

Entrepreneurial Intention: The Mediating Role Of Entrepreneurial Mindset And Entrepreneurship Education

Regita Putri Utami¹

¹Management Programme - Faculty of Economics and Business, Muhammadiyah University Purwokerto, Indonesia.

Fatmah Bagis²

²Management Programme - Faculty of Economics and Business, Muhammadiyah University Purwokerto, Indonesia.

Hengky Widhiandono³

³Management Programme - Faculty of Economics and Business, Muhammadiyah University Purwokerto, Indonesia.

Alfato Yusnar Kharismasyah⁴

⁴Management Programme - Faculty of Economics and Business, Muhammadiyah University Purwokerto, Indonesia.

Corresponding author : fatmahbagis2014@gmail.com

Abstract

This study aims to examine the relationship between entrepreneurship education, entrepreneurial culture and entrepreneurial intention and investigate the mediating role of entrepreneurial mindset and entrepreneurship education in the relationship between entrepreneurship education and entrepreneurial intention. This study was conducted on 327 active students of the faculty of economics and business at the 3 largest universities in Purwokerto, Indonesia. Sampling was conducted using stratified random sampling technique that fulfils the required criteria, and questionnaires were distributed directly. Data analysis using SEM-PLS with Smart Partial Least Squares (SmartPLS) software. This study shows that an entrepreneurial mindset has successfully accelerated students' entrepreneurial intentions. Partially, entrepreneurial culture has an impact on entrepreneurship education and entrepreneurial intention. In addition, entrepreneurship education and entrepreneurship culture have a strong correlation with students' entrepreneurial mindset. Contrary to expectations, this



study found no significant difference between entrepreneurship education and students' entrepreneurial intention. This result implies that the university has positioned itself as an important intervention in encouraging students' intentions through an effective entrepreneurship education model.

Keywords : education entrepreneurship, culture entrepreneurship, entrepreneurial intention, entrepreneurial mindset.

INTRODUCTION

The population of Indonesia in mid-2024 is estimated to reach 281.6 million people. The high population will have an impact on economic and social conditions. One of the issues that has become an important concern for developing countries, such as Indonesia, is the increasing number of unemployment and poverty. Based on BPS data, as of February 2021, of the total 205.36 million working-age population, 8.6 million people were unemployed. The largest increase in unemployment occurred in the young group aged 20-29 years. Of that number, 17.66% of youth aged 20-24 years and 9.27% of youth aged 25-29 years are unemployed. Despite diversity and rapid economic growth, poverty is still a problem in Indonesia (Lasaksi et al., 2023). With diverse problems, poverty and high unemployment caused by the ratio of job opportunities to education graduates has become one of the main problems faced by Indonesia (Amadea & Riana, 2020); (Sarabhai, 2015). The complexity of poverty requires thorough research into the factors that contribute to poverty persistence and potential ways to address them (Lasaksi et al., 2023).

In Indonesia, entrepreneurship plays an important role in the national economy. The Indonesian government has issued Presidential Regulation No. 2 Year 2022 on National Entrepreneurship Development to encourage entrepreneurship growth until 2024, with an ideal target of 3.95% of the total population. Currently, the entrepreneurship rate in Indonesia is around 3.47% of the total population, indicating significant room for growth in this sector (Sutrisno, 2022); (Widhiandono & Yuliawati, 2024). Entrepreneurship is an important component in the poverty alleviation process (Lasaksi et al., 2023). The underlying reason is that entrepreneurship can reduce social and economic problems such as unemployment, poverty, and living standards. Evidence also shows that entrepreneurship can increase people's income and welfare through the creation of new jobs (Liñán & Fayolle, 2015). In addition, Naminse et al. (2018) revealed that entrepreneurship has a relationship with poverty alleviation as well as



regional development and economic growth. Much literature supports the idea that entrepreneurship contributes to playing an important role in the economy of every country (Bilgiseven & Kasimoğlu, 2019; Fragoso et al., 2019; Padi et al., 2022; Turulja et al., 2020).

The business world is experiencing significant changes as a result of globalisation and rapid change (Mika Melliani & Defri Triadi, 2023). Strong business skills are increasingly required due to technological advances, changing market dynamics, and demands for innovation (Mika Melliani & Defri Triadi, 2023). To be successful in today's dynamic and competitive business world, students must be equipped with the necessary knowledge and skills. (Mika Melliani & Defri Triadi, 2023). So that the development of entrepreneurial intention is significantly influenced by factors such as entrepreneurship education, entrepreneurial culture, entrepreneurial intention and entrepreneurial mindset.

Entrepreneurship education emerges as an answer to the complexity of these challenges (Ambrose, 2023; Care et al., 2018). However, the success of entrepreneurship education depends on the teaching of concepts and the ability of educational institutions to apply active and appropriate learning methods (Manuputty et al., 2024). By deeply understanding the context of economic change and industry needs, entrepreneurship education becomes an important driver for developing students' entrepreneurial skills. Creating an environment that supports innovation, creativity and business skills development is also an important part of the effort to produce graduates who are able to compete in the global business arena (Mika Melliani & Defri Triadi, 2023).

Entrepreneurship education is also a means to change a person's attitude and mindset so that they want to become an entrepreneur (Kusumarini, 2003). According to (Mika Melliani & Defri Triadi, 2023), another factor that influences entrepreneurial intention is entrepreneurial culture. Entrepreneurial culture can be defined as a way of thinking and behaving that shapes mindsets, creates values and attitudes that stimulate creativity and innovation (Roeslie & Arianto, 2022).

