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The Effect of Entrepreneurship Education on University Students' Entrepreneurial Intention

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ABSTRACT

This research was conducted to determine the effect of entrepreneurship education on the entrepreneurial intentions of university students, both directly and through the Theory of Planned Behavior component. The variables in the study include entrepreneurship education, attitudes, perceived behavioral control, subjective norms, and intentions. The research begins with the preparation of a questionnaire to measure all variables. The population consists of Faculty of Economics and Business Ahmad Dahlan University undergraduate students who have taken entrepreneurship courses, with 243 respondents. The method used is multiple linear regression and path analysis. The tests carried out included reliability and validity tests, regression coefficient calculations, and testing the significance of the influence of each variable, both directly and indirectly. The study results showed that entrepreneurship education has a positive and significant direct effect on entrepreneurial intentions and indirectly affects entrepreneurial intentions through perceived behavioral control variables. Thus, the quality of learning needs to be improved so that students' entrepreneurial intentions also increase.

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1. INTRODUCTION

The labor force as of August 2021 reached 131.01 million people, with the Open Unemployment Rate reaching 9,10% (Javier, 2021). The high unemployment rate causes problems. The cause of unemployment is the lack of available employment. One effort that can be made to overcome the harassment is by encouraging workers to become entrepreneurs. In line with this phenomenon, the government launched the National Entrepreneurship Movement in 2011. It is expected the number of entrepreneurs in Indonesia will reach 1% of the Indonesian population in 2014 through this movement (Burhani, 2011). In 2017, the number of entrepreneurs reached 3.10% of the population (Putri, 2017). Even if this number has exceeded the 2% required for a nation to achieve prosperity, the unemployment rate is still high. For the National Entrepreneurship Movement to get satisfactory results, there must be support from various circles, including the world of education. The world of education must be able to produce graduates who have the intention and the ability to create entrepreneurs.

The Ministry of Research, Technology and Higher Education (Kemenristek Dikti) noted that at the beginning of 2018, 8.8 percent of unemployed in Indonesia were undergraduates (Seftiawan, 2018). Central Bureau of Statistics (Biro Pusat Statistik, BPS) wrote that in August 2018, the unemployment rate for undergraduates reached 11.65 million, while the unemployment rate for diploma graduates was 3.45 million (BPS, 2018). In 2020, there was 7.35% unemployment among graduates. According to the vice chairman of the Advisory Board of the Indonesian Rector's Forum (FRI), to reduce unemployment from the undergraduate group, a curriculum that focuses on producing entrepreneurs is needed. However, the Indonesian Chancellor's Forum (FRI) stated that entrepreneurship is still a weak component of the education system in Indonesia (Awaliah, 2018). With the high percentage of unemployed graduates, universities in Indonesia need to provide graduates with entrepreneurial skills.

The Faculty of Economics and Business (FEB) of Ahmad Dahlan University has a vision: "To become a faculty that excels in economics, business, and entrepreneurship, has a global perspective, and is based on Islamic values 2025". To support this vision, FEB UAD includes entrepreneurship courses in its curriculum. The lessons given are in the form of entrepreneurship theory and entrepreneurship practice. Entrepreneurship education is a view taught in class as a provision for student education in entrepreneurship. In contrast, entrepreneurship practice is carried out in groups by opening a business in the campus area with their capital and then managing together with the targets set by the supporting lecturer. However, it is necessary to study whether entrepreneurship education is effective enough to influence students' intentions in entrepreneurship.The intention to do something is studied in behavioral theory, including the Theory of Planned Behavior (TPB). In TPB, before a person behaves, there will be a previous intention to carry out the behavior (Mwange, 2018). According to Sheeran, this theory concludes that a person behaves if he previously intended to do so, and conversely, he will not behave if there is no intention to do so (Sommer, 2011). This theory stated that intention is formed from 3 factors: attitudes, perceived behavior control, and subjective norms. Attitude indicates the degree to which a person gives a favorable or unfavorable evaluation of a particular behavior. In contrast, perceived behavior control is a control of beliefs that includes an individual's perception of the skills and resources that a person has to perform a specific behavior (Mahyarni, 2013) successfully. Meanwhile, subjective norms are a person's perception of social pressure to act or not to perform a behavior (Ajzen, 1991).

