



Entrepreneurial intention among generation z education self efficacy and attitude

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ABSTRACT

This research will see how far the influence of entrepreneurial education, entrepreneurial self-efficacy, and entrepreneurial attitude on entrepreneurial intention in generation Z Indonesia. This study will use a causal design approach with structural equation modeling (SEM) as a statistical approach to testing the constructed constructs and hypotheses. The number of samples used in this study were 406 respondents from business activists at the age of Generation Z in Indonesia. The results of the study show that entrepreneurial education has a significant effect on entrepreneurial attitude, entrepreneurial self-efficacy, and entrepreneurial intention in generation Z Indonesia. Entrepreneurial self-efficacy was also found to have a significant effect on entrepreneurial attitude and entrepreneurial intention in Generation Z Indonesia. Entrepreneurial attitude also has a significant influence on entrepreneurial intention in Indonesia's Z generation. Entrepreneurial attitude and entrepreneurial self-efficacy also play a significant role in mediating the effect of entrepreneurial education on entrepreneurial intention in Indonesia's Z generation. Entrepreneurial attitude has a significant role in mediating the effect of entrepreneurial self-efficacy on entrepreneurial intention.

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INTRODUCTION

Entrepreneurship is an important factor in the development of an economy (T. Ahmed et al., 2020). Entrepreneurship is a driver of economic growth and national prosperity (Sergi et al., 2019). A country's economic growth through innovation, employment, and prosperity will be created through entrepreneurial mechanisms (Crane, 2022; Galindo-Martín et al., 2019; Polas et al., 2022). Entrepreneurship is considered a planned and directed action (Apostolopoulos et al., 2018) and has been popular among stakeholders including policymakers, academics, and students (Estrada-Cruz et al., 2020; Vaitoonkiat & Charoensukmongkol, 2020)

In recent years, universities and other external institutions have organized various entrepreneurship training programs, and these programs have gradually received attention (Kusio & Fiore, 2020). And most of the program participants are prospective entrepreneurs or entrepreneurs who feel they lack the knowledge and skills related to it after starting a business.

These participants hope to increase their entrepreneurial abilities through such programs, and gain the ability to create, capture, and pursue opportunities (Ciptono et al., 2023).

Entrepreneurship education is defined as all educational and training activities (both educational and non-educational systems) that seek to develop participants' entrepreneurial intentions or several factors that influence these intentions, such as knowledge, desire, and feasibility of entrepreneurial activity (Barnard et al., 2019; Neves & Brito, 2020). Entrepreneurship education aims to develop and improve entrepreneurial qualities, ambition, encouragement, and a pioneering and adventurous spirit for students to prepare for a particular career, business, or business plan. It also aims to develop the strategic resources and capabilities needed by an entrepreneur and help him find and recognize business opportunities (Liu et al., 2019).

Educational institutions play a major role in developing initial entrepreneurial competencies which are then manifested in the form of entrepreneurial activities (A. Hassan et al., 2020; Puni et al., 2018). Research shows that educational institutions as well as faculty members involved in entrepreneurial activities play an important role in developing an entrepreneurial spirit among university students through innovative programs and a research-oriented culture (Cho & Lee, 2018; Ghina et al., 2017; Le & Loan, 2022; Martínez-Gregorio et al., 2021; Piperopoulos & Dimov, 2015). Previous studies have also shown that entrepreneurship education has a positive effect on entrepreneurial intentions (Paray & Kumar, 2020; Passaro et al., 2018; Saoula et al., 2023; Tarigan et al., 2022; Tomy & Pardede, 2020)

Entrepreneurial intention is the most important predictor of individual entrepreneurial behavior (Farrukh et al., 2018). Entrepreneurial intention is determined by individual attitudes and attitudes of subjective norms, subjective norms, and perceived behavioral control (Ajzen, 2020; Bird, 1988). Previous analysis shows that several factors will influence the relationship between entrepreneurship education and entrepreneurial intentions such as planned behavior (Ajzen, 1985, 1988, 2011; Schifter & Ajzen, 1985) which focuses on individual cognitive aspects, for example, entrepreneurial attitude and entrepreneurial self-efficacy (Ciptono et al., 2023; Şahin et al., 2019; Soomro et al., 2021; Wardana et al., 2020)

Entrepreneurial self-efficacy is a person's self-confidence that he has entrepreneurial talent (Liu et al., 2019). The entrepreneurial attitude is an entrepreneurial attitude as a follow-up of entrepreneurial thoughts and emotions (Mahmood et al., 2020; Zabelina et al., 2019). Research that has been conducted has found that entrepreneurship education is associated with self-efficacy, which can increase entrepreneurial intentions (Hoang et al., 2020; Puni et al., 2018). Entrepreneurship education is positively related to entrepreneurial attitudes and skills (Agarwal et al., 2020; Badawi et al., 2019).