Fayolle and Linan (2014); Akmaliah et al. (2016) suggest the notion of an entrepreneurial mindset as a particular thought that orientates individual behaviour towards activities and outcomes related to entrepreneurship. In addition, researchers also argue that an entrepreneurial mindset is closely related to a person's way of thinking or state of mind (conscious or unconscious) or a person's point of view in looking at the world, thus influencing a person's tendency to entrepreneurship and success in these activities (Saptono et al., 2020). Solesvik et al. (2013) state that entrepreneurship education plays an important role in improving



entrepreneurial mindset. Shepherd et al. (2010) support this view and have verified that an entrepreneurial mindset provides potential insights into some of the outcomes and circumstances required for the study of entrepreneurship.

This study is a replica study of a previous study (Mukhtar et al., 2021a). This study investigates the relationship between entrepreneurship education, entrepreneurial culture, and entrepreneurial intention and investigates the mediating role of entrepreneurial mindset and entrepreneurship education. Some previous studies say that research. The current research has only examined the same population consisting of management students (Hassan et al., 2021) and the same university, which means that the research findings cannot be generalised to other universities, meaning that in the same university the findings do not have to be the same as other universities (Roeslie & Arianto, 2022). Further research is needed with a larger population because this research is still very limited and tends to be a homogeneous population (Mukhtar et al., 2021a). So this research tries to examine three universities that have the largest students in Purwokerto and apply the entrepreneurship course including Muhammadiyah Purwokerto University (UMP), Jenderal Soedirman University (UNSOED) and Prof. K.H. Saifuddin Zuhri State Islamic University (UIN SAIZU).

LIERATURE REVIEW

Social Cognitive Theory (SCT)

Social cognitive theory refers to a learning theory that focuses on self-efficacy learning, modelling, and individual observation (Bandura, Albert, 1999). The theory states that individuals are more likely to achieve their goals if they perceive their skills and abilities as capable of achieving the desired outcomes (Bandura, Albert, 1999). SCT explains learning as a dynamic interaction between person, environment and behaviour. So this research is relevant to the theory of human resource management because it is related to individual behaviour in deciding the desire to become an entrepreneur.

Entrepreneurship education helps individuals to improve their social cognition, organise their thinking continuously and make their entrepreneurial actions more purposeful, logical and significant. This study uses social cognitive theory to show the interaction between cognitive variables with the level of entrepreneurship education and entrepreneurial culture in improving their ability. The ability to develop an entrepreneurial mindset which in turn affects entrepreneurial intention (Yuan et al., 2020).

The Effect of Entrepreneurial Culture on Entrepreneurial Intention



Entrepreneurial culture can be defined as the values, habits and skills possessed by a community or individuals that involve innovation and creativity (Danish et al., 2019). Entrepreneurial culture in educational institutions plays a role in encouraging students to increase self-confidence and creativity (Bogatyreva et al., 2019). It also includes students' awareness of the opportunities of being an entrepreneur versus being a worker in the future (Arranz et al., 2019). Previous research and empirical evidence largely support that entrepreneurial culture can stimulate intention to become entrepreneurial (Maheshwari et al., 2023). Entrepreneurial intention is also defined as a state of mind that will guide a person to create new business concepts and a career in entrepreneurship (Chhabra et al., 2020).

H1 : Entrepreneurial culture has a positive effect on entrepreneurial intention.

The Influence of Entrepreneurial Culture on Entrepreneurial Mindset

Several previous studies have shown that an entrepreneurial mindset can be influenced and learnt through an individual's knowledge and interaction with culture and environment (Mathisen & Arnulf, 2013 cited in Mukhtar et al., 2021). Shepherd et al. (2010) and Jabeen et al. (2017) cited by Mukhtar et al. (2021) state that an entrepreneurial culture in an institution actively encourages students to learn and expand their knowledge and mindset. Mukhtar et al. (2021) have proven this, an entrepreneurial culture does have a positive impact on entrepreneurial mindset. (Mukhtar et al., 2021)

Entrepreneurial mindset can be influenced by entrepreneurial culture in entrepreneurship (Ratnamiasih et al., 2024). To explain this relationship, social cognitive theory (SCT) is used in this study. Social cognitive theory shows the interaction between cognitive variables, environmental factors, culture, and individual behaviour (Bandura, 2001). Some previous research shows that individual interaction and knowledge with current culture and environment can influence and learn entrepreneurial mindset (Mathisen & Arnulf, 1970).

H2 : Entrepreneurial Culture has a positive effect on Entrepreneurial Mindset.

The Effect of Entrepreneurial Culture on Entrepreneurship Education

Entrepreneurial culture is defined as a way of thinking and behaving that shapes students' mindset, creating values and attitudes that stimulate creativity and innovation (Genoveva, 2019; Mukhtar et al., 2021; Prasetyo, 2019). Culture in society or educational organisations also has a link to entrepreneurship education. Education is a medium for society to realise a fundamental



and objective inculcation to embed entrepreneurship education in the entire curriculum at all levels of education (Nowinski et al., 2019). One aspect of this cultural influence can be seen in the number of educational institutions that teach entrepreneurship courses (Farny et al., 2016). Entrepreneurial culture is aligned with the entrepreneurial view that heroic so that the industrialised and modernised business structure is maintained (Sesen & Pruett, 2014).

H3 : Culture Entrepreneurship effect positive on entrepreneurship education.

The Effect of Entrepreneurship Education on Entrepreneurial Intention.