TPB has been widely used in various fields of research to describe behaviors such as entrepreneurship such as in Kim-soon et al. (2016), Usman & Yennita (2019), Tsordia & Papadimitriou (2019), and Ibrahim, Essa, & Afifi (2019); internal waste handling such as in Astuti & Linarti (2018), Botetzagias, Dima, & Malesios (2015), Davis, Phillips, Read, & Iida (2004), and Tonglet, Phillips, & Bates (2004) ; physical activity of children such as in Wang & Wang (2015) and Esposito, van Bavel, Baranowski, & Duch-Brown, (2016); internal medical treatment such as in Wikamorys & Rochmah (2017), Tung et al. (2011), and Shi, Ehlers, & Warner (2014); etc. Kautonen et al. (2015) state that TPB is a reasonably robust behavior model. His research shows that attitudes, subjective norms, and perceive behavioral control can explain 59% of the variance in entrepreneurial intentions. Based on the results of using TPB in a number of these studies, it can be concluded that the three independent variables in TPB are strong enough to be a determinant factor for forming intentions.

Based on the studies conducted by the previous researchers Tsordia & Papadimitriou (2019); Wirandana & Hidayati (2017); Widayoko (2016), it was found that students' intentions to engage in entrepreneurship activities are influenced by entrepreneurship education as a contextual factor, as well as attitudes, subjective norms, and self-efficacy as a prediction of the intention of formation. Entrepreneurship education is defined as a conscious effort by individuals to increase their knowledge about entrepreneurship (Utami, 2017). Entrepreneurship education is also a planned and applied effort to increase students' learning, intentions, and competencies to develop their potential by manifesting themselves in creative, innovative, and daring behavior to manage risk (Suyitno, 2013). Entrepreneurship education can be defined as the professional application of knowledge, attitude, skills, and competence (Gautam, 2015). Entrepreneurship education significantly influences entrepreneurial intentions

(Adnyana & Purnami, 2016; Utami, 2017).-The research of Wirandana & Hidayati (2017) and Linan (2014) concluded that attitude influences entrepreneurship education on preferences. While Ariffin & Ziyad (2018) conclude that entrepreneurship education affects entrepreneurial intentions through self-efficacy. Self-efficacy is sometimes equated with perceived behavioral control Sabah (2016). Wirandana & Hidayati (2017) concluded that entrepreneurship education influences attitudes and perceived behavioral control, and these variables affect intentions. The study by Kalyoncuoğlu et al. (2017) concluded that entrepreneurship education received by students could significantly increase entrepreneurial intentions. Thus, education has a direct or indirect influence on intentions.

This study aimed to determine the effect of entrepreneurship education on FEB students' entrepreneurial intentions both directly and indirectly through the Theory of Planned Behavior approach. The conceptual model in this study refers to the TPB model, namely attitudes, perceived behavioral control, and subjective norms proven to successfully explain intentions towards carrying out certain behaviors, as is the model of Tsordia & Papadimitriou (2019). Limitations in the TPB research model will be used only to the effect of antecedent variables on intentions, so behavioral variables are not included. This research will add the impact of entrepreneurship education variables on entrepreneurial intentions (Adnyana & Purnami, 2016; Utami, 2017). The variable of entrepreneurship education is also analyzed for its influence on intentions indirectly through appropriate attitudes (Linan, 2014; Kusmintarti et al., 2017; Wirandana & Hidayati, 2017; Anjum et al. 2019), and the effect of entrepreneurship education on intentions through perceived behavioral control based on Ariffin & Ziyad (2018). The study's model combines the models used by Kusmintarti et al. (2017) and Anjum et al. (2019), both of which do not see the direct influence of entrepreneurship education on entrepreneurial intentions. In addition, this research was conducted at FEB UAD, where it still needed to be undertaken. The study results were expected to be used as evaluation material for universities in designing and implementing entrepreneurship education for students.

2. METHODS

The research begins with the preparation of a questionnaire to measure all variables. Research variables include entrepreneurship, education, attitudes, perceived behavioral control, subjective norms, and entrepreneurial intentions (after this, referred to as intentions). Figure 1 shows the conceptual model used in this study.

