

Original Article

# The Determinants of Student Entrepreneurial Intentions in Bali: Descriptive Analysis

Ni Nyoman Kerti Yasa<sup>1</sup>, I Putu Gde Sukaatmadja<sup>2</sup>, Anak Agung Vedanta Putra<sup>3</sup>, Putu Laksmita Dewi Rahmayanti<sup>4</sup>

<sup>1,2,3,4</sup> Faculty of Economics and Business, Udayana University, Bali

Received: 15 April 2022

Revised: 16 June 2022

Accepted: 20 June 2022

Published: 30 June 2022

**Abstract** - This study aims to provide an overview of the conditions of entrepreneurship education, entrepreneurial orientation, entrepreneurial attitude, and entrepreneurial intentions possessed by undergraduate students in Bali. This research population comprises university students in Bali who have taken entrepreneurship courses. The sample size used is 200 people with the purposive sampling method. The analysis technique used is descriptive analysis. The results showed that entrepreneurship education was considered very good by students. The entrepreneurial orientation of students is in the high category, and their entrepreneurial attitude is very positive, and the entrepreneurial intention of students is in the high category. Therefore, universities in Bali need to increase students' entrepreneurial orientation and entrepreneurial intentions to be very high and maintain their entrepreneurship education and entrepreneurial attitudes.

**Keywords** - Entrepreneurship education, Entrepreneurial orientation, Entrepreneurial attitude, Entrepreneurial intention.

## 1. Introduction

Entrepreneurship education is an education aimed at assisting governments and universities in producing young entrepreneurs. These young entrepreneurs are required to contribute to a country's progress. It is possible because an expanding number of entrepreneurs may assist the government in creating jobs and improving community welfare, hence increasing a country's economic growth. Entrepreneurship education is critical due to the huge contribution that entrepreneurs may make. Students are more interested in learning about entrepreneurship when they have access to excellent entrepreneurship education. As a result, students' motivation to become entrepreneurs grows. The Student's mindset about entrepreneurship is often referred to as student entrepreneurship orientation.

The entrepreneurial orientation of students is characterized by a mindset that is always creative, always innovative, dares to take risks, dares to be independent, and dares to compete. Through better entrepreneurship education, the entrepreneurial orientation of students is also getting higher (Cho and Lee, 2018; Galvao et al., 2020). There are several other researchers, such as Marques et al. (2018), Nikitina et al. (2022), Galvao et al. (2018), and Naveed et al. (2021), stated that the entrepreneurship education provided was able to build a higher entrepreneurial orientation. Furthermore, good entrepreneurship education and higher entrepreneurial orientation can encourage students to become entrepreneurs (Ahmed et al., 2019; Sa and Holt, 2019; Hoang et al., 2021; Kumar et al., 2021).

In addition, entrepreneurship education can also be used as a means to form a positive entrepreneurial attitude (Mykolenko et al., 2021). Through good entrepreneurship education, a student has a positive perception of entrepreneurship (Duong, 2021; Wibowo et al., 2022). Students see being an entrepreneur brings them a bright future. It is revealed in the results of research which states that entrepreneurial attitude can be seen from the perception of students who view the choice of becoming an entrepreneur as a good goal, able to guarantee the future, provide opportunities to challenge themselves, have a bright future, and can show their personality. By having a positive entrepreneurial attitude about entrepreneurship, the intention to become an entrepreneur also increases (Tognazoo et al., 2017; Sun et al., 2017; Hassan et al., 2020; Yousaf et al., 2021).

Based on the existing background, the purpose of this study is to describe the entrepreneurship education given to students in Bali, the level of entrepreneurial orientation, entrepreneurial attitude, and entrepreneurial intention of undergraduate students in Bali.

