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The effect of entrepreneurship education on entrepreneurial intention

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ABSTRACT

This research was conducted to determine the effect of entrepreneurship education on entrepreneurial intentions, both directly and through the Theory of Planned Behavior component. Variables in the study include entrepreneurship education, attitudes, perceived behavioral control, subjective norms, and intentions. The method used is multiple linear regression and path analysis. The population consists of Faculty of Economics and Business Ahmad Dahlan University undergraduate students who have taken entrepreneurship courses, with 243 respondents. The study results show that entrepreneurship education has a positive and significant direct effect on entrepreneurial intentions and indirectly affects entrepreneurial intentions through perceived behavioral control variables.

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1. INTRODUCTION

The labor force as of August 2018 reached 131.01 million people, with the Open Unemployment Rate reaching 5.34% (*Agustus 2018: Tingkat Pengangguran Terbuka (TPT) Sebesar 5,34 Persen*, 2018). 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, the government launched the National Entrepreneurship Movement in 2011. With this movement is expected, in 2014, the number of entrepreneurs in Indonesia will reach 1% of the Indonesian population (Burhani, 2011).

The Ministry of Higher Education Technology Research (Kemenristek Dikti) noted that at the beginning of 2018, of the approximately 7 million unemployed in Indonesia, 8.8 percent of them were undergraduates (Seftiawan, 2018). 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 (*Keadaan Ketenagakerjaan Indonesia Agustus 2018*, 2018). High unemployment among undergraduates has occurred from time to time. In 2013 there were 360,000 unemployed graduates, and the trend is increasing yearly (*Tahun 2013, Pengangguran Di Indonesia Melonjak*, 2013). With the high percentage of unemployed graduates, universities in Indonesia need to provide graduates with entrepreneurial skills. According to the deputy chairman of the Advisory

Council of the Indonesian Chancellors' Forum (FRI), a curriculum that focuses on producing entrepreneurship 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).

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 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 Theory of Planned Behavior (TPB) explains intentions, which assumes that humans always have a purpose in their behavior (Lortie & Castogiovanni, 2015). In TPB, before a person behaves, the intention will appear before the behavior (Mwenge, 2018). Sheeran (as cited in (Sommer, 2011) stated that this theory concludes that a person behaves if he previously had the intention to do so, and conversely, he will not behave if there is no intention to do so. According to this theory, intentions are formed from 3 factors: attitudes, perception control, and subjective norms. Attitude indicates a person's degree in providing favorable or unfavorable evaluations of certain behaviors. In contrast, perceptions of behavior control are belief controls that include individual perceptions of the skills and resources possessed by a person to successfully carry out specific behaviors (Mahyarni, 2013). Meanwhile, the subjective norm is a person's perception of social pressure to perform or not 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 et al., 2019); internal waste handling (Astuti & Linarti, 2018), (Botetzagias et al., 2015), (Davis et al., 2004), and (Tonglet et al., 2004); physical activity of children in (Wang & Wang, 2015) and (Esposito et al., 2016); internal medical treatment (Wikamorys & Rochmah, 2017), (Tung et al., 2011), and (Shi et al., 2014); etc. Kautonen et al. state that TPB is a reasonably robust behavior model (Kautonen et al., 2015); his research shows that attitudes, subjective norms, and perception control can explain 59% of the variance in entrepreneurial intentions.

Based on (Tsordia & Papadimitriou, 2019), (Wirandana & Hidayati, 2017), and (Widayoko, 2016), 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. In (Adnyana & Purnami, 2016) and (Utami, 2017), entrepreneurship education significantly influences entrepreneurial intentions. Research (Wirandana & Hidayati, 2017) and (Linan, 2014) conclude 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 perceptual control (Sabah, 2016). (Wirandana & Hidayati, 2017) concluded that entrepreneurship education influences attitudes and perception control, and these variables affect intentions. The study (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. 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).

This study aims 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, perception control, and

subjective norms proven to successfully explain intentions towards carrying out certain behaviors, as is the model of (Tsordia & Papadimitriou, 2015). 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) and (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); and (Anjum et al., 2019) and the effect of entrepreneurship education on intentions through perceived behavior control based on (Ariffin & Ziyad, 2018). The study results are expected to be used as evaluation material for universities in designing and implementing entrepreneurship education for students.

METHODS

The research was conducted on the 6th-semester Faculty of Economic and Business (FEB) UAD students who had taken entrepreneurship courses. Using the Slovin formula, the number of respondents was determined as 243 students selected from 616 students. The selection of respondens 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

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. The data collection method was carried out using a questionnaire using a Likert scale of 1-5. The definitions and indicators of each variable can be seen in Table 2.