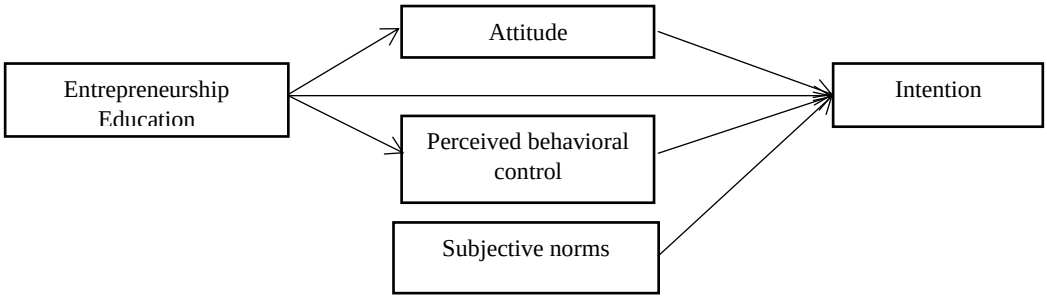

Figure 1. Conceptual model of the research

This research was conducted on 6th-semester students of the Faculty of Economic and Business (FEB) UAD in 2019. Using the Slovin formula, the number of respondents was determined as 243 students selected from 616 students. The respondents were chosen by using the purposive sampling technique. The distribution of respondents based on the study program can be seen in Table 1.

Table 1. Distribution of respondents based on study programs

Majors	Number of students	proportion	Number of respondents
Economic development	115	.187	45
Management	265	.430	105
Accounting	236	.383	93
Total	616	1	243

The data were collected through a questionnaire and used a Likert scale of 1-5. The questionnaire was written in Indonesian and distributed directly to respondents using purposive sampling. The definitions and indicators of each variable can be seen in Table 2. These indicators were then derived from several questions:

- 17 questions representing the variables of entrepreneurship education
- Seven questions representing the attitude variable
- 9 questions representing the PBC variable
- Five questions representing the SN variable
- Eight questions representing the variable intention

Before distributing the questionnaire, validity and reliability tests were carried out. The validity test is carried out by calculating the magnitude of the correlation coefficient of the question item with the total measurement value of each variable. Meanwhile, the reliability test is viewed with the value of Cronbach alpha. The results of the validity and reliability test of the questionnaire can be seen in the appendix. Invalid question items are then discarded.

Table 2. Definitions and Indicators of Research Variables

Variable	Definition	Indicator	Reference
Entrepreneurship Education	Represents the results obtained after students get entrepreneurship courses	Has an entrepreneurial character	Course Syllabus
		Mastering the principles of leadership and motivation	Course Syllabus
		Have the ability to innovate and create superior products and services	Course Syllabus
		Mastering the concept of marketing management	Course Syllabus
		Mastering the concept of organizational management	Course Syllabus
		Able to implement the concept of entrepreneurship	Course syllabus
Attitude	A tendency to react adequately in responding to the risks that will be faced in a business	Interested in business opportunities	(Tsordia & Papadimitriou, 2019) and (Budiarti, 2012)
		Responsible	(Tsordia & Papadimitriou, 2019)
		Able to face risks or challenges	(Tsordia & Papadimitriou, 2019) and (Budiarti, 2012)
	The strength of one's belief that he will be able and	Confidence in the ability to manage a business	(Widayoko, 2016)

Table 2. Definitions and Indicators of Research Variables

Variable	Definition	Indicator	Reference
Perceived behavioral control	successfully perform various roles in entrepreneurship.	Human resource leadership	(Widayoko, 2016) and (Budiarti, 2012)
		Mental maturity in business	(Widayoko, 2016)
		Have a leadership spirit	
		Feeling able to start a business	(Widayoko, 2016) and (Budiarti, 2012)
		Feeling confident about starting a business	(Budiarti, 2012)
		Feeling confident in developing a business	
		Can take advantage of opportunities	
		Can build a business management team	
Subjective norms	Subjective and social norms represent student perceptions about how significant others like family and friends value and support new businesses	Confidence in the role of the family in starting a business	(Islami, 2015) and (Widayoko, 2016)
		Belief in the support of friends in starting a business	
		Confidence of support from lecturers	
		Confidence in support from successful entrepreneurs	
		Confidence in the efforts of people who are considered important	
Intention	The tendency of individual desires to take entrepreneurial action	Choose the path of business rather than work for others	(Widayoko, 2016) and (Budiarti, 2012)
		Choose a career as an entrepreneur	
		Make plans to start a business	
		Improve social status as an entrepreneur	
		Get a better income by doing business	
		Ready to do anything to become an entrepreneur	(Tsordia & Papadimitriou, 2019)(Tsordia & Papadimitriou, 2019)
		Serious about staring a business	((Tsordia & Papadimitriou, 2019) (Budiarti, 2012)

The method used is multiple linear regression and path analysis. Tests carried out included regression coefficient calculations and testing the significance of the influence of each variable, both directly and indirectly. Researchers used SPSS 22 to help perform data processing.