## 2. Literature Review

### 2.1. Entrepreneurship Education

Entrepreneurship education is a deliberate effort by individuals to acquire knowledge about entrepreneurship. Entrepreneurship education teaches students how to recognize possibilities and hazards in the business



environment (Yousaf et al., 2021). Entrepreneurship education is the level of information gained from learning the entrepreneurship education process required to establish and run a business (Buck et al., 2016; Yasa et al., 2018; Galvao et al., 2020). the goals of entrepreneurship education are as follows: to acquire knowledge closely related to entrepreneurship, to acquire skills in using techniques and analysis of business situations, to develop work plans, to identify motivations, potentials, talents, and entrepreneurial skills, and to develop them, to eliminate risks contained in analytical techniques, to develop empathy and support for unique aspects of entrepreneurship, to change wrong attitudes and thoughts toward change, and to encourage, Entrepreneurship education is also defined as an educational program that fosters an entrepreneurial mindset and the desire to become a successful entrepreneur in the future (Zhang et al., 2014; Naveed et al., 2021).

Entrepreneurship education teaches students about the benefits and significance of entrepreneurship. Entrepreneurship education is linked to entrepreneurial goals for three reasons, including the following: (1) Entrepreneurship education assists students in learning and identifying new business prospects; (2) education may socialize individuals into entrepreneurial careers; and (3) entrepreneurship education gives expertise on how to launch a successful company endeavor.

## **2.2. Entrepreneurship Orientation**

According to Kumar et al. (2021), a student's entrepreneurial orientation is determined by the knowledge learned in college. Furthermore, Chafloque-Cespedes et al. (2021) claimed that entrepreneurial orientation could be determined by three dimensions: proactiveness, innovation, and risk-taking daring (risk-seeking). Entrepreneurship is about producing something new and unusual while adding value to oneself and the environment.

Previously, Al-Mamary et al. (2020) claimed that a student's entrepreneurial orientation combines creative, innovative, risk-taking, and autonomous characteristics. the aggregate measurement of entrepreneurial orientation is based on the notion that the three sub-dimensions (innovation, proactiveness, and risk-taking) contribute equally to a student's overall level of entrepreneurial orientation. Several studies on entrepreneurship, however, claim that each of these sub-dimensions contributes uniquely to a student's entrepreneurial situation (Palalic et al., 2017; Satar and Natasha, 2019).

## **2.3. Entrepreneurial Attitude**

The entrepreneurial mindset refers to an individual's reaction to business risks and the confidence to face challenges in the business sector. Individuals that can handle risk and are willing to face challenges in the business sector have the desire to become entrepreneurs. Attitude is an

expression of a person's feelings toward an object that reflects his likes or dislikes. Attitudes have the following characteristics: (1) attitude is something that can be learned; (2) attitude has consistency, and (3) attitudes can be different due to different situations. Attitude is the tendency of individuals to respond to or receive stimuli to objects consistently, both in liking and disliking (Dinc and Budic, 2016). More specifically, entrepreneurial attitude is the tendency of individuals to react effectively in response to the risks that will be faced in a business. According to Santos et al. (2016), individuals who show favorable entrepreneurial attitudes are more motivated to behave like entrepreneurs. They believe that entrepreneurship is more than simply a way to live but also a chance to reach self-actualization. According to Do and Dadvari (2017), a student will never acquire a good attitude toward entrepreneurship if they are not fully aware that it is a career option.

## **2.4. Entrepreneurial Intention**

Entrepreneurial intent can be understood as the first step in the long-term process of building a business (Shirokova et al., 2016; Londono et al., 2021). Entrepreneurial intention indicates one's dedication to starting a new business and is a critical subject to address while understanding the entrepreneurial process, which involves the development of a new enterprise. Do and Dadvari (2017) and Garcon and Nassif (2021) define intention as a person's position in a subjective probability dimension involving a relationship between himself and various acts. the intention is a motivational factor that influences behavior. According to Naveed et al. (2021), the intention is a person's self-motivation, willingness to exert effort, and willingness to try hard, which will be reflected in behavior. Entrepreneurial intention is a person's tendency to build a new business (Sahoo and Panda, 2019). According to Lopez et al. (2021), the entrepreneurial intention is a state wherein one's mind is a desire to grow a business or create a new one. Martin and Perez (2020) define entrepreneurial intention as the seriousness of a person's intention to take action or bring up a certain behavior, namely entrepreneurship.

