RELATIONSHIP OF ATTITUDE TOWARDS ENTREPRENEURSHIP TO ENTREPRENEURIAL INTENTION THROUGH ENTREPRENEURSHIP EDUCATION (CASE STUDY OF HIGH SCHOOL STUDENTS IN SURABAYA)

Santho Vlennery Mettan*
Veronika Rahmawati
Universitas Katolik Widya Mandala Surabaya
vlennery@ukwms.ac.id*

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ABSTRACT

The number of well-educated students who understand the importance of entrepreneurship is a crucial indicator of a nation's development. High school students have the potential to become entrepreneurs and serve as the economic drivers of Indonesia in the future. The goal is to empower the youth and build a brighter future for Indonesia. The Indonesian Government has implemented the National Entrepreneurship Movement (GKN) Program, which is integrated by all ministries and coordinated by the Coordinating Ministry for Economic Affairs in Indonesia, with the participation of the Ministry of National Education. This study aims to investigate the factors that affect the entrepreneurial intentions of high school students in Surabaya City. The analysis explores the effects of entrepreneurship education on students' attitudes towards entrepreneurship. The study's findings provide valuable insights into the role of education in promoting entrepreneurship among young people. A total of 153 high school students were surveyed using questionnaires, and multiple regression analysis with mediator variables was employed to gain a deeper understanding of attitudes towards entrepreneurship. The findings are fascinating. Two hypotheses were accepted, while two were rejected. Although the hypothesized mediation relationship was not observed, the study did find a direct relationship between attitudes towards entrepreneurship and entrepreneurial intention. It is important to note that this research is only the starting point, and forthcoming studies will include more variables and a broader subject pool.

INTRODUCTION

The nation's progress can be measured by the number of students who are educated to a high level and understand the importance of entrepreneurship. This approach aligns with the Government's development plan and can be realized with the support of students who venture into entrepreneurship. High school students are fully capable of becoming entrepreneurs since they are the future drivers of the economy.

The development of young entrepreneurs in Indonesia needs to be prioritized as it could significantly affect the success of the Government's planned initiatives. The Government is actively organizing various activities to support the creation of young entrepreneurs in Indonesia. Youths, especially high school

students, are competent and able to become entrepreneurs because they are the country's future leaders. Considering they will be the driving force of the Indonesian economy and progress, these high school students are the foundation of a bright future for Indonesia.

In order to support the entrepreneurial spirit of the younger generations, the Government has established the National Entrepreneurship Movement Program (GKN). The Coordinating Ministry of Economy is the driving force behind all ministries' simultaneous implementation of the National Entrepreneurship Movement. The National Education Ministry is among the ministries that have responded to the National Entrepreneurship Movement. In 2013, the National Education Ministry launched a pilot curriculum for primary, middle and secondary levels, which includes entrepreneurship as a subject in the workshop and subject package at the secondary levels. The goal is for the tiered entrepreneurship education process to produce resilient and adaptive new entrepreneurs capable of equipping themselves with complex problem-solving and entrepreneurial competencies to prepare for the industrial revolution.

The population of Gen Z and Millennials is the largest of all generations in Indonesia in 2020. This is evident in the 2020 Population Census published by the Central Bureau of Statistics, which reports on the composition of the Indonesian population by generation. Generation Z, also known as Gen Z, refers to the Indonesian population born between 1997 and 2012, which includes individuals between the ages of 10 and 25 who are in elementary school through university education.

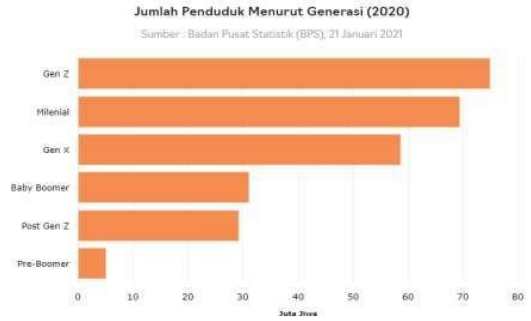

Figure 1. Number of People by Generation in 2020

Generation Z is expected to be the next generation of young entrepreneurs who can help the Government in economic recovery by creating new job opportunities, but this requires active measures to promote entrepreneurial intentions. It is essential to promote and encourage youth entrepreneurship. According to Renata et al. (2018) and Maresch et al. (2016), various factors, such as attitudes towards entrepreneurship and entrepreneurial education, influence entrepreneurial intentions. Both variables play a crucial role in predicting the entrepreneurial intentions of young entrepreneurs. Understanding their entrepreneurial intentions will benefit stakeholders by facilitating the development of competent young entrepreneurs.