Currently, there are four generations in the labor market. The oldest generation is the Baby Boomer Generation (1947–1964), while the following are: Generation X (1965–1980); Generation Y (Millennials, 1981–1995); and the youngest generation is known as Generation Z (1996–present) (Oblinger & Oblinger, 2005). Even though Generation Z is the youngest generation in the current population composition, it is estimated that the number of this generation has reached 2.56 billion individuals globally. Meanwhile, in Indonesia, Generation Z is estimated to have reached 68 million people (Dwidienawati & Gandasari, 2018)

Generation Z is a generation that has just entered the education system and labor market. Characterized as the "connected" generation because they are familiar with modern technology (Gentina, 2020a; Oblinger & Oblinger, 2005), are open to cultural diversity, and need to continue to be connected with other people and peers (Csobanka, 2016). Generation Z not only use Internet content, but they also create and control it (Gentina, 2020b; Hinduan et al., 2020a; Seemiller & Grace, 2017). They have a wide network of relationships in cyberspace, communicate remotely, and at the same time seek direct interpersonal relationships and the possibility of teamwork (Gaidhani et al., 2019).

The results of the previous research explained that Generation Z has a higher readiness than Generation Y. Generation Z is described as more aware of their abilities, independent, and driven than the previous generation. They are intuitively innovative, highly productive, goal-oriented, and realistic. In short, they are entrepreneurs (Chillakuri, 2020a; Merriman, 2015).

This research will see how far the influence of entrepreneurial education, self-efficacy, and entrepreneurial attitude on entrepreneurial intention is in Indonesia's Z generation. This research is important as part of the academic contribution the concentration on increasing the number of young entrepreneurs in Indonesia which needs to be continuously improved. In addition, research involving the variables entrepreneurial education, self-efficacy, entrepreneurial attitude, and entrepreneurial intention with Generation Z as the focus of research is still relatively rare in Indonesia. This study also provides novelty to constructs that combine various indicators from previous researchers, so that the results of testing using SEM through the AMOS 24 statistical test tool will describe the construct's novelty on the indicators used in providing a more comprehensive picture of results.

RESEARCH METHOD

Entrepreneurship is a skill that can be learned through training (T. Ahmed et al., 2020). Personality traits, abilities, and skills needed to become entrepreneurs can be obtained through training (Ciptono et al., 2023). Entrepreneurship can be learned from 'learning by doing' in the process of becoming an entrepreneur, and also from related entrepreneurship courses (Liu et al., 2019). Entrepreneurship education is expected to produce entrepreneurs who have the potential to create wider employment opportunities (Passaro et al., 2018). Entrepreneurship education in tertiary institutions can benefit graduates and society in terms of encouraging them to be more responsive to new technological changes (Cheng et al., 2009; Ratten & Usmanij, 2021). Entrepreneurship education has been widely recognized for having an important and positive impact on training and the creation of new businesses (Ghina et al., 2017).

Self-efficacy is the self-assessment of its ability to carry out a series of actions in achieving the desired goal (Justus et al., 2022). Self-efficacy does not emphasize the skills possessed by individuals, but only an individual's self-assessment of the ability to use these skills in achieving goals (Liu et al., 2019). Self-efficacy can regulate actions through cognitive, motivational, affective, and decision processes themselves (Benight & Bandura, 2004). The self-efficacy of the ability to complete tasks has a significant influence on their actual ability to perform activities (Çetin & Aşkun, 2018). Entrepreneurial self-efficacy is a person's self-confidence that there is the entrepreneurial talent within him that will help in starting a business as well as confidence in his ability to complete certain tasks related to entrepreneurship (Liu et al., 2019).

An entrepreneurial attitude is an adaptability, and action in the entrepreneurial process (Hossain et al., 2023). An entrepreneurial attitude is an entrepreneurial attitude as a follow-up of entrepreneurial thoughts and emotions that can be changed but can be predicted (Yousaf et al., 2021). According to the Theory of Planned Behavior, individual attitudes influence their final behavioral intentions (Schifter & Ajzen, 1985).