The settlement method is done by linear regression. The hypotheses proposed are:

1. H1: Entrepreneurship education has a positive and significant effect on attitude
2. H2: Entrepreneurship education has a positive and significant impact on perceived behavioral control
3. H3: Entrepreneurship education has a positive and significant impact on entrepreneurial intentions
4. H4: Attitudes, perceived behavioral control, and subjective norms simultaneously influence entrepreneurial intentions

5. H5: Attitudes, perceived behavioral control, subjective norms, and entrepreneurship education affect cumulatively entrepreneurial intentions.
6. H6: entrepreneurship education has a positive effect on intention through attitude
   H7: entrepreneurship education has a positive effect on intention through perceived behavioral control

3. FINDINGS AND DISCUSSION

The average value of each variable was obtained from the data collected, as presented in Table 3. Based on the result in Table 3, all variables have an excellent score (above 4) except subjective norms. The entrepreneurship essence of FEB UAD students can be high, namely, 4.11.

Table 3. The average score of each variable

No	Variable	Average
1	Entrepreneurship education	4.30
2	Attitude	4.38
3	Perceived behavioral control	4.19
4	Subjective norms	3.72
5	Intention	4.11

Data processing was done by looking at the effect of each entrepreneurship education on attitudes, perceived behavioral control, and intention. A summary of the results of data processing can be seen in Table 4. Table 4 shows that entrepreneurship education significantly influences each on attitudes, perceived behavioral control, and intention (sig.< 0,05). The most significant influence of entrepreneurship education is on perceived behavioral control because it has the largest regression coefficient. Based on the coefficient of determination (R^2), entrepreneurship education can form a perceived behavioral control of 66%, while other factors include the rest.

Table 4. Summary of Hypotheses Test results of the influence of Entrepreneurship Educational Variables

Model	Standardized Beta Coefficients	Sig	R^2	Conclusion
entrepreneurship education→ attitude	0.611	0,000	37.3%	H1 received
entrepreneurship education→ perceived behavioral control	0.812	0,000	66%	H2 received
entrepreneurship education→ intention	.772	0,000	59.5%	H3 received

Table 5, Table 6, and Table 7, respectively show the magnitude of the regression coefficient of entrepreneurship education on attitudes, perceived behavioral control, and intention. Based on these three tables, it can be concluded that entrepreneurship education has a significant effect on attitude (sig <0.05), PBC (sig <0.05), and intention (sig <0.05).

Table 5. Entrepreneurship education-attitude regression coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.415	1.410		6.677	.000
entrepreneurship education	.355	.030	.611	11.985	.000

[a]Dependent variable: attitude

Table 6. Regression coefficient for entrepreneurship education-perceived behavioral control

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	7.778	1.781		4.367	.000
entrepreneurship education	.809	.037	.812	21.606	.000

[a]Dependent Variable: perceived behavioral control

Table 7. Regression coefficient entrepreneurship education - intention

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	8.552	1.298		6.590	.000
entrepreneurship education	.514	.027	.772	18.827	.000

[a.] Dependent Variable: intention

The testing was carried out on the TPB model, as shown in figure 2, namely multiple regression involving attitude, perceived behavioral control, and subjective norm variables as independent variables and intentions as dependent variables. The ANOVA test results presented in Table 8 show that the three independent variables in the multiple regression model significantly formed intention simultaneously (sig.< 0,05). It means that H4 is accepted.