Entrepreneurship education is an overall educational activity with the ultimate goal of developing students' entrepreneurial intentions (Li & Wu, 2019). In addition, Viaz and Rivera-Cruz (2020) provide a different interpretation of the concept of entrepreneurship education as a teaching and learning activity that can determine business attitudes such as independence, creativity, innovation or risk-taking, and business creation. The entrepreneurship education model in universities equips students with the skills to pursue entrepreneurial careers, especially in the field of entrepreneurship course material. This implies that entrepreneurship education has a strong correlation with entrepreneurial intention (Hassi, 2016; Khalifah & Dhiaf, 2016).

H4 : Entrepreneurship education has a positive effect on entrepreneurial intention.

The Mediating Role of Entrepreneurial Mindset on Entrepreneurial Intention

An entrepreneurial mindset is defined as the propensity to discover, evaluate and explore opportunities. Entrepreneurs are those whose careers range from ventures within established organisations and independent ventures. (Roeslie & Arianto, 2022). Mukhtar et al. (2021) state that an entrepreneurial mindset is necessary for a student to face change and build creative thinking in the face of a new economy. Mukhtar et al. (2020) explain that the mindset is characterised by awareness of opportunities, risks, tolerance for ambiguity, and optimism in running a business that leads to entrepreneurial intentions.

H5 : Entrepreneurial mindset has a positive effect on entrepreneurial intention.

The Mediating Role of Entrepreneurial Mindset on Entrepreneurial Culture and Entrepreneurial Intention

Some preliminary studies have shown the belief of entrepreneurial mindset as a particular thought that drives individual behaviour towards culture and entrepreneurship-related outputs (Akmaliah et al., 2016; Linan & Fayolle, 2015). To explain how the role of



entrepreneurial mindset mediates entrepreneurship education and culture on entrepreneurial intention, we refer to the Social Cognitive Theory (SCT) by Bandura (2001). In detail, SCT proposes an interaction between cognitive variables, environmental factors including culture, and individual behaviour (Bandura, 2001).

A recent study by Cui et al. (2019) shows that SCT provides a consistent framework for understanding the role of determinants in comprehensive entrepreneurship education, particularly from a cognitive psychology perspective. Previously, Winkler and Case (2014) applied SCT theory to the context of entrepreneurship education and developed a dynamic framework for the impact of entrepreneurship education that contributes to investigating how entrepreneurship education factors can influence students' cognitions and subsequent entrepreneurial intentions. Winkler (2014) and Cui et al. (2019) further identified cultural, curriculum, and non-academic factors such as learning activities or experiences that impact cognitive components such as entrepreneurial mindset, inspiration, motivation, self-efficacy, and entrepreneurial intentions. In summary, entrepreneurial culture and entrepreneurship education lead to mindset changes and emotional changes (Gibb, 2002; Haynie et al., 2010), which ultimately affect students' intentions. Based on this description, this study contributes to the framework of Winkler (2014) and Cui et al. (2019) by emphasising the entrepreneurial mindset variable as a new type of cognitive variable. Referring to the SCT theory, entrepreneurship education and entrepreneurial culture affect the entrepreneurial mindset and entrepreneurial intention of students.

H6 : Entrepreneurial mindset mediates the influence of entrepreneurial culture and entrepreneurial intention.

The effect of mediation Education Entrepreneurship on Entrepreneurial Culture and Entrepreneurial Intention

Entrepreneurship education refers to an educational system that provides students with entrepreneurial skills, inspiration, and knowledge to pursue entrepreneurship. Entrepreneurship education helps to create business ideas in individuals and encourages them to become entrepreneurs, resulting in an increase in entrepreneurial intention in them by Fayolle et al. (2006). Integrating entrepreneurship into the education system was found to be one way of expanding the culture of entrepreneurial thinking (Wardana et al., 2020).

Entrepreneurial culture has a very good role in developing entrepreneurial intentions. Cultural context can influence the actualisation of intentions, suggesting a dynamic interaction



between culture and entrepreneurial behaviour (Bogatyreva et al., 2019). According to Schlaegel et al. (2013), national culture has a direct and indirect influence on entrepreneurial intentions.

According to the findings of Huyghe and Knockaert (2015), the presence of a strong organisational culture and environment has a positive effect on individual performance. tendency to engage in entrepreneurial activities. Entrepreneurship education and entrepreneurial culture significantly influence students' propensity for entrepreneurship, as stated by Mukhtar et al. (2021). Pruett et al. (2009) and Moriano et al. (2012) found that entrepreneurial ambitions among university students are influenced by cultural differences, which impact young people's entrepreneurial attitudes and intentions.

H7 : Entrepreneurship education mediates the influence of entrepreneurial culture and entrepreneurial intention.

RESEARCH METHODS

This research is a replica study of previous research (Mukhtar et al., 2021a). This study was conducted by researchers using a quantitative approach to test how entrepreneurship education, entrepreneurial culture, and entrepreneurial mindset explain entrepreneurial intention. In addition, this study also examines the mediating role of entrepreneurial mindset and entrepreneurship education on entrepreneurial intention. So this research has seven hypotheses that will be analysed.