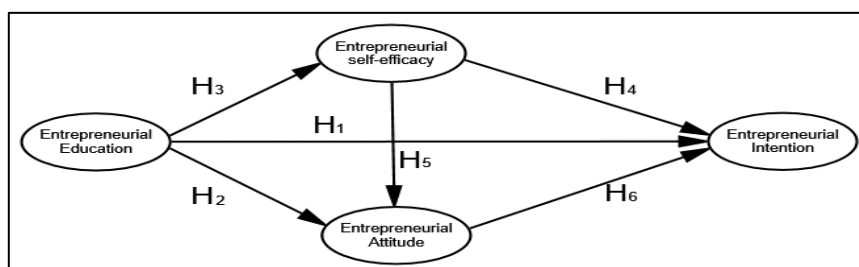


Figure 1. Research framework

Entrepreneurial education dan entrepreneurial intention

Entrepreneurs regard strong entrepreneurial intention as a prerequisite in starting a new venture. Entrepreneurial intention (entrepreneurial intention is an individual's belief in preparing for a new business and following up on the business goals (Hossain et al., 2023). Entrepreneurial intention can be said to be a planned behavior to start a new business, which is a prerequisite for prospective entrepreneurs (Barba-Sánchez & Atienza-Sahuquillo, 2018; Boubker et al., 2021; Kusumawardhany & Dwiarta, 2020). Entrepreneurship education is believed to be able to stimulate the ideas and behaviors needed for entrepreneurship (Kusumawardhany & Dwiarta, 2020). The aim of entrepreneurship education should be to cultivate individual entrepreneurial intentions (Frunzaru & Cismaru, 2021; Hoang et al., 2020; Martínez-Gregorio et al., 2021). Entrepreneurship education and training can strengthen one's entrepreneurial intentions (Li & Wu, 2019). Entrepreneurship training can strengthen entrepreneurial intentions and behavior and improve entrepreneurial performance (Cho & Lee, 2018).

H1 = Entrepreneurial education influences entrepreneurial intention

Entrepreneurial education dan entrepreneurial attitude

In social psychology, attitude is defined as the characterization of personal cognition, including subjective judgments of oneself, other people, affairs, activities, events, and so on. And it has an important influence on individual reactions and behavior (Liu et al., 2019). Entrepreneurship education is believed to be able to inspire individual entrepreneurship and then influence their perceptions and desires to become entrepreneurs (Wardana et al., 2020; Yousaf et al., 2021). Entrepreneurship education and training can influence people's attitudes and behavioral intentions toward entrepreneurship, and improve their management abilities (Mahendra et al., 2017). Entrepreneurship education will help develop entrepreneurial abilities, which are a combination of knowledge, attitudes, and various abilities (Jena, 2020; Kusumawardhany & Dwiarta, 2020).

H2 = Entrepreneurial education influences entrepreneurial attitude

Entrepreneurial education dan entrepreneurial self-efficacy

Self-efficacy refers to a person's self-confidence or perception of their ability to obtain the best performance results (Saoula et al., 2023). Self-efficacy encourages a person to persevere when facing setbacks and challenges in the process of carrying out entrepreneurial activities (Wardana et al., 2020; Yousaf et al., 2021). Through the transfer of knowledge and skills, education can increase self-confidence and play an important role in preparing for new businesses (Hoang et al., 2020). Furthermore, based on research that has been done previously found that entrepreneurship education has a relationship with self-efficacy which can increase entrepreneurial intentions (Liu et al., 2019; Wardana et al., 2020)

H3 = Entrepreneurial education influences entrepreneurial self-efficacy.

Entrepreneurial self-efficacy dan entrepreneurial intention

Effective behavior not only requires appropriate knowledge, skills, and good attitudes but also requires confidence in one's abilities and being able to fully utilize them (Bandura et al., 1999). Self-efficacy is a predictor of entrepreneurial achievement, and entrepreneurial intention is, to some extent, determined by entrepreneurial attractiveness and individual entrepreneurial self-efficacy (Saoula et al., 2023). Self-efficacy is a key factor that can help entrepreneurs overcome difficulties and challenges in the entrepreneurial process, and has a significant influence on entrepreneurial intentions (Şahin et al., 2019; Shahab et al., 2019a). Furthermore, existing research has also revealed that entrepreneurial self-efficacy has a positive effect on entrepreneurial intention (I. Ahmed, 2022; Hoang et al., 2020; Yousaf et al., 2021).

H4 = Entrepreneurial self-efficacy influences entrepreneurial intention.