Therefore, this study should be conducted to understand better the intentions of high school students to become young entrepreneurs. It will also support the Government's efforts to create as many young entrepreneurs as possible and stimulate economic recovery due to the weakening of Indonesia's economy due to the ongoing COVID-19 pandemic. The weakening of Indonesia's economy has been attributed to the ongoing COVID-19 pandemic, which has caused many businesses to close, resulting in increased unemployment.

This study aims to answer the problems based on the above phenomena with the following problem statements: 1) How do attitudes toward entrepreneurship influence entrepreneurship education among high school students in Surabaya? 2) How do attitudes toward entrepreneurship influence entrepreneurial intention among high school students in Surabaya? 3) Does entrepreneurship education influence entrepreneurial intention among high school students in Surabaya? 4) How do attitudes toward entrepreneurship influence entrepreneurial intention through entrepreneurship education among high school students in Surabaya? Therefore, high school students in Surabaya are the focus of this research.

LITERATURE REVIEW

Theory of Planned Behavior

The theory of Planned Behavior (TPB) is an evolution of the Theory of Reasoned Action (TRA) and complements the TRA model's behavioural limitations. Both theories are concerned with understanding human behaviour through identifying and analyzing the determinants of entrepreneurial intentions. TPB can aid in determining behaviour (Prabandari & Sholihah, 2014). One of the most widely used and validated theories is the Theory of Planned Behavior (TPB), which considers the strength of intention as a direct antecedent of behaviour compared to other intention-based models (Ajzen, 2007).

In predicting and modifying an individual's behaviour, the Theory of Planned Behavior is practical. The theory of Planned Behavior has a significant role in determining an entrepreneur's interest in a particular behaviour. Three factors determine interest: attitude, subjective norm, and perceived behavioural control. Attitude refers to how an individual feels about behaviour, while subjective norm considers the influence of social factors. Perceived behavioural control includes feelings of ease or difficulty in performing a behaviour.

Ajzen (2007) proposed the Theory of Planned Behavior as an extension of the Theory of Reasoned Action (TRA). According to this theory, attitudes toward behaviour, subjective norms, and perceptions of behavioural control influence people's actions. This study uses the variable attitude toward entrepreneurship to measure attitudes, entrepreneurial education to measure subjective norms and entrepreneurial intention to measure behaviour. The variables adopted from the TPB model used by the researchers aim to see the attitude of high school students towards the intention to become entrepreneurs, which the entrepreneurship education variable will mediate as part of the program held by high schools.

Entrepreneurial Intention

Entrepreneurial intention is the desire to establish a new business (Reardon et al., 2007). Entrepreneurial activities are intentional. Entrepreneurs aim to explore opportunities by entering new markets and offering original and innovative products/ideas that appeal to potential customers. Intention (interest) reflects motivational factors that may impact the behaviour of a young entrepreneur. These motivational factors could indicate how hard young entrepreneurs work to plan and execute entrepreneurial activities. Young entrepreneurs are more likely to have a solid

intention to start their own business when they perceive it as feasible and want to enter the entrepreneurial world.

Anam et al. (2021) define entrepreneurial intention as a strong desire and commitment to work hard towards building a successful business. Prasetya et al. (2021) also quote Katz and Gartner's definition of entrepreneurial intention as seeking information to initiate a business. Li further defines it as the strong desire and motivation to open a business independently. Moreover, Fu'adi and Lorz in Dede (2018) underscore entrepreneurial intention as the motivation and determination to establish a successful business venture. Thompson describes entrepreneurial intention as an individual's strong belief and willingness to establish a new business venture.