## **3. Research Methodology**

This research is a descriptive type based on the nature of the problem. That is, this study presents an overview of respondents' perceptions of entrepreneurship education, entrepreneurial orientation, entrepreneurial attitudes, and entrepreneurial intentions of students. This study was conducted on undergraduate students of the Faculty of Economics and Business in Bali Province who had attended entrepreneurship courses.

The questionnaire was disseminated in a Google form to various WhatsApp groups. the data from up to 30 respondents were evaluated for validity and reliability. the validity and reliability tests' results show that all indicators' correlation values are all above 0.30, and the reliability test

results showed the Cronbach's Alpha value of all variables above 0.6.

Furthermore, data collection was continued by distributing questionnaires in Google Form format to several WhatsApp groups, with as many as 200 responses gathered according to the sample size formula, which is 10 times the number of indicators. A sample of 200 people was then studied utilizing analytical methods, namely descriptive analysis.

### 4. Results and Discussion

Characteristics of respondents the general profile of the research respondents is presented in Figure 1 below, including gender, semester, allowance, and university origin.

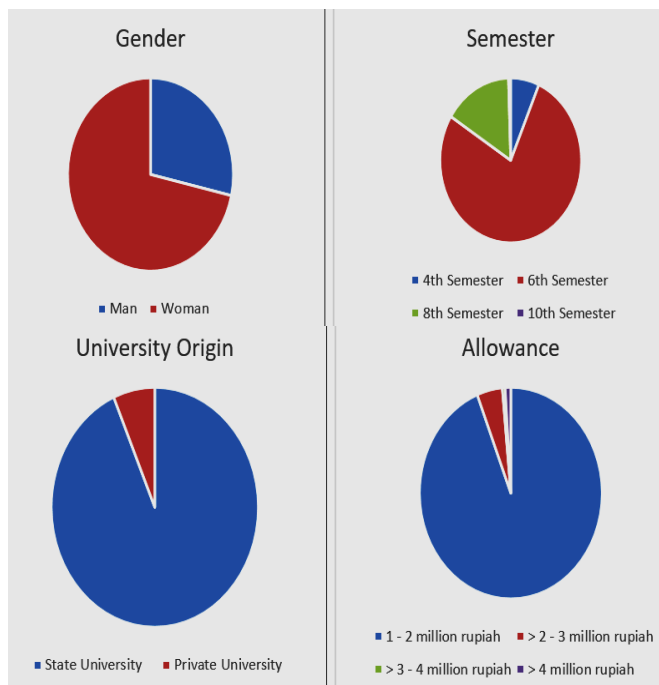


Fig. 1 Characteristics of Respondents

Based on Figure 1, it can be explained that women dominate the characteristics of the respondents in terms of gender; when viewed from the semester stages, they are dominant in the 6<sup>th</sup> semester; if viewed from the origin of the university, it is dominated by students from state universities; and when viewed from the pocket money owned is dominated by students with pocket money ranging from 1 – 2 million rupiah.

The responses of the respondents to each statement were determined using descriptive analysis. the average value is used to characterize all variables. Evaluation of each variable's data distribution using a set of criteria calculated by the equation:

$$\text{Range} = \frac{\text{Highest value} - \text{Lowest value}}{\text{Total}} = \frac{(5-1)}{5} = 0,8$$

Based on the results of the interval range, the criteria for the results of construct measurements can be arranged in Table 1.

Table 1. Research Variable Score Interval Summary

Score value	Score criteria
➤ 1,00 - 1,80	Very Low / very poor / very negative
➤ 1,80 - 2,60	Low / ugly / negative
➤ 2,60 - 3,40	High enough / good enough / positive enough
➤ 3,40 - 4,20	High / good / positive
➤ 4,20 - 5,00	Very High / very good / very positive

According to the measuring standards, the higher the average value attained, the better the respondents' replies to these questions and variables. the following are the descriptions for each study variable, as indicated in Tables 2, 3, 4, and 5.