Entrepreneurial self-efficacy dan entrepreneurial attitude

According to the Value-Expectation Theory, attitudes are positively correlated with product beliefs, behaviors, and outcome evaluations (Soomro et al., 2021). When individuals believe that taking certain actions can achieve positive results, they will show a stronger preference for those actions, and then develop an intention to do them (Gaidhani et al., 2019; Kusumawardhany & Dwiarta, 2020). Confidence within the individual can influence goal-setting behavior and belief in achieving the goals to be achieved (Valencia-Arias et al., 2022). For entrepreneurs, self-efficacy has a high correlation with perceived self-efficacy and entrepreneurial actions (Shi et al., 2020). When an entrepreneur has confidence in his ability to do business and achieve an entrepreneurial task, his entrepreneurial attitude will become stronger (Piperopoulos & Dimov, 2015; Shahab et al., 2019a, 2019b).

H5 = Entrepreneurial self-efficacy influences entrepreneurial attitude.

Entrepreneurial attitude dan entrepreneurial intention

Individual behavioral attitudes are predictors of behavioral intentions (Anjum et al., 2022) because behavioral attitudes can explain more than 50% of the variance in behavioral intentions (Prodan & Drnovsek, 2010). Based on the results of a study in Thailand, shows that entrepreneurial intention is significantly related to the need for achievement, personal control and innovation on students' attitude towards entrepreneurship (Soomro et al., 2021). Theory of Reasoned Action and the Theory of Planned Behavior state that behavior attitude is considered a key variable that explains behavioral intention (H. Hassan et al., 2020). Yousaf et al. (2021) concluded that attitude strongly influences intention. Anjum et al. (2022) explains that attitude drives behavior through intentions that appear. Jena (2020) found that attitude toward behavior has a significant impact on intention. This finding is also supported by other studies which state that attitudes encourage entrepreneurial intentions (Kusumawardhany & Dwiarta, 2020; Mahendra et al., 2017; Wardana et al., 2020).

H6 = Entrepreneurial attitude influences entrepreneurial intention.

Entrepreneurial Intention dan Generation Z

Entrepreneurship is a process that occurs over a while (Farrukh et al., 2018). If entrepreneurship is viewed as a process, then intention becomes a natural precursor for entrepreneurial activity (Neves & Brito, 2020). Entrepreneurship is intentional and arises through choice and not by chance (Mahto & McDowell, 2018). The study concludes that entrepreneurial intentions arise through the development of entrepreneurial competencies such as leadership training and business research conducted (Le & Loan, 2022).

Entrepreneurial intention shows the effort that arises from a person to carry out this entrepreneurial behavior. This intention is based on three main motivational factors that influence the final behavior (Mahto & McDowell, 2018; Tarigan et al., 2022). Initial attitude refers to whether you like or dislike being an entrepreneur; Subjective norms refer to the perceptions of those closest to them such as family and peers to approve or support entrepreneurial activities being carried out; and Behavioral control refers to perceptions of the ease or difficulty of being an entrepreneur (I. Ahmed, 2022; Le & Loan, 2022; Purnamawati et al., 2020; Saoula et al., 2023). These cognitive factors provide insight into the complex entrepreneurial process (Mukhtar et al., 2021).

Entrepreneurship is defined as a process, brought about by individuals, to identify new entrepreneurial opportunities and convert them into marketable products or services (Schaper et al., 2010). The intention is a state of mind that directs one's attention to experiences and actions to achieve something (Farrukh et al., 2018; Neves & Brito, 2020). Entrepreneurial intention is the state

of mind of someone who wants to create a new business or drive new value within an existing organization. It is the driving force of entrepreneurial activity (Anwar et al., 2020).

The intention to start a new business depends on three things, namely perceptions of desire, feasibility, and inclination to act (Eid et al., 2019; Kariv et al., 2023; Prasastyoga et al., 2021). The theory of Planned Behavior outlines that attitudes toward action, social norms, and perceived behavioral control are the three key factors that influence an individual's intention to perform a particular behavior (Maharana & Chaudhury, 2022; Neves & Brito, 2020; Şahin et al., 2019). Both of these models have been tested and shown to have a significant effect on predicting entrepreneurial intentions (Noor et al., 2021).

Generation Z a group of young people born between the 1990s and early 2010 (aged between 7 and 25 years) (Tapscott, 2008), is a generation that is seen as having a strong intention in entrepreneurship because they no longer expect traditional jobs and businesses, they tend to prioritize social media, digital networks and digital applications for work (Djafarova & Foots, 2022; Hinduan et al., 2020b). Generation Z generally likes to communicate using video and spends a lot of time with smartphones. They also actively access the internet and social media (Skinner et al., 2018; Thorne-Wallington, 2012). Generation Z is shaped by technological advances, volatile economic growth, and social justice movements (Chaturvedi et al., 2020). Through smartphones, broadband internet access at home, or online connections at school, they have more access to information than previous generations (Chillakuri, 2020b; Djafarova & Foots, 2022).