This research uses primary data, where information is collected by researchers through survey or questionnaire methods (direct questionnaires in the form of papers or booklets and indirect questionnaires in the form of Google Forms). Then the questionnaire was filled in by respondents whose criteria had been determined by the researcher. The data collection technique uses stratified random sampling technique, while the technique used to calculate the number of samples through the slovin technique. The criteria for respondents who filled out the questionnaire were students of the faculty of economics and business from public and private universities in Purwokerto who applied entrepreneurship courses, namely, Muhammadiyah Purwokerto University, Prof. KH. Saifuddin Zuhri State Islamic University Purwokerto and Jenderal Soedirman University Purwokerto. Each answer chosen by the respondent has its own value which is arranged using stages according to the five points on the Likert scale with Likert values, one strongly disagree, two disagree, three neutral, four agree, and five strongly agree. A total of 38 questionnaire items were distributed in November - December 2024, 327 students were collected who answered and completed the survey out of 1793 total population. The



analysis used by researchers in conducting this research is SEM-PLS using Smart Partial Least Square (SmartPLS) software.

The variables in this study consist of entrepreneurial education as the independent variable (X1), entrepreneurial culture as the independent variable (X2), entrepreneurial mindset as the mediating variable (M), and entrepreneurial mindset as the dependent variable (Y). Researchers took items from several references as questionnaire materials. First, researchers took items for the Entrepreneurial Education variable which referred to Hasan et al. (2017); Denanyoh et al. (2015) which totalled six indicators. Second, researchers took items for the Entrepreneurial Culture variable which referred to MacKenzie et al. (2011); Ireland et al. (2009) which totalled 19 indicators. Third, researchers took items for the Entrepreneurial Mindset variable which referred to Mathisen and Arnulf (2013) which totalled seven indicators. Then the last researcher took items for the Entrepreneurial Intention variable which refers to Krueger et al. (2000) which consists of six indicators.

RESULT AND DISCUSSION

Table 1. Respondent Demographics

Identitas	Keterangan	Frequency	Percentage
Asal Universitas	Universitas Muhammadiyah Purwokerto	144	44.1
	Universitas Jendral Soedirman Purwokerto	135	41.3
	UIN Prof. K. H. Saifuddin Zuhri Purwokerto	45	13.9
Jenis Kelamin	Laki-laki	54	16.5
	Perempuan	273	83.5
Usia	<18 tahun-20 tahun	190	58.
	>20tahun-25tahun	136	41.6
	>25 tahun	1	.3

Table 1. Shows the demographic results of respondents. The value obtained at the origin of the university was dominated by Muhammadiyah Purwokerto University as many as 141 respondents (43.1%). The value in gender shows that respondents are dominated by female respondents as many as 273 respondents (83.5%). The age of respondents is dominated by students with an age range of <18 years-20 years as many as 190 respondents (58%).



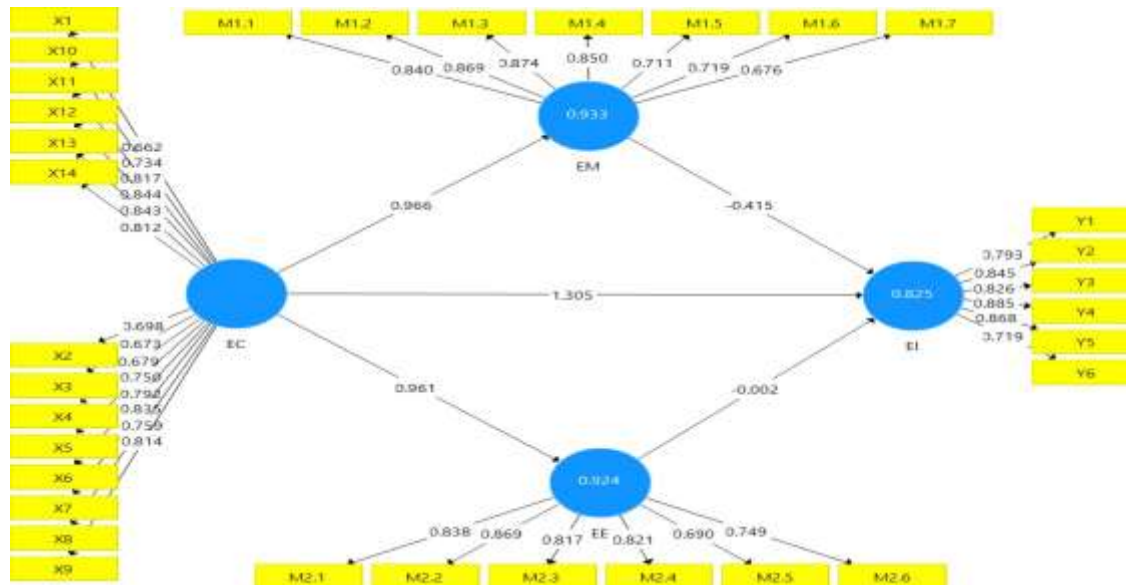


Figure 1. SEM-PLS model analysis results

This data analysis was carried out in 2 rounds by eliminating indicators EC15, EC16, EC17, EC18, and EC19 because they had an outer loading value below 0.5. While the outer loading value can still be tolerated between 0.5-0.6 (Chin, 1998; Ghozali, 2015) and below 0.50 can be excluded from the analysis (Ghozali, 2015).

The following is data management carried out by applying the PLS 3 method.