Table 2. Description of Respondents' Answers About Assessment of Entrepreneurial Education Variables

No	Entrepreneurship Education	Respondents' Answers					Avr.	Note
		1	2	3	4	5		
1	Teaching methods for entrepreneurship courses (X.1)	0	3	24	85	88	4.29	Very good
2	Entrepreneurship course material (X.2)	0	5	21	73	101	4.35	Very good
3	Entrepreneurship course objectives (X.3)	1	3	20	76	100	4.36	Very good
4	Help identify business opportunities (X.4)	0	2	18	76	104	4.41	Very good
the average value of entrepreneurship education							4.35	Very good

Source: Primary Data Processed, 2022

Table 2 demonstrates that the four assertions about entrepreneurial education have an average score of 4.35 and fall into the assessment group of 4.20 – 5.00, which is very good. It means that students in Bali who are respondents in this study assess the entrepreneurship education they receive as very good. the assessment of entrepreneurship education is felt to be the variable indicating that the teaching method of entrepreneurship lectures is very helpful for students to identify business opportunities.

**Table 3. Description of Respondents' Answers Regarding the Assessment of Entrepreneurial Orientation Variables**

No	Entrepreneurial Orientation	Respondents' Answers					Avr.	Note.
		1	2	3	4	5		
1	Able to be creative	1	3	44	91	61	4.04	High
2	Able to be innovative	1	2	46	90	61	4.04	High
3	Able to take risks	0	5	58	83	54	3.93	High
4	Dare to make entrepreneurial decisions	1	4	43	87	65	4.06	High
5	Become independent	2	4	58	80	56	3.92	High
the average value of entrepreneurial orientation							3.99	High

Source: Primary Data Processed, 2022

Based on the data, Table 3 shows that the five statements regarding entrepreneurial orientation get an average score of 3.99 and fall into the criteria with an assessment category of 3.40 - 4.20, namely the high category. It means that students in Bali have a high entrepreneurial orientation. of the five indicators of the entrepreneurial orientation variable, it turns out that having the courage to make entrepreneurial decisions gets the highest rating in entrepreneurial orientation.

**Table 4. Description of Respondents' Answers Regarding the Assessment of Entrepreneurial Attitude Variables**

No	Entrepreneurial Attitude	Respondents' Answers					Avr.	Note.
		1	2	3	4	5		
1	Have a dream to be an entrepreneur	1	3	38	63	95	4.24	Very positive
2	Guarantees future life	0	1	22	86	91	4.34	Very positive
3	Give yourself a chance to challenge yourself	0	1	30	82	87	4.28	Very positive
4	Empowering future life	0	4	45	85	66	4.07	Positive
5	Shows true personality	0	5	27	73	95	4.29	Very positive
the average value of entrepreneurial attitude							4.24	Very positive

Source: Primary Data Processed, 2022

Based on the data, Table 4 shows that 5 statements regarding entrepreneurial attitudes get an average value of 4.24 and fall into the criteria with an assessment category of 4.20 – 5.00, which is very positive. It means that the entrepreneurial attitude possessed by students towards entrepreneurship as respondents in this study already has a very positive attitude about entrepreneurship. This positive attitude is shown by the variable indicator that guarantees future life.

**Table 5. Description of Respondents' Answers Regarding the Assessment of Entrepreneurial Intention Variables**

No.	Entrepreneurial Intention	Respondents' Answers					Avr.	Note.
		1	2	3	4	5		
1	Preparation to become an entrepreneur	0	4	42	76	78	4.14	High
2	Will work hard to be an entrepreneur	0	3	33	73	91	4.26	Very high
3	Intend to be an entrepreneur to challenge yourself	1	5	26	81	87	4.24	Very high
4	Looking for opportunities to become an entrepreneur	0	2	28	81	89	4.29	Very high
5	Becoming an entrepreneur is a priority after graduation	1	10	54	72	63	3.93	High
6	Is the best investment in life	2	7	43	73	75	4.06	High
the average value of entrepreneurial intention							4.15	High

Source: Primary Data Processed, 2022

Based on the data, Table 5 shows that the six statements regarding entrepreneurial intentions get an average value of 4.15 and fall into the criteria with an assessment category of 3.40 - 4.20, which is high. the score of the entrepreneurial intention of students in Bali is high, which means the respondents in this study already have high entrepreneurial intentions. High entrepreneurial intentions can be seen in always looking for opportunities for entrepreneurship.