Generation Z has a great intention to work in new work culture, new management, innovation, and new ways of interacting with their co-workers (Gaidhani et al., 2019; Wasilczuk & Richert-Kaźmierska, 2020). Generation Z has a view to grow and develop on their own, manifest themselves in an inspiring work/business environment, and can build good and meaningful personal experiences from work/business for themselves (Liao et al., 2018). Generation Z also shows a high level of proactivity (mainly aimed at meeting their own needs), has an innovative character, and dares to take risks which shows that Generation Z does have character and a strong intention to enter the world of entrepreneurship (Wasilczuk & Richert-Kaźmierska, 2020).

Based on the research construct built on the theoretical studies that have been submitted, this research paradigm can be described in Figure 1. The indicator items in this study refer to previous studies by Frunzaru & Cismaru (2021), Liu et al. (2019), Li & Wu (2019), and Mahendra (2017). Entrepreneurial education and Entrepreneurial self-efficacy have 6 items, while Entrepreneurial attitude and Entrepreneurial intention each have 5 items.

This study uses a causality design. Data were presented and analyzed with quantitative methods. Causal research is research that tries to prove a causal relationship between the independent variable or the influencing variable and the dependent variable or the affected variable (Malhotra et al., 2017). The causality design in this study was used to see the effect of the independent variables, namely Entrepreneurial education on the dependent variable Entrepreneurial intention with Entrepreneurial self-efficacy and Entrepreneurial attitude as mediating variables.

The questionnaire will help in determining the data. The questionnaire uses a Likert scale of 1 to 5 with categories: Strongly agree with a score of 5; Agree has a score of 4; Undecided has a score of 3; Disagree has a score of 2; Strongly disagree with a score of 1. The population in this study is all Generation Z of Indonesia. The number of samples in this study was 406 respondents. The sampling technique used was purposive sampling with the following criteria: 1) Indonesian citizens born in 1995-2010 with the youngest age being 13 years; 2) Currently pursuing formal or informal education. Statistical analysis in this study was carried out using Structural Equation Modeling (SEM) through AMOS 24.

RESULTS AND DISCUSSIONS

3.1. Result

Characteristics of Respondents

Analysis of the respondent's profile in this study is based on the demographic characteristics contained in Table 1. The demographic characteristics presented include gender, age, education, and occupation.

Tabel 1. Characteristics of Respondents

Kategori	Item	f	%
Gender	Male	196	48
	Female	210	52
	Total	406	100
Age	13-16 years old	6	2
	17-19 years old	17	4
	19-22 years old	326	80
	23-26 years old	57	14
	Total	406	100
Education	Senior High School	251	61,8
	Diploma	29	7,1
	Bachelor	118	29,1
	Postgraduate	8	2
	Total	406	100
Occupation	Student	172	42
	Entrepreneur	21	5
	employee	88	22
	Student & Entrepreneur	97	24
	Student & employee	28	7
	Total	406	100

Model Measurement

The results of the model test refer to the standard value of goodness of fit, while the validity test will look at the acquisition of the value of the standardized loading factor (SLF), while the reliability test will assess the acquisition of Average Variance Extracted (AVE) and Construct Reliability (CR).

Tabel 2. Goodness of Fit Index

Goodness of Fit Indeks	Cut off Value	Results
CMIN/DF	≤ 3,00	2,485 <i>Good Fit</i>
RMSEA	≤ 0,08	0,061 <i>Good Fit</i>
RMR	< 0,05	0,030 <i>Good Fit</i>
TLI	≥ 0,90	0,963 <i>Good Fit</i>
IFI	≥ 0,90	0,968 <i>Good Fit</i>
CFI	≥ 0,90	0,967 <i>Good Fit</i>
NFI	≥ 0,90	0,947 <i>Good Fit</i>

Based on Table 2, the results of measuring the fit of the model or goodness of fit (GOF) show that seven measurements have a good fit category. This indicates that the model built in this study has a model that meets the research requirements or is categorized as fit. A research model construct can be declared fit and accepted if there are three to four measurements that obtain a degree of good fit or above the cut-off value (Hair et al., 2014). Validity and reliability tests were also carried out in this study after the model fit test had met the specified requirements or the model had obtained fit criteria. To see the validity and reliability, this study will present the standardized loading factor, CR, and VE values which are presented in Table 3.