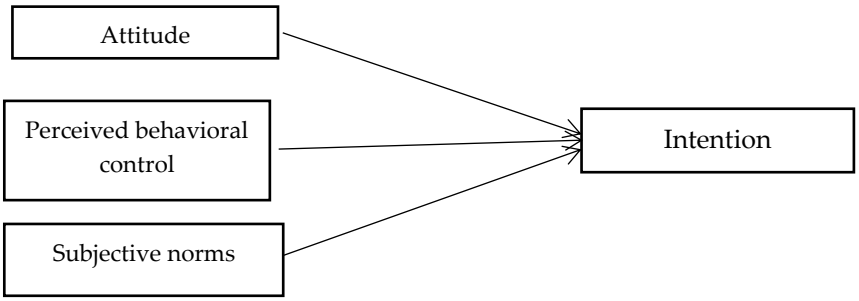

Figure 2. TPB Model

Table 8. Test of TPB model

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1862.588	3	620.863	64.919	.000
Residual	2285.717	239	9.564		
Total	4148.305	242			

The next step was to conduct a test to determine each variable's partial effect (see Table 9). Based on Table 9, it is known that all three variables significantly influence intention. The regression model based on Table 9 is :

Intention = 0.185*attitude + 0.492*perceived behavioral control + 0.135*subjective norms

Table 9. Regression coefficients of the TPB model

Independent variable	*Standardized Beta Coefficients*	Sig	R^2
attitude	0.185	0.001	49.5%
perceived behavioral control	0.492	0.000	
subjective norms	0.135	0.026	

Dependent variable: intention

Based on Table 9, among the three intention-forming variables in TPB, perceived behavioral control gives the most significant effect on the intention with a regression coefficient of 0.492, followed by attitudes, then subjective norms. These three variables form the intentions with a coefficient of determination of 48.9%. The three intention-forming variables in this TPB are partially each partially influential (sig <0.05).

The next test was conducted on regression with three TPB variables and entrepreneurship education. ANOVA test results are in Table 10. Table 10 shows that the four independent variables in the multiple regression models significantly formed intention simultaneously (H5 accepted). It means that the influence of entrepreneurship education is very dominant compared to the three TPB variables. The coefficient of determination in this model is quite large, namely 59.6% (see Table 11).

Table 10. ANOVA TPB and entrepreneurship education

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1877.445	4	469.361	49.192	.000
Residual	2270.860	238	9.541		
Total	4148.305	242			

Tabel 11. Coefficient of Determination of Entrepreneurship Education, Attitude, Perceived Behavior Control, Subjective Norm-Intention.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776	.603	.596	1.756

It shows that after entering the entrepreneurship education variables in the TPB model, with a significant level of 0.05, the three TPB variables have no many intentions. In contrast, the entrepreneurship education variable is the only significant effect partially with the regression. The coefficient of determination in the model is 59.6% (see table 11). It shows that the change in intention variance was formed by attitudes, perceived behavioral control, subjective norms, and entrepreneurship education by 59.6%. A coefficient of determination of 59.6% and only entrepreneurship education significantly affected intention; this shows that the influence of entrepreneurship education is dominant compared to the three TPB variables. If the significance level rose from 0.05, then the perceived behavioral control variable partially significantly influences intention with a significant level of 0.1. The coefficient of determination is high, but of the four variables, the significant effect is partly on the intention of only the entrepreneurship education

variable. It becomes natural when multicollinearity is found, as can be seen from the VIF value. According to (Fatoki, 2014), if there is a VIF value greater than 2, multicollinearity occurs.

Next step was to conduct a path analysis to determine the role of entrepreneurship education mediation variables on intention, namely attitudes and perceived behavioral control. Before doing the path analysis, the influence of entrepreneurship education, attitude, and perceived behavioral control towards intention are tested. Table 13 is the result of testing the significance of these three variables.

Table 12. Regression coefficients of the TPB model and entrepreneurship education

Coefficients[a]

Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
B	**Std. Error**	**Beta**	T	Sig.	**Tolerance**	**VIF**
(Constant)	7.390	1.454		5.081	.000	
attitude	0.051	0.059	.045	0.863	.389	.620
perceived behavioral control	0.087	0.048	.131	1.829	.069	.326
subjective norm	0.005	0.062	.005	0.088	.930	.532
entrepreneurship education	0.423	0.053	.635	8.033	.000	.267

Table 13. Influence of entrepreneurship education, attitudes, perceived behavioral control on intention.