The use of PLS is for data analysis to produce a more comprehensive understanding of the relationship between variables. The results of the PLS test can also create new insights that may need to be expressed in the form of simple analyses (Wibowo et al., 2023). The results of his research can be seen as follows :

Table 2. Outer Loading

	Culture Entrepreneurship	Education Entrepreneurship	Intention Entrepreneurship	Mindset Entrepreneurship
EM1				0,840
EM2				0,869
EM3				0,874

EM4				0,850
EM5				0,711
EM6				0,719
EM7				0,676
EE1		0,838		
EE2		0,869		
EE3		0,817		
EE4		0,821		
EE5		0,690		
EE6		0,749		
EC1	0,662			
EC10	0,734			
EC11	0,817			
EC12	0,844			
EC13	0,843			
EC14	0,812			
EC2	0,698			
EC3	0,673			
EC4	0,679			
EC5	0,750			
EC6	0,792			
EC7	0,835			
EC8	0,759			
EC9	0,814			
EI1			0,793	
EI2			0,845	
EI3			0,826	
EI4			0,885	
EI5			0,868	
EI6			0,719	

Based on Table 2. The results show that all indicators are declared feasible for research and can be used for further analysis, the data above shows that no variable indicator has an outer loading value below 0.5, which means it is considered sufficient to meet the requirements of



convergent validity.

Table 3. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Culture Entrepreneurship	0,946	0,948	0,952	0,589
Education Entrepreneurship	0,886	0,891	0,914	0,640
Entrepreneurial Intention	0,905	0,906	0,927	0,680
Mindset Entrepreneurship	0,901	0,910	0,923	0,632

Based on Table 3. Above shows that the value of Construct Reliability and Validity of entrepreneurial culture variables, entrepreneurship education, entrepreneurial mindset to entrepreneurial intention is greater than 0.5, so all these variables can be declared reliable.

Table 4. R Square Value

	R Square	R Square Adjusted
Entrepreneurship Education	0,924	0,923
Entrepreneurial Intention	0,825	0,823
Entrepreneurial Mindset	0,933	0,933

Based on Table 4. Above shows the Adjusted R Square value on Entrepreneurship Education of 0.923, this value indicates that entrepreneurial culture, and entrepreneurial mindset can explain the entrepreneurship education variable by 92.3%. So it can be concluded that the R Square value is declared strong. The Adjusted R Square value on Entrepreneurial Intention of 0.823 indicates that entrepreneurship education, entrepreneurial culture and entrepreneurial mindset can explain the entrepreneurial intention variable by 82.3%. So it can be concluded that the value of R Square Adjusted on entrepreneurial intention is declared strong. R Square Adjusted value on Entrepreneurial Mindset of 0.933 the value indicates that entrepreneurship education and entrepreneurial culture can explain the mindset variable entrepreneurship by 93.3%. So it can be



concluded that the R Square value is declared moderate.

Table 5. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (O/STDEV)	P Values	Description
H1 Entrepreneurial Culture -> Intention Entrepreneurship	1,305	1,292	0,230	5,673	0,000	Accepted
H2 Entrepreneurial Culture -> Mindset Entrepreneurship	0,966	0,966	0,005	196,356	0,000	Accepted
H3 Entrepreneurial Culture -> Education Entrepreneurship	0,961	0,961	0,005	202,916	0,000	Accepted
H4 Entrepreneurship Education -> Intention Entrepreneurship	-0,002	0,003	0,126	0,013	0,990	Rejected
H5 Entrepreneurial Mindset -> Intention Entrepreneurship	-0,415	-0,408	0,128	3,241	0,001	Accepted

H6 Entrepreneurial Culture -> Entrepreneurial Mindset -> Intention Entrepreneurship	:	-0,401	-0,394	0,124	3,247	0,001	Accepted
H7 Entrepreneurial Culture -> Entrepreneurship Education -> Intention Entrepreneurship	:	-0,002	0,003	0,121	0,013	0,990	Rejected

Based on Table 5. The resulting p-value is below the significance level, so it can be concluded that the resulting value is statistically significant (Sholihin & Ratmono, 2020). The first hypothesis, second hypothesis and third hypothesis show a significant positive effect on entrepreneurial intention because they have a p-value below 0.05. The fourth hypothesis shows insignificant influence between entrepreneurship education on entrepreneurial intention, it shows that hypothesis 4 is rejected, because it has a p-value greater than 0.05. Based on this analysis, it shows that although entrepreneurial culture and entrepreneurial mindset are very important in shaping entrepreneurial intentions, educational factors alone do not significantly influence these entrepreneurial intentions without the mediation of entrepreneurial mindset. This finding suggests that enhancing entrepreneurial culture and developing a supportive entrepreneurial mindset are important strategies to foster entrepreneurship among individuals (Handayati et al., 2020).

The fifth hypothesis is entrepreneurial mindset on entrepreneurial intention. This shows that the sixth hypothesis is accepted because it has a p-value of less than 0.05. Next is to test the mediation hypothesis. The sixth hypothesis that entrepreneurial mindset mediates the effect of entrepreneurial culture and entrepreneurial intention. The findings show that the p-value is 0.001, thus the sixth hypothesis is accepted. The seventh hypothesis is that Entrepreneurship Education



mediates the influence of Entrepreneurial Culture and Entrepreneurial Intention. This finding is not supported because the statistical significance value of the p-value is more than 0.05, thus the seventh hypothesis is rejected.

DISCUSSION

The Effect of Entrepreneurial Culture on Entrepreneurial Intention

This study confirms that entrepreneurial culture can explain students' intention to become entrepreneurs. This research is in accordance with Social Cognitive Theory (SCT) by (Bandura, Albert, 1999), which shows the relationship between entrepreneurial culture and entrepreneurial intention. cognitive variables, environmental factors, culture and individual behaviour. The fundamental reason is that the culture in an institution encourages students to learn and develop to become more confident. This implies that the good culture that has been provided in universities encourages students to be more open in accepting new information and knowledge needed for entrepreneurial activities. In addition, the findings of this study noted that universities have successfully provided creative ideas for entrepreneurship as an alternative career. Students have also been provided with knowledge about entrepreneurship that makes them capable and expert in the business field. The results of this study support some previous scholars (Ao & Liu, 2014).