Tabel 3. Value of Standardized Loading Factor, Construct Reliability (CR), and Average Variance Extracted (AVE) in Overall Model Fit

	<i>Items</i>	<i>SLF</i>	<i>AVE</i>	<i>CR</i>
<i>Entrepreneurial education</i>	I invest a lot of time and energy learning about the latest developments in business management	0,852	0,723	0,946
	I have received entrepreneurship education and training.	0,829		
	I have a lot of knowledge about management (entrepreneurship)	0,824		
	I have a lot of entrepreneurial experience	0,904		
	Education at school helped me develop initiative and an entrepreneurial attitude	0,823		
	Education at school made me interested in becoming an entrepreneur	0,867		
<i>Entrepreneurial self-efficacy</i>	I can select suitable employees for my own business	0,867	0,763	0,948
	I can apply innovative ideas to inspire entrepreneurial partners	0,844		
	I can write a clear and complete business plan	0,899		
	I can make a clear plan regarding the direction of my business development in the future.	0,823		
	I have confidence in my ability to solve problems creatively	0,891		
	I can develop a collection of ideas from other people's ideas	0,913		
<i>Entrepreneurial attitude</i>	I am highly motivated to achieve career success	0,884	0,768	0,939
	Pursuing innovation is my style of doing things	0,886		
	I believe that as long as I work hard, everything will be fine and successful.	0,924		
	I can do anything well	0,869		
	I'm constantly looking for new methods that can improve my performance.	0,814		
<i>Entrepreneurial intention</i>	I think I will start my own business in the future	0,885	0,777	0,943
	I have considered running my own company	0,913		
	If given the chance to make a decision, I would choose to start my own business	0,907		
	Given the current situation and various restrictions (such as capital), I would still choose to start my own business	0,878		
	I will actively learn about entrepreneurial knowledge and learn about the details of the entrepreneurial process	0,820		

Based on Table 3 regarding standardized loading factor, construct reliability (CR), and average variance extracted (AVE) in the research model tested, it can be informed that all indicator variables in the full model are declared valid. This can be seen from the standardized loading factor (SLF) values for all indicator variables which have values above 0.50. This means that all indicators are declared valid and believed to be able to measure the construct of the full model being built. The validity construct will rely on the standardized loading factor (SLF) value where the value must be ≥ 0.50 (Hair et al., 2014).

The results of the reliability test also show that the research items built into the model are declared reliable. Based on the variance extracted (AVE) value, the instrument indicators tested obtained a value of ≥ 0.50 . while based on the value of construct reliability (CR), the instrument indicators tested obtained a value of ≥ 0.70 . The reliability construct will rely on the tabulated results of construct reliability (CR) and average variance extracted (AVE) values. A reliable predicate will be obtained if the CR value in the full model construct that is built has a value of ≥ 0.70 and an AVE value of ≥ 0.50 (Hair et al., 2014).

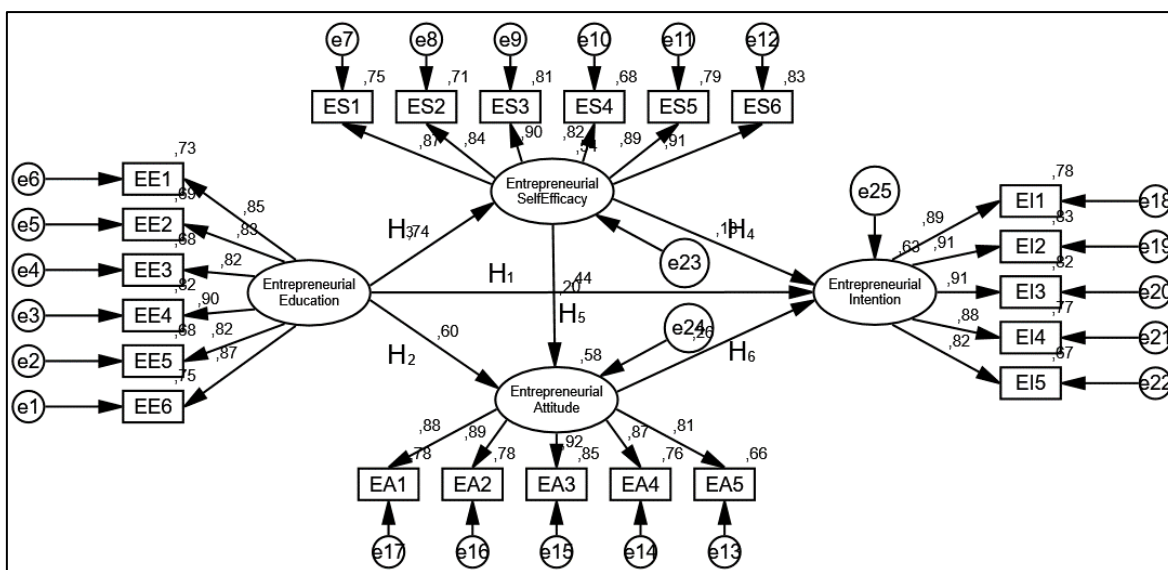


Figure 2. full model analysis

The results of testing the effect of the relationship between variables in the research construct built in this study can be seen in Table 4.