Attitudes toward Entrepreneurship

According to Wirawati et al. (2019), various notions of entrepreneurial attitudes exist. One notion of entrepreneurial attitudes is their interpretation as concepts and individual tendencies toward entrepreneurship, including graphic and emotional tendencies. Therefore, an entrepreneur requires an entrepreneurial attitude. Yusuf et al. (2020) defined entrepreneurial attitudes as beliefs linked to a person's willingness and preparedness to exhibit entrepreneurial traits. According to Selvi and Untari (2019), an entrepreneurial attitude refers to the mental state of an entrepreneur.

An entrepreneurial attitude represents an individual's personality in response to entrepreneurial traits, forming the basis for developing entrepreneurial intentions. If high school students possess such an attitude, it can serve as a valuable element in fostering the entrepreneurial spirit among students.

Entrepreneurship Education

Entrepreneurship education is a learning process that promotes knowledge, efficacy, attitudes, and personal traits that benefit entrepreneurship (Hussain & Norashidah, 2015). It can also refer to an individual's ability to learn by imitating actions. Wibowo (2011:30) defines entrepreneurship education as the process by which educational institutions or other organizations, such as training institutions and sessions, attempt to internalize the spirit and mindset of entrepreneurship. Meanwhile, Tung (2011:36) defines entrepreneurship education as providing students with knowledge and skills to help them exploit business opportunities. In the future, entrepreneurship education is expected to enable high school students to develop a range of entrepreneurial competencies that will significantly benefit their lives as entrepreneurs.

Dewi et al. (2017) defined entrepreneurship education as a deliberate and structured process that includes a relevant curriculum to cultivate an entrepreneurial mindset in students, covering their mental, emotional, and physical domains. This process enables students to acquire the necessary competencies through innovation, creativity, and risk-taking. Brown (in Izedonmi and Okafor, 2010), Entrepreneurship Education aims to impart to students the competencies, skills, and values required to identify business opportunities and establish and manage new businesses.

Considering the experts' opinions, entrepreneurship education is an educational

strategy that works on entrepreneurial aspects to develop the entrepreneurial spirit, mentality and psychology. Entrepreneurship education aims to give young entrepreneurs various skills and knowledge about entrepreneurship.

RESEARCH METHOD

This study will use three types of variables: dependent, moderating, and independent. This study will use attitude towards entrepreneurship (X1) as an independent variable, while entrepreneurship education (M) will serve as a moderating variable for the dependent variable, namely entrepreneurial intention (Y). The respondents for this study are high school students from Surabaya.

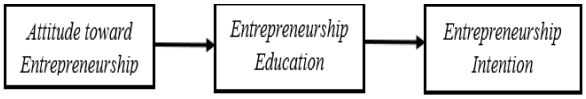

Figure 2. Conceptual Models

Research design

This type of causal research explains the relationship between variables; one variable causes or determines the value of another variable. This research method is a survey that distributes a list of questions directly to the respondents. This research uses a quantitative approach to learn more deeply about the influence of attitude toward entrepreneurship on entrepreneurial intention through entrepreneurship education. The primary data for this research consists of response data from high school students who were non-randomly selected and filled out questionnaires.

Sample

The minimum number of samples for the research was measured using the calculation described in Malhotra's formula: the number of indicators multiplied by five (Malhotra, 2006: 291 in Supriatna et al., 2017). If there are 22 indicators, the minimum number of samples to be processed is 22 x 5 = 110. Thus, based on the above calculations, the researcher decided to recruit a minimum of 150 respondents to collect the samples. At the end of the research, there were 153 respondents.

In this research, the sampling technique used is purposive sampling, which is a sample selected non-randomly from the existing population. For data collection, we used a survey method where questionnaires were distributed online using Google Forms to high school students in Surabaya. Both research assistants and researchers distributed the questionnaires. The sample population must have the following characteristics:

1. Students attending high school
2. The eligible participants are those in grades 10 through 12.
3. Participants must be domiciled in Surabaya.
4. Participants must be at least 15 years of age.
5. Participants must have attended an entrepreneurship class.