## 5. Research Implications And Limitations

### 5.1. Research Implication

This study can provide an overview of entrepreneurship education, entrepreneurial orientation, entrepreneurial attitude, and entrepreneurial intention of students in Bali so that the results of the study can be used as a basis for formulating a better entrepreneurship education model so that the level of entrepreneurial orientation, entrepreneurial attitude, and entrepreneurial intention is increasing.

### 5.2. Limitations and Future Research

This research was only conducted on undergraduate students in Bali, so the results cannot be generalized to other study programs, such as vocational studies. Likewise, the analytical tool used is only descriptive analysis so that the future research can be continued with the inferential analysis method to test the Relationship of variables and can be continued to the next stage after the intention, namely to the stage of student decisions who are already entrepreneurs.

In addition, the determinant variable of entrepreneurial intention or entrepreneurial decision can be expanded not only from the entrepreneurial education variable. Still, it can be added to the variables of capital support and family environment, as well as the socio-cultural influence of the community.

## 6. Conclusion and Suggestions

Based on the results of the descriptive analysis, it can be concluded that the entrepreneurship education received by students is considered very good, including the teaching methods, course materials provided, clear course objectives, and ability to lead students to see business opportunities.

For the level of student entrepreneurship orientation is considered high, this means that the entrepreneurial orientation of students needs to be improved. In contrast, the entrepreneurial attitude of students is very positive. Furthermore, entrepreneurial intentions get a high rating. In the future, this needs to be improved so that the entrepreneurial intention of students in Bali is higher and gets a very high rating. To increase the entrepreneurial orientation and entrepreneurial intention of students in Bali, it is necessary to add other variables such as university support, family support, and financial support.

## References

- [1] Ahmed, T., Rehman, I.U. and Sergi, B.S., A Proposed Framework on the Role of Entrepreneurial Education and Contextual Factors, Sergi, B.S. and Scanlon, C.C. (Ed.) *Entrepreneurship and Development in the 21st Century* (Lab for Entrepreneurship and Development), *Emerald Publishing Limited, Bingley*, (2019) 47-68. <https://doi.org/10.1108/978-1-78973-233-720191005>
- [2] Al-Mamary, Y.H.S., Abdulrab, M., Alwaheeb, M.A. and Alshammari, N.G.M., Factors Impacting Entrepreneurial Intentions Among University Students in Saudi Arabia: *Testing An Integrated Model of TPB and EO*, *Education + Training*, 62 (7/8) (2020) 779-803.
- [3] Buck, D.J.M., Hutchinson, J., Winter, C.R. and Brian, A.T., The Effects of Mental Imagery With Video-Modeling on, *Sports*, 4(2) (2016) 123
- [4] Chafloque-Cespedes, R., Alvarez-Risco, A., Robayo-Acuña, P.-V., Gamarra-Chavez, C.-A., Martinez-Toro, G.-M. and Vicente-Ramos, W., Effect of Sociodemographic Factors in Entrepreneurial Orientation and Entrepreneurial Intention in University Students of Latin American Business Schools, Jones, P., Apostolopoulos, N., Kakouris, A., Moon, C., Ratten, V. and Walmsley, A. (Ed.) *Universities and Entrepreneurship: Meeting the Educational and Social Challenges (Contemporary Issues in Entrepreneurship Research)*, 11 (2021) 151-165.
- [5] Cho, Y.H. and Lee, J.-H., Entrepreneurial Orientation, Entrepreneurial Education and Performance, *Asia Pacific Journal of Innovation and Entrepreneurship*, 12 (2) (2018) 124-134. <https://doi.org/10.1108/APJIE-05-2018-0028>
- [6] Dinc, M.S. and Budic, S., the Impact of Personal Attitude, Subjective Norm, and Perceived Behavioural Control on Entrepreneurial Intentions of Women, *Eurasian Journal of Business and Economics*, 9 (17) (2016) 23-35.
- [7] Do, B.R. and Dadvari, A., the Influence of the Dark Triad on the Relationship Between Entrepreneurial Attitude Orientation and Entrepreneurial Intention: A Study Among Students in Taiwan University, *Asia Pacific Management Review*, 22(4) (2017) 185-191
- [8] Duong, C.D., Exploring the Link Between Entrepreneurship Education and Entrepreneurial Intentions: the Moderating Role of Educational Fields, *Education + Training*, (2021). <https://doi.org/10.1108/ET-05-2021-0173>
- [9] Galvão, A., Ferreira, J.J. and Marques, C. (2018), Entrepreneurship Education and Training As Facilitators of Regional Development: A Systematic Literature Review, *Journal of Small Business and Enterprise Development*, 25 (1) (2018) 17-40. <https://doi.org/10.1108/JSBED-05-2017-0178>
- [10] Galvão, A., Marques, C. and Ferreira, J.J., the Role of Entrepreneurship Education and Training Programmes in Advancing Entrepreneurial Skills and New Ventures, *European Journal of Training and Development*, 44 (6/7) (2020) 595-614. <https://doi.org/10.1108/EJTD-10-2019-0174>
- [11] Garçon, M.M. and Nassif, V.M.J., Entrepreneurship in Social: Brazilian University Students Toward a Career With Purpose, *RAUSP Management Journal*, 56 (3) (2021) 367-382.
- [12] Hassan, H., Sade, A.B. and Rahman, M.S., Shaping Entrepreneurial Intention Among Youngsters in Malaysia, *Journal of Humanities and Applied Social Sciences*, 2(3) (2020) 235-251. <https://doi.org/10.1108/JHASS-02-2020-0029>