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model	**B**	**Std. Error**	**Beta**	**T**	**Sig.**
(Constant)	7.378	1.445		5.107	.000
entrepreneurship education	.424	.50	.637	8.434	.000
Attitude	.052	.059	.045	.876	.382
Perceived behavioral control	.088	.477	.132	1.889	.060

*Dependent Variable Intention

Based on Table 13, it is known that only entrepreneurship education significantly affected the intention with a significant level of 0.05. If the level of significance increases to 0.1, the perceived behavioral control variable is also significant. Figure 3 shows the presence of mediating variables as well as the magnitude of the correlation and standard deviation.

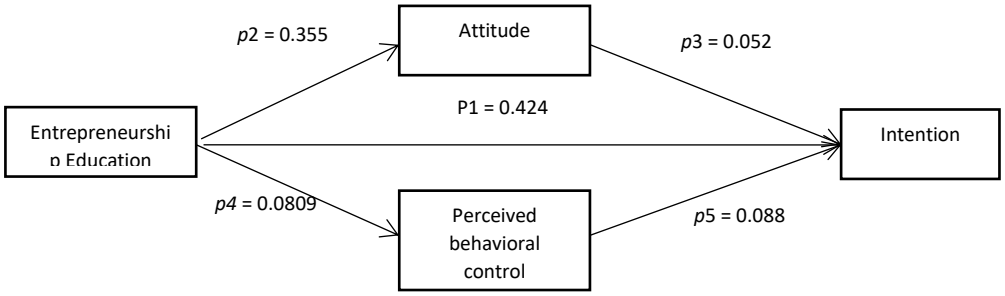

Figure 3. Analysis of the entrepreneurship education pathway towards intention

The indirect effect of entrepreneurship education on intention through attitude = (0.355 x 0.052) = 0.01846. The mediating effect is shown by the multiplication coefficient ($p2$ x $p3$) of 0.01846 to determine whether or not it is tested by the Sobel test calculate the standard error of the coefficient of indirect effect S_{p2p3} (Herlina & Diputra, 2018).

$$S_{p2p3} = \sqrt{p3^2 S_{p2}^2 + p2^2 S_{p3}^2 + S_{p2}^2 S_{p3}^2}$$

$$S_{p2p3} = \sqrt{(0{,}052^2 . 0{,}030^2) + (0.355^2 . 0.059^2) + (0.030^2 . 0.059^2)}$$

$$S_{p2p3} = \sqrt{0.00000243 + 0.00043869 + 0{,}00000313} = 0.021$$

Based on these results, the t_0 of the mediation effect statistics can be calculated using the formula:

$$t_0 = \frac{p2p3}{Sp2p3} = \frac{0.355 \text{ x } 0.052}{0.021} = 0.879$$

Obtained z_{table} value with a significance of 0.05 amounted to 1.96, which is higher than the value of t_0. Then it can be concluded that the mediating variable (attitude) does not significantly influence the intention variable.

The indirect effect of entrepreneurship education on intentions through perceived behavioral control = (0.809 x 0.088) = 0.071. Sobel test is calculating the standard error of the indirect effect coefficient S_{p2p3}:

$$Sp_4p_5 = \sqrt{p_5^2 Sp_4^2 + p_4^2 Sp_5^2 + Sp_4^2 Sp_5^2}$$

$$Sp_4p_5 = \sqrt{(0{,}088^2 . 0.037^2) + (0.809^2 . 0.047^2) + (0.037^2 . 0.047^2)} = 0.038$$

Based on these results, the t_0 of the mediating influence statistics can be calculated:

$$t_0 = \frac{p4p5}{S_{p4p5}} = \frac{0.809 \times 0.088}{0.038} = 13.02$$

The value of z_{table} with a significance of 0.05 is 1.96, which is smaller than the value of t_0, so it is concluded that the perceived behavioral control of significant control becomes a mediating variable of the effect of entrepreneurship education on intention.

The data processing results show that entrepreneurship education has a significant effect on attitudes, with a contribution of 37.3%, perceived behavioral with a contribution of 66%, and intention with a contribution of 59.5%. It shows that entrepreneurship education can encourage changes in attitude, perceived behavioral control, and intention. Fatoki (2014) argues that entrepreneurship education is the most important factor in growing and developing entrepreneurial desires, souls, and behavior among young people. Entrepreneurship education is a source of attitude and overall intention to become entrepreneurs. Entrepreneurship education has also been proven to influence perceptual control, where students can feel entrepreneurial and have the confidence to start a business. The interviews with 30 students about entrepreneurial intentions grew after getting an entrepreneurship course; 21 people stated that they had the intention to become entrepreneurs. Some even continued doing business when practising entrepreneurship courses. This study's results are consistent with the research conducted Adnyana & Purnami (2016) and Utami (2017), which shows that entrepreneurship education has a positive and significant effect on entrepreneurial intentions.