Table 4. Hypothesis testing

Hypothesis	Path	Estimate	S.E.	C.R.	P	Conclusion
H ₁	Entrepreneurial intention <-- Entrepreneurial education	0,429	0,065	6,617	***	significan
H ₂	Entrepreneurial attitude <-- Entrepreneurial education	0,515	0,053	9,661	***	significan
H ₃	Entrepreneurial self-efficacy <-- Entrepreneurial education	0,732	0,047	15,652	***	significan
H ₄	Entrepreneurial intention <-- Entrepreneurial self-efficacy	0,173	0,053	3,250	0,001	significan
H ₅	Entrepreneurial attitude <-- Entrepreneurial self-efficacy	0,174	0,049	3,570	***	significan
H ₆	Entrepreneurial intention <-- Entrepreneurial attitude	0,298	0,065	4,592	***	significan

Hypothesis 1

The test results on hypothesis 1, for the entrepreneurial education variable on entrepreneurial intention, obtained a t-value of 6.617 and a p-value of 0.001 which is marked with a three-star symbol. These results indicate that the t-count value for the entrepreneurial education variable on entrepreneurial intention is greater than the t-table value of 1.96. The obtained p-value also shows a value that is smaller than 0.05 ($\alpha = 0.05$). This means that entrepreneurial education has a significant effect on entrepreneurial intention.

Hypothesis 2

The test results on hypothesis 2, for the entrepreneurial education variable on entrepreneurial attitude, obtained a t-value of 9.661 and a p-value of 0.001 which is marked with a three-star symbol. These results indicate that the t-count value for the entrepreneurial education variable on entrepreneurial attitude is greater than the t-table value of 1.96. The obtained p-value also shows a value that is smaller than 0.05 ($\alpha = 0.05$). This means that entrepreneurial education has a significant effect on entrepreneurial attitude.

Hypothesis 3

The test results on hypothesis 3, for the entrepreneurial education variable on entrepreneurial self-efficacy, obtained a t-value of 15.652 and a p-value of 0.001 which is marked with a three-star symbol. These results indicate that the t-count value for the entrepreneurial education variable on entrepreneurial self-efficacy is greater than the t-table value of 1.96. The

obtained p-value also shows a value that is smaller than 0.05 ($\alpha = 0.05$). This means that entrepreneurial education has a significant effect on entrepreneurial self-efficacy.

Hypothesis 4

The test results on hypothesis 4, for the entrepreneurial self-efficacy variable on entrepreneurial intention, obtained a t-value of 3.250 and a p-value of 0.001. These results indicate that the t-count value for the entrepreneurial self-efficacy variable on entrepreneurial intention is greater than the t-table value of 1.96. The obtained p-value also shows a value that is smaller than 0.05 ($\alpha = 0.05$). This means that the entrepreneurial self-efficacy variable has a significant effect on entrepreneurial intention.

Hypothesis 5

The test results on hypothesis 5, for the entrepreneurial self-efficacy variable on entrepreneurial attitude, obtained a t-value of 3.570 and a p-value of 0.001 which is marked with a three-star symbol. These results indicate that the t-count value for the entrepreneurial self-efficacy variable on entrepreneurial attitude is greater than the t-table value of 1.96. The obtained p-value also shows a value that is smaller than 0.05 ($\alpha = 0.05$). This means that entrepreneurial self-efficacy has a significant effect on entrepreneurial attitude.

Hypothesis 6

The test results on hypothesis 6, for the entrepreneurial attitude variable towards entrepreneurial intention, obtained a t-value of 4.592 and a p-value of 0.001 which is marked with a three-star symbol. These results indicate that the t-count value for the entrepreneurial attitude variable on entrepreneurial intention is greater than the t-table value of 1.96. The obtained p-value also shows a value that is smaller than 0.05 ($\alpha = 0.05$). This means that entrepreneurial attitude has a significant effect on entrepreneurial intention.