The Influence of Entrepreneurial Culture on Entrepreneurial Mindset

In addition to the first hypothesis, entrepreneurial culture is expected to have a positive impact on entrepreneurial mindset. The findings of this study are in accordance with social cognitive theory (SCT) by (Bandura, Albert, 1999), which shows the relationship between cognitive variables, environmental factors, culture, and individual behaviour. Referring to social cognitive theory, one type of individual cognitive variable that is influenced by entrepreneurial culture, entrepreneurship education, and entrepreneurial mindset is one of them, in this case curriculum and extracurricular activities. Similarly, this finding supports some preliminary studies conducted by Mathisen and Arnulf (2013); Cui et al. (2019), who said that interaction with culture and current situation through one's prior knowledge can influence and learn entrepreneurial mindset. The results are consistent with observations in previous studies by Shepherd et al. (2010); Jabeen et al. (2017), which mentioned that students who participated in this study thought that the entrepreneurial culture in an institution actively encouraged them to learn and improve their entrepreneurial knowledge.



The Effect of Entrepreneurial Culture on Entrepreneurship Education

Based on the first and second research hypotheses, there is a positive influence between entrepreneurial culture and entrepreneurship education. This finding can be explained by saying that entrepreneurial culture promotes social legitimacy and creates favourable circumstances for entrepreneurship teaching and learning. In addition, entrepreneurial culture with its values has influenced psychological attitudes relevant to entrepreneurship education (Handayati et al., 2020). A conducive culture in relation to entrepreneurship in higher education encourages students to be more open to receiving new information and knowledge. Research shows that entrepreneurial culture acts as a mediator between entrepreneurial culture and entrepreneurship education and entrepreneurial intention. This means that good entrepreneurship education can improve entrepreneurial culture, and in turn, the culture will strengthen students' intention to become entrepreneurs (Hendrata, 2017). Social cognitive theory emphasises the importance of individuals' perceptions and beliefs in their own abilities. A positive entrepreneurial culture can increase students' perceptions of entrepreneurship as a viable and attractive career choice, thus encouraging them to engage entrepreneurship education (Asiva Noor Rachmayani, 2015). This study found that universities enable students to provide creative ideas to become entrepreneurs as a career alternative and provision of knowledge about entrepreneurship that makes them capable in the business field (Mukhtar et al., 2021a). Entrepreneurship through education is more structured and directed in learning because the supporting curriculum has been prepared. This finding supports several previous researchers Ao and Liu (2014), Sesen and Pruett (2014), and Adekiya and Ibrahim (2016), who confirmed this relationship.

The Effect of Entrepreneurship Education on Entrepreneurial Intention

This study was intended to determine the relationship between entrepreneurship education and students' entrepreneurial intentions. Surprisingly, in this study, entrepreneurship education failed to explain Indonesian students' intention to become entrepreneurs. The result is in contrast to most works (Mukhtar et al., 2021b) which state that entrepreneurship education can promote students' entrepreneurial intention. A possible explanation for this result is the lack of entrepreneurship education in inspiring and fostering students' motivation to choose self-employment as a career choice. Social cognitive theory emphasises that self-efficacy is crucial in determining one's behaviour. Entrepreneurship education can strengthen individuals' self-efficacy by providing opportunities for them to practice and develop confidence in entrepreneurial-related



skills. Entrepreneurship education can also change the entrepreneurial mindset. Through the education process, individuals become familiar with entrepreneurial concepts and practices. Thus, social cognitive theory explains that entrepreneurship education is not just a transfer of knowledge but also a mental and emotional transformation that can spur one's intention to become an entrepreneur. In fact, entrepreneurship education models need to elaborate practical experience and training more than classroom theory. The interesting results of this study can be a valuable entry point and suggestion for universities and the Indonesian government to better engage and nurture entrepreneurship. outlining practical experiences, workshops, trainings, field studies rather than focusing on entrepreneurship theory (Mukhtar et al., 2021a).

The Mediating Role of Entrepreneurial Mindset on Entrepreneurial Intention

The following hypothesis is that there is a positive influence of entrepreneurial mindset on entrepreneurial intention. The results are confirmed and supported by previous researchers by Pfeifer et al. (2016); Ayalew and Zeleke (2018). The underlying explanation of this finding is that the characteristics of entrepreneurial mindset, such as opportunity awareness, risk propensity, tolerance for uncertainty, and optimism in business, have been appropriately perceived by students, leading to intention. Social cognitive theory, developed by Albert Bandura, emphasises that the behaviour of individuals influenced by the interaction between cognitive, environmental and behavioural factors. Similarly, Cui et al. (2019) asserted that one of the entrepreneurial intentions formed is an entrepreneurial mindset. This implies that universities with conducive entrepreneurial activities can inspire and shape the mindset of students to become entrepreneurs. In addition, universities also support various student entrepreneurial product competitions and facilitate the birth of new entrepreneurs from among students in higher education. This study strongly agrees with previous studies by Jabeen et al. (2017), Adekiya and Ibrahim (2016), and (Ao & Liu, 2014), which show this connectivity.