In the TPB model, attitudes, perceived behavioral control, and subjective norms influence the intention simultaneously and partially. In this study, it is known that attitudes, behavioral control, and subjective norms simultaneously formed an intention variance of 48.9%. It means that the better the attitude, behavior control, and subjective norms of a person, the higher the intention possessed by the

Faculty of Economics and Business students. Among the three components of TPB, perceived behavioral control is the variable that has the most significant influence on intention, followed by attitude then subjective norms. The results of this study follow the theory expressed by Cromie, which explains that self-efficacy affects one's belief in whether or not the goals that have been targeted are achieved (Adnyana & Purnami, 2016). The higher the students' confidence in his ability to try, the higher his desire to become an entrepreneur. Kautonen et al. states that attitudes, perceived behavioural control, and subjective norms each have a significant effect on intentions and together can explain 59% of intention variance (Kautonen et al., 2015). Likewise the results of the study (Jaya & Seminari, 2016) with a coefficient of determination reaching 73.8%; and (Utami, 2017) with a coefficient of determination of 42.9%. Rajh, Budak, & Ateljević (2016) also show that the three components of TPB significantly influence entrepreneurial intentions. Addition of locus of control variables, perceived obstacles, perceived obstacles, and courage to take risks does not a significant effect on intention (Rajh et al., 2016).

When entrepreneurship education is included in the model, the three TPB independent variables have no significant effect on intention ($\alpha = 0.05$). But, when we use $\alpha = 0.1$, perceived behavioral control has a significant impact on intention. These results indicate that the influence of entrepreneurship education is considerable compared to the other three factors, so the TPB component becomes meaningless. The coefficient of determination for the TPB model plus entrepreneurship education variables reached 59.6%. There is multicollinearity in this model. As discussed earlier, entrepreneurship education has a significant influence on perceived attitudes and behavioral control.

In addition to the direct effect of entrepreneurship education on entrepreneurial intentions, it is known that entrepreneurship education has an indirect impact on entrepreneurial intentions through behavioral control. This result is the same as the study Buana, Hidayat, Prayogi, & Vendy (2017). Buana et al. (Buana et al., 2017) used the Linan model in their research and concluded that in addition to the perceived behavioral control, subjective attitudes and subjective norms are also significant variables in mediating the effect of entrepreneurship education on intention. In this research, an insignificant attitude becomes a mediating variable because the attitude itself does not significantly influence intention when we include entrepreneurship education variables in the model. Research results are different from research Primandaru & Adriyani (2019), which shows that entrepreneurship education does not directly affect intentions, but indirectly affect self-efficacy, which is similar to perceived behavioral control.

Perceived behavioral control is a form of one's self-confidence in facing and solving problems. The central aspect is the sense of the ability of an individual to dare to take action. So behavioral control can affect entrepreneurial intentions from the inner side, namely the feeling of confidence to start a business. Entrepreneurship education obtained from entrepreneurship courses can influence the power of student behaviour. The better the student's education about the target market, the higher the person's trust can conduct a market analysis (control of behavior). Akmaliah et al.(2012) also recommend the need for education to improve student self-efficacy so that they tend towards entrepreneurship.

4. CONCLUSION

The results showed that entrepreneurship education significantly affected attitudes, perceived behavioral control, and entrepreneurial intentions. While based on multiple regressions with the TPB model, attitude, perceived behavioral control, and subjective norms significantly affect intention. However, when entrepreneurship education variables were added, the three TPB variables, namely attitude, perceived behavioral control, and subjective norms, did not significantly influenced intention. It shows that entrepreneurship education has a significant influence on students' intentions to become entrepreneurs. Entrepreneurship education also directly affects intention through perceived behavioral control. For this reason, entrepreneurship education needs to be improved. It is necessary to carry out

further studies to determine the effectiveness of entrepreneurship courses on entrepreneurial intentions by comparing intentions before receiving lectures with afterwards so that lecture improvements can be recommended if needed.

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