- [13] Hoang, G., Le, T.T.T., Tran, A.K.T. and Du, T., Entrepreneurship Education and Entrepreneurial Intentions of University Students in Vietnam: The Mediating Roles of Self-Efficacy and Learning Orientation, *Education + Training*, 63(1) (2021) 115-133. <https://doi.org/10.1108/ET-05-2020-0142>
- [14] Kumar, S., Paray, Z.A. and Dwivedi, A.K., Student's Entrepreneurial Orientation and Intentions: A Study Across Gender, Academic Background, and Regions, *Higher Education, Skills and Work-Based Learning*, 11(1) (2021) 78-91.
- [15] Londono, J.C., Wilson, B. and Osorio-Tinoco, F., Understanding the Entrepreneurial Intentions of Youth: A PLS Multi-Group and FIMIX Analysis using the Model of Goal-Directed Behavior, *Journal of Entrepreneurship in Emerging Economies*, 13(3) (2021) 301-326.
- [16] Lopez, T., Alvarez, C., Martins, I., Perez, J.P. and Román-Calderón, J.P., Students' Perception of Learning From Entrepreneurship Education Programs and Entrepreneurial Intention in Latin America, *Academia Latin American Magazine Of Administration*, 34(3) (2021) 419-444.
- [17] Marques, C.S.E., Santos, G., Galvão, A., Mascarenhas, C. and Justino, E., Entrepreneurship Education, Gender, and Family Background As Antecedents on the Entrepreneurial Orientation of University Students, *International Journal of Innovation Science*, 10(1) (2018) 58-70. <https://doi.org/10.1108/IJIS-07-2017-0067>
- [18] Martins, I. and Perez, J.P., Testing Mediating Effects of Individual Entrepreneurial Orientation on the Relation Between Close Environmental Factors and Entrepreneurial Intention, *International Journal of Entrepreneurial Behavior & Research*, 26(4) (2020) 771-791.
- [19] Mykolenko, O., Ippolitova, I., Doroshenko, H. and Strapchuk, S., the Impact of Entrepreneurship Education and Cultural Context on Entrepreneurial Intentions of Ukrainian Students: the Mediating Role of Attitudes and Perceived Control, *Higher Education, Skills and Work-Based Learning*, (2021). <https://doi.org/10.1108/HESWBL-08-2020-0190>
- [20] Naveed, M., Zia, M.Q., Younis, S. and Shah, Z.A., Relationship of Individual Social Entrepreneurial Orientations and Intentions: Role of Social Entrepreneurship Education, *Asia Pacific Journal of Innovation and Entrepreneurship*, 15(1) (2021) 39-50. <https://doi.org/10.1108/APJIE-07-2020-0118>
- [21] Nikitina, T., Licznarska, M., Ozoliņa-Ozola, I. and Lapina, I., Individual Entrepreneurial Orientation: Comparison of Business and STEM Students, *Education + Training*, (2022). <https://doi.org/10.1108/ET-07-2021-0256>
- [22] Palalić, R., Ramadani, V., Đilović, A., Dizdarević, A. and Ratten, V., Entrepreneurial Intentions of University Students: A Case-Based Study, *Journal of Enterprising Communities: People and Places in the Global Economy*, 11(03) (2017) 393-413.
- [23] Sá, C. and Holt, C., Profiles of Entrepreneurship Students: Implications for Policy and Practice, *Education + Training*, 61(2) (2019) 122-135. <https://doi.org/10.1108/ET-06-2018-0139>
- [24] Sahoo, S. and Panda, R.K., Exploring Entrepreneurial Orientation and Intentions Among Technical University Students: Role of Contextual Antecedents, *Education + Training*, 61(6) (2019) 718-736.
- [25] Santos, F.J., Roomi, M.A. and Liñán, F., About Gender Differences and the Social Environment in the Development of Entrepreneurial Intentions, *Journal of Small Business Management*, 54(1) (2016) 49-66.
- [26] Satar, M.S. and Natasha, S., Individual Social Entrepreneurship Orientation: Towards Development of a Measurement Scale, *Asia Pacific Journal of Innovation and Entrepreneurship*, 13(1) (2019) 49-72.
- [27] Shirokova, G., Osiyevskyy, O., and Bogatyreva, K., Exploring the Intention–Behaviorlink in Student Entrepreneurship: Moderating Effects of Individual and Environmental Characteristics, *European Management Journal*, 34(4) (2016) 386–399.
- [28] Sun, H., Lo, C.T., Liang, B. and Wong, Y.L.B., the Impact of Entrepreneurial Education on Entrepreneurial Intention of Engineering Students in Hong Kong, *Management Decision*, 55(7) (2017) 1371-1393. <https://doi.org/10.1108/MD-06-2016-0392>