Discussion

Entrepreneurship has a very important meaning for the economic progress of a nation. The growth of innovation, the presence of jobs, and the formation of social welfare will be in line with the growth of the entrepreneurial sector. Entrepreneurial spirit can be formed (Liu et al., 2019), and entrepreneurship education is one way to stimulate the ideas and behaviors needed for entrepreneurship (Thomassen et al., 2020). The results of this study confirm that entrepreneurial education influences entrepreneurial intention in Indonesia's Z generation. In line with previous research that entrepreneurship education and training will strengthen one's entrepreneurial intentions (Anwar et al., 2020; Barba-Sánchez & Atienza-Sahuquillo, 2018; Hoang et al., 2020; Mukhtar et al., 2021).

Entrepreneurship education also has an important influence on the character, reactions, and behavior of individuals in doing business. This research shows that entrepreneurial education will influence the knowledge, ways of thinking, abilities, attitudes, and characters of Generation Z in Indonesia about entrepreneurship. The results of this study are in line with previous studies which state that entrepreneurship education will influence attitudes, knowledge, abilities, and intentions to become entrepreneurs (Anjum et al., 2022; Mahendra et al., 2017; Valencia-Arias et al., 2022)

Entrepreneurship education is also an important factor in increasing self-confidence about one's abilities in entrepreneurship. This research confirms that entrepreneurship education promotes self-efficacy in Generation Z in Indonesia. Previous research also said the same thing regarding entrepreneurial education and self-efficacy (Hoang et al., 2020; Piperopoulos & Dimov, 2015; Shahab et al., 2019b; Wardana et al., 2020; Yousaf et al., 2021)

The effect of entrepreneurial education on entrepreneurial intention is also more significant if it is mediated by entrepreneurial attitude and self-efficacy variables. The direct effect of entrepreneurial education on entrepreneurial intention has a value of 0.032. The indirect effect of entrepreneurial education on entrepreneurial intention through entrepreneurial attitude and self-efficacy has a greater value of 0.541. This means that the entrepreneurial attitude and self-efficacy variables play a significant role in mediating the effect of entrepreneurial education on entrepreneurial intention in Indonesia's Z generation.

This study also tries to see the direct effect of entrepreneurial self-efficacy on entrepreneurial intention. Generation Z's self-confidence in their ability to become entrepreneurs is not the only factor that encourages Generation Z to want to enter the business world. It takes other reinforcing factors to believe in entrepreneurship. This is reasonable, considering that entrepreneurship is a complex activity process and requires a variety of resources and competencies to be combined.

Entrepreneurial self-efficacy in this study confirms a significant influence on entrepreneurial attitude. Beliefs in generation Z can influence behavior, and attitudes and bring up reactions to actions. Entrepreneurial self-efficacy encourages generation Z to behave and have character as an entrepreneur. Meanwhile, the influence of entrepreneurial self-efficacy on entrepreneurial intention through the entrepreneurial attitude variable shows an insignificant effect. The direct effect of entrepreneurial self-efficacy on entrepreneurial intention has a value of 0.210. The indirect effect of entrepreneurial self-efficacy on entrepreneurial intention through entrepreneurial attitude has a smaller value of 0.152. This means that the entrepreneurial attitude variable does not play a role in mediating the effect of entrepreneurial self-efficacy on entrepreneurial intention.

Entrepreneurial attitude in this study also confirms its significant effect on entrepreneurial intention in generation Z in Indonesia. Talking about entrepreneurial intention means not just arriving at the level of entrepreneurial intention, but arriving at the act of preparing for a new business and following up on the business goals (Mahto & McDowell, 2018; Wiklund et al., 2019). This means that it requires encouragement of the knowledge, skills, attitudes, and character of an entrepreneur (Boubker et al., 2021; Wasilczuk & Richert-Kaźmierska, 2020).

CONCLUSION

For generation Z, entrepreneurship is a series of processes that need to be created, are intentional, and not accidental. Generation Z should strive to raise entrepreneurial intentions through a series of training and competency development in entrepreneurship, leadership, business research, and involvement in a supportive environment. Stakeholders also have an interest in getting involved. Entrepreneurship is one of the most logical alternative sectors to absorb large numbers of workers, increase innovation power and improve welfare. The synergy of all elements is needed to grow and succeed in entrepreneurship. Entrepreneurial education is one of the important keys to growing entrepreneurial intention. Even with entrepreneurial education, the nation's next generation will have an entrepreneurial attitude and entrepreneurial self-efficacy. In the future, various entrepreneurship learning programs must be designed innovatively, to provide opportunities for students to explore new concepts of entrepreneurship and learn to apply the new concepts they have created. For researchers, the results of this research are expected to be literacy materials and comparative references to develop deeper and more comprehensive research studies to contribute to providing insight related to entrepreneurship.

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