The Mediating Role of Entrepreneurial Mindset on Entrepreneurial Culture and Entrepreneurial Intention

Entrepreneurial culture has a significant indirect effect on entrepreneurial intention through entrepreneurial mindset proved significant. The involvement of entrepreneurship education on entrepreneurial intention is supported by increasing the entrepreneurial mindset of students. The results of this study are in accordance with recent research conducted by (Chilenga et al., 2022) showing the mediating role of entrepreneurial mindset. Referring to the social



cognitive theory proposed by Bandura (2001), one type of individual cognitive variable that is influenced and serves as a mediator for the next variable is the entrepreneurial mindset. In short, entrepreneurial culture and entrepreneurship education lead to mindset changes and emotional changes (Gibb2002; Haynie et al., 2010), which ultimately affect students' intentions. Based on the initial description, this study contributes to the framework of Winkler (2014) and Cui et al. (2019) by emphasising the entrepreneurial mindset variable as a new type of cognitive variable. Thus, referring to social cognitive theory, entrepreneurship education and culture affect entrepreneurial mindset and entrepreneurial intention of university students.

The effect of mediation Education Entrepreneurship on Entrepreneurial Culture and Entrepreneurial Intention

Entrepreneurship education plays a significant role as a determining factor in developing entrepreneurial intentions (Hassan et al., 2021). Students tend to be confident because with entrepreneurship education they are able to master the abilities needed to become entrepreneurs. The results this study are in line with (Hassan et al., 2021), (Ratnamiasih et al., 2024). The entrepreneurial culture in higher education supports entrepreneurship education because there are activities designed to stimulate academics to start entrepreneurship (Syaefudin et al., 2021). Other aspects that support students' entrepreneurial intentions include the educational curriculum, teaching model, and learning process. In addition, Winkler (2014) and Cui et al (2019) have elaborated social cognitive theory for entrepreneurship education and developed a dynamic research base on the impact of entrepreneurship education that contributes to investigating how components in entrepreneurship education drive students' cognitive and subsequent entrepreneurial intentions. These results also support some previous studies by B-echard and Gr-egoire (2005) and Gibb (2002) who stated that mindsets are formed from entrepreneurship education and its activities at school, which ultimately impact their behaviour.

CONCLUSION

This research has addressed how the causal relationship between entrepreneurship education, entrepreneurial culture, and entrepreneurial intention and understood the mediating role of entrepreneurial mindset. Therefore, the findings of this study confirm that culture and mindset have a strong correlation with students' entrepreneurial intention, while at the same time, entrepreneurship education surprisingly has no impact on students' entrepreneurial intention (Mukhtar et al., 2021c). Moreover, both entrepreneurship education and



entrepreneurial culture play an important role in accelerating students' entrepreneurial mindset. Finally, this study shows that entrepreneurial mindset can explain the relationship between entrepreneurship education, entrepreneurship culture and students' entrepreneurial intention in Indonesia (Mukhtar et al., 2021c).

The limitation of this study lies in the use of quantitative methods, which can be elaborated using mixed methods and longitudinal models to provide a better understanding of entrepreneurial preparation. Many other variables affect the entrepreneurial intention variable, because based on the Adjusted R-Square value in table 4. Explains that about 92% of entrepreneurial intention is influenced by education, entrepreneurial culture and mindset. So there are 8% other variables that are not explained in this study that can explain entrepreneurial intention. Therefore, it is recommended for further research to add other variables that may affect entrepreneurial intention.

REFERENCES

- Amadea, P. T., & Riana, I. G. (2020). The Effect of Entrepreneurial Motivation, Self-Control, and Family Environment on Entrepreneurial Intention. *E-Journal Management University Udayana*, 9(4), 1594. <https://doi.org/10.24843/ejmunud.2020.v09.i04.p18>
- Ao, J., & Liu, Z. (2014). What impacts entrepreneurial intention? Cultural, environmental, and educational factors. *Journal of Management Analytics*, 1(3), 224-239. <https://doi.org/10.1080/23270012.2014.994232>
- Asiva Noor Rachmayani. (2015). INFLUENCE OF DIGITAL AUSTRALIAN EDUCATION AND A CULTURE OF AUSTRALIANSHIP ON THE INTENTION TO ENTERPRISE UNIVERSITY STUDENTS IN JAKARTA WITH THE MINDS OF AUSTRALIANSHIP AS MEDIATOR Title. 6.
- Bandura, Albert. (1999). Social Cognitive Theory: An Agentic Perspective. *Asian Journal of Social Psychology*, 2(1), 1-26. <http://search.ebscohost.com/login.aspx?direct=true&db=aph&%2338;AN=4369846&%2338;site=ehost-live>
- Bilgiseven, E. B., & Kasimoğlu, M. (2019). Analysis of Factors that Drive Entrepreneurial Intention. *Procedia Computer Science*, 158, 885-890. <https://doi.org/10.1016/j.procs.2019.09.127>
- Chilenga, N., Dhlwayo, S., & Chebo, A. K. (2022). The entrepreneurial mindset and self-employment intention of high school learners: The moderating role of family business ownership. *Frontiers in Education*, 7(November), 1-13. <https://doi.org/10.3389/feduc.2022.946389>