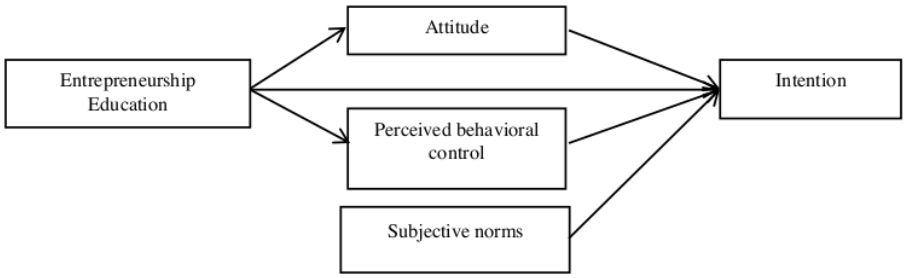


Figure 1. Conceptual model of the research

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

Table 2.
Definitions and Indicators of Research Variables

Variable	Definition	Indicator	Reference
Entrepre-neurship 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)
Perceived behavioral control	The strength of one's belief that he will be able and successfully perform various roles in entrepreneurship.	Confidence in the ability to manage a business	(Widayoko, 2016)
		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)

Table 2.
Definitions and Indicators of Research Variables

Variable	Definition	Indicator	Reference
		Feeling confident about starting a business	(Budiarti, 2012)
		Feeling confident in developing a business	
		Can do market analysis	
		Can take advantage of opportunities	
		Can build a business management team	
		Can develop business relationships	
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 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)

2. FINDINGS AND DISCUSSION

The average value of each variable is obtained from the data collected, as in Table 3. Based on 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 is 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. The most significant influence of entrepreneurship education is on perceived behavioral control. 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.

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

Testing is 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. It means that H4 is accepted.

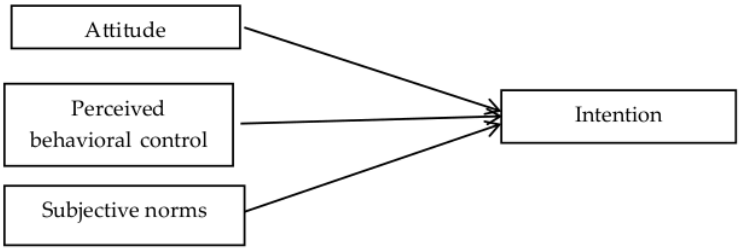


Figure 2. TPB Model

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 is 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).

Tabel 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

We can see 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 is 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]

Model	Unstandardized Coefficients		Standardized Coefficients		
	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

[a.] Dependent Variable: Intention

Based on Table 13, we can see that only entrepreneurship education significantly affected the intention with a significant level of 0.05. If the level of significance increased 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.

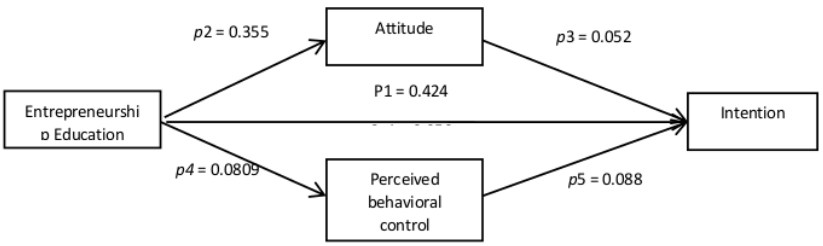


Figure 3. Analysis of the entrepreneurship education pathway towards intention

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}.

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

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

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

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 (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 practicing 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 are by following the theory expressed by Cromie in (Adnyana & Purnami, 2016), which explains that self-efficacy affects one's belief in whether or not the goals that have been targeted are achieved. The higher the students' confidence in his ability to try, the higher his desire to become entrepreneur. Kautonen et el. (Kautonen, van Gelderen, & Fink, 2015) states that attitudes, perceived behavioral control, and subjective norms each have a significant effect on intentions and together can explain 59% of intention variance. Likewise the results of the study (Jaya & Seminari, 2016) with the coefficient of determination reaching 73.8%; and (Utami, 2017) with a coefficient of determination of 42.9%. (Rajh, Budak, & Ateljević, 2016) also shows 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 (Rajh et al., 2016) not enough significant effect on intention.

When entrepreneurship education is included in the model, the three TPB independent variables have no significant effect on intention (α = 0.05). But, when we use α = 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 that 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 his 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 behavior. It is consistent with the questionnaire questions. 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, Pihie, & Bagheri, 2012) also recommends the need for education to improve student self-efficacy so that they tend towards entrepreneurship.

3. CONCLUSIONS AND SUGGESTION

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 are added, the three TPB variables, namely attitude, perceived behavior control, and subjective norms, do not significantly influence 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.

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