EE on EI. This means that effective entrepreneurship education is able to foster and strengthen individual entrepreneurial orientation as a pathway to forming entrepreneurial intentions.
3. Internal Psychological Dimensions, such as Self-Efficacy and Passion, Strengthen the Effect of EE on EI. Factors such as entrepreneurial self-efficacy (ESE) and entrepreneurial passion (EP) strengthen the relationship between entrepreneurship education and entrepreneurial intention. This means that EE programs that are able to generate self-confidence and deep interest in entrepreneurship will be more effective in producing future entrepreneurs.
4. The success of EE is not only determined by its intensity, but also by its quality and relevance to the individual. The study results show that not all forms of entrepreneurship education have a significant impact on EI. The quality of the learning experience, the relevance of the material to individual needs, and the integration of interdisciplinary and digital approaches are key to the effectiveness of EE in shaping entrepreneurial orientation and intention.

Thus, strengthening entrepreneurial intentions requires an integrated approach that combines a quality entrepreneurship curriculum, the formation of adaptive and proactive individual orientations, and public policy support that supports the development of entrepreneurship based on personal potential and uniqueness. The overall findings provide theoretical and practical contributions in expanding the understanding of the pathways of entrepreneurial intention formation as well as its strategic implications for education and national entrepreneurship policy formulation.

CONCLUSION

Education (EE) has a significant influence on entrepreneurial intention (EI), with individual entrepreneurial orientation (IEO) as a key mediator in the relationship. The key dimensions of IEO namely innovativeness, proactiveness, risk-taking, competitive aggressiveness and autonomy play an important role in strengthening the impact of education on the formation of entrepreneurial intention among young people. In addition, internal factors such as entrepreneurial self-efficacy and entrepreneurial passion were also shown to strengthen





the effectiveness of entrepreneurship education in promoting the intention to start a business. This finding confirms that effective educational interventions focus not only on the transfer of business knowledge, but also on the development of individual character and competencies that underlie entrepreneurial behavior.

Based on the results of this study, it can provide suggestions for educational institutions and entrepreneurship program designers, it is important to: (1) Design a curriculum that not only emphasizes theoretical aspects, but also builds practical competencies, innovative mentality, risk-taking ability, and proactivity in students. (2) Strengthen experiential learning activities such as business simulations, startup incubators, or entrepreneurial competitions to foster the IEO dimension. (3) Pay attention to the development of self-efficacy and entrepreneurial passion through mentoring and role models in the educational process. (4) Encourage a cross-disciplinary approach in entrepreneurship education to be more adaptive to today's business challenges, including digitalization.

Social and Economic Implications.

Socially, this approach can encourage the creation of young people who are more independent, innovative, and adaptive to the dynamics of the labor market, thereby reducing dependence on increasingly limited formal employment. Meanwhile, from an economic perspective, well-facilitated entrepreneurial growth has the potential to increase the number of productive new entrepreneurs, which in turn can expand job creation, strengthen the local economic base, and encourage sustainable national economic growth. This implication confirms the importance of integrated public policy support through educational regulations, business incubation programs, and entrepreneurship incentives that not only focus on technical training, but also build individual capacity based on the IEO dimension. Thus, synergy between education and state policy is key in creating an inclusive and competitive entrepreneurship ecosystem.

This study has several research limitations. First, this research is a synthesis of various previous studies and does not involve primary data collection, so direct empirical analysis of specific contexts, such as the characteristics of Indonesia's young generation, cannot be done. Second, the literature reviewed comes from various countries with diverse cultural backgrounds and methodologies, which may limit the generalizability of the findings and their specific applicability in Indonesia. Third, the focus on the dimensions of Individual Entrepreneurial Orientation (IEO) in this study is still limited, especially on the dimensions of competitive aggressiveness and autonomy which have not been explored much in depth in the analyzed literature, so the understanding of the overall role of IEO is still less comprehensive. Fourth, this study focuses more on individual internal factors and entrepreneurship education, while external variables such as public policy support, macroeconomic conditions, and social networks have not received sufficient attention, even though these factors also have an important role in shaping entrepreneurial intentions. Therefore, future research is recommended to overcome this limitation with a more comprehensive and contextualized approach.





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