- [29] Tognazzo, A., Gianecchini, M. and Gubitta, P., Educational Context and Entrepreneurial Intentions of University Students: an Italian Study, *Entrepreneurship Education (Contemporary Issues in Entrepreneurship Research,)*, Emerald Publishing Limited, Bingley, 7 (2017) 47-74. <https://doi.org/10.1108/S2040-724620170000007008>
- [30] Wibowo, A., Widjaja, S.U.M., Utomo, S.H., Kusumojanto, D.D., Wardoyo, C., Wardana, L.W. and Narmaditya, B.S., Does Islamic Values Matter for Indonesian Students' Entrepreneurial Intention? The Mediating Role of Entrepreneurial Inspiration and Attitude, *Journal of Islamic Accounting and Business Research*, 13(2) (2022) 242-263. <https://doi.org/10.1108/JIABR-03-2021-0090>
- [31] Yasa, N.N.K., Andari, R., Atmaja, N.P.C.D., Mitariani, N.W.E., Krismawintari, N.P.D., the Role of Attitudes in Mediating Entrepreneurship Education in Higher Education and Psychological Characteristics of the Entrepreneurship Intention, *South East Asia Journal of Business Economics and Law*, 17(2) (2018) 47-55.
- [32] Yousaf, U., Ali, S.A., Ahmed, M., Usman, B. and Sameer, I., From Entrepreneurial Education to Entrepreneurial Intention: A Sequential Mediation of Self-Efficacy and Entrepreneurial Attitude, *International Journal of Innovation Science*, 13(3) (2021) 364-380. <https://doi.org/10.1108/IJIS-09-2020-0133>
- [33] Zhang, Y., Duysters, G. and Cloudt, M., the Role of Entrepreneurship Education as a Predictor of University Students' Entrepreneurial Intention, *International Entrepreneurship and Management Journal*, 10(3) (2014) 623-641.