- Fragoso, R., Rocha-Junior, W., & Xavier, A. (2019). Determinants of entrepreneurial intention among university students in Brazil and Portugal. *Journal of Small Business and Entrepreneurship*, 32(1), 33–57. <https://doi.org/10.1080/08276331.2018.1551459>
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset? *Heliyon*, 6(11), e05426. <https://doi.org/10.1016/j.heliyon.2020.e05426>
- Hassan, A., Anwar, I., Saleem, I., Islam, K. M. B., & Hussain, S. A. (2021). Individual entrepreneurial orientation, entrepreneurship education and entrepreneurial intention: The mediating role of entrepreneurial motivations. *Industry and Higher Education*, 35(4), 403-418. <https://doi.org/10.1177/09504222211007051>
- Hendratta, A. I. (2017). No Title. Kwikkieangie, 1The effect of entrepreneurial culture and entrepreneurial education on entrepreneurial intention of KWIK KIAN GIE BUSINESS AND INFORMATICS INSTITUTE AND BAKRIE UNIVERSITY students.
- Lasaksi, P., Andriani, E., & Sunijati, E. (2023). The Effect of Microentrepreneurship and Women's Education on Poverty Alleviation in Indonesia. *Sanskara Economics and Entrepreneurship*, 2(01), 9-17. <https://doi.org/10.58812/sek.v2i01.273>
- Liñán, F., & Fayolle, A. (2015). A systematic literature review on entrepreneurial intentions: citations, thematic analyses, and research agenda. *International Entrepreneurship and Management Journal*, 11(4), 907-933. <https://doi.org/10.1007/s11365-015-0356-5>
- Maheshwari, G., Kha, K. L., & Arokiasamy, A. R. A. (2023). Factors affecting students' entrepreneurial intentions: a systematic review (2005-2022) for future directions in theory and practice. In *Management Review Quarterly* (Vol. 73, Issue 4). Springer International Publishing. <https://doi.org/10.1007/s11301-022-00289-2>
- Manuputty, F., Christina, S., Litaay, H., & Debby, N. (2024). Socialisation of Culture-Based Family Education as Strengthening Local Identity in Maluku. 2(8), 3317-3326.
- Mathisen, J. E., & Arnulf, J. K. (1970). Competing mindsets in entrepreneurship: The cost of doubt. *International Journal of Management Education*, 11(3), 132-141. <https://doi.org/10.1016/j.ijme.2013.03.003>
- Mika Melliani, & Defri Triadi. (2023). Actualisation of Entrepreneurship Education: Providing Students with Business Skills. *Scientific Journal and Student Works*, 2(1), 25-34. <https://doi.org/10.54066/jikma.v2i1.1266>
- Mukhtar, S., Wardana, L. W., Wibowo, A., & Narmaditya, B. S. (2021a). Does entrepreneurship



- education and culture promote students' entrepreneurial intention? The mediating role of entrepreneurial mindset. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1918849>
- Mukhtar, S., Wardana, L. W., Wibowo, A., & Narmaditya, B. S. (2021b). Does entrepreneurship education and culture promote students' entrepreneurial intention? The mediating role of entrepreneurial mindset. *Cogent Education*, 8(1), 1-18. <https://doi.org/10.1080/2331186X.2021.1918849>
- Mukhtar, S., Wardana, L. W., Wibowo, A., & Narmaditya, B. S. (2021c). Does entrepreneurship education and culture promote students' entrepreneurial intention? The mediating role of entrepreneurial mindset. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1918849>
- Padi, A., Dzisi, P. S., & Eshun, P. J. F. (2022). Entrepreneurship education in TVET institutions and entrepreneurial intentions of schoolgirls in Ghana: social support factors. *Cogent Business and Management*, 9(1), 1-17. <https://doi.org/10.1080/23311975.2022.2137954>
- Ratnamiasih, I., Nusantara, B. D. A., & Dewi, Z. M. (2024). Personality Traits and Entrepreneurship Education as Determinants of Entrepreneurial Intentions. *Review of Integrative Business and Economics Research*, 13(1), 295-314. <https://doi.org/10.58745/riber>
- Roeslie, S. H., & Arianto, R. F. (2022). Impact of Entrepreneurial Culture, Entrepreneurial Education and Entrepreneurial Mindset, on Entrepreneurial Intention. *Budapest International Research and Critics Institute Journal (BIRCI Journal)*, 5(2), 2615-1715. <https://bircu-journal.com/index.php/birci/article/view/5101>
- Saptono, A., Wibowo, A., Narmaditya, B. S., Karyaningsih, R. P. D., & Yanto, H. (2020). Does entrepreneurial education matter for Indonesian students' entrepreneurial preparation: The mediating role of entrepreneurial mindset and knowledge. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1836728>
- Sarabhai, K. V. (2015). ESD for Sustainable Development Goals (SDGs). *Journal of Education for Sustainable Development*, 9(2), 121-123. <https://doi.org/10.1177/0973408215600601>
- Syaefudin, M., Purwani, N., & Wibowo, A. (2021). Does Entrepreneurial Culture Influence Students' Entrepreneurial Intention? *International Journal of Advanced Science and Technology*, 29(5), 11013-11023.
- Turulja, L., Veselinovic, L., Agic, E., & Pasic-Mesihovic, A. (2020). Entrepreneurial intentions of students in Bosnia and Herzegovina: what type of support matters? *Economic Research-Ekonomska Istrazivanja*, 33(1), 2713-2732.



<https://doi.org/10.1080/1331677X.2020.1730216>

- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., Wibowo, N. A., Harwida, G., & Rohman, . N. (2020). The impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy. *Heliyon*, 6(9), e04922. <https://doi.org/10.1016/j.heliyon.2020.e04922>
- Wibowo, H., Bagis, F., & Pratamasari, A. M. (2023). Analysis of Student Interest to Become Islamic Entrepreneurs (Longitudinal Research). *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 7(2), 1-9.
- Widhiandono, H., & Yuliawati, D. (2024). Increasing Entrepreneurial Interest through Entrepreneurship Education: The Important Role of Self-Efficacy. 09(01), 111- 125.