Operational Definition:

The following operational definitions are presented to describe the variables in this research in more operational terms.

1. Attitude towards entrepreneurship refers to an individual's personality traits that pertain to entrepreneurial characteristics, which form the basis for developing entrepreneurial intentions. This variable can be assessed using eight items: The items used to measure this variable include: 'Being an entrepreneur shows

more advantages than disadvantages for me,' 'A career as an entrepreneur is interesting to me,' 'If I have the opportunity and resources, I will become an entrepreneur,' 'Being an entrepreneur will give me great satisfaction,' 'Having values such as religion, honesty, tolerance, and solidarity in entrepreneurship,' 'Having ideas and creativity to improve quality and caring about applicable norms and rules,' 'Having a strong spirit of learning, trying, and pushing to excel,' and 'Having confidence and ambition to always excel in entrepreneurship.'

2. Entrepreneurship education is a deliberate and structured attempt to cultivate an entrepreneurial mindset in students, encompassing the mental, emotional, and physical domains so that they can achieve mastery of competencies through innovation, creativity and the courage to take risks. This construct is measured using eight indicators: Entrepreneurship education is a discipline that can promote independence, creativity, and innovation ideas, improved entrepreneurial concepts and character, increased awareness of business plans and opportunities, improved business management skills, and institutional support for entrepreneurship.
3. Entrepreneur intention measures an individual's intention to start a business and can be measured using six items: interest in starting and developing a business, a desire to become an entrepreneur, consideration of entrepreneurship, intention to start a business in the future; and a determination to start and run a business one day.

RESULT

Respondent's Characteristics

The following results were obtained based on data analysis using IBM Statistics 26 to determine respondent and sample characteristics. The respondents who were sampled in this research were high school students in Surabaya who were studying in classes X, XI, and XII, who were residents of Surabaya, who were a minimum of 15 years old, who had studied entrepreneurship, and who had an interest in becoming an entrepreneur. The researchers, assisted by a research assistant of 2 students, distributed the questionnaires to the respondents through Google Forms. The questionnaires were distributed for one month, from Monday, 28 February 2023, to Wednesday, 31 March 2023. The table below shows the selection criteria for the research sample:

Table 1. Selection of Research Samples

Description	Number of Respondents
Number of questionnaires distributed	Online sharing with Google Forms
The number of questionnaires returned	226
Number of completed questionnaires	215
Number of questionnaires that fulfil the criteria	153
Determine sample size (n)	153

The sample characteristics of the respondents were processed using the SPSS program. The following results were Classified by gender: 48 male respondents (31.4%) and 105 female respondents (68.6%) out of 153 processed respondents expressed

the desire and intention to become entrepreneurs. These findings suggest that men and women aspire to become entrepreneurs, especially among high school students in Surabaya.

The characteristics of the study participants based on age are as follows: 71 respondents (46.4%) were between 15-16 years of age, 79 respondents (51.6%) were between 17-18 years, and three respondents (2%) were over 18 years old, according to the processed data obtained. All respondents were high school students at the time of data collection, and the questionnaires were collected from different high schools in Surabaya.

The following results are obtained based on where the high school students live: 20 respondents (13.1%) lived in Central/Centre Surabaya, seven respondents (4.6%) in North Surabaya, 16 respondents (10.5%) in South Surabaya, 46 respondents (30.1%) in West Surabaya, and 64 respondents (41.8%) in East Surabaya. Overall, the results suggest that the respondents in this study are evenly distributed throughout the Surabaya area. However, there is a slightly higher concentration in the East Surabaya area.

The number of high schools participating in this study is about 47 schools consisting of: SMA Labschool UNESA with a percentage of 1 respondent (0.7%), SMAN 4 Surabaya with a percentage of 1 respondent (0.7%), SMAK St. Agnes Surabaya with a percentage of 10 respondents (6.5%), SMAN 12 Surabaya with a percentage of 1 respondent (0.7%), SMAN 5 Surabaya with a percentage of 1 respondent (0. 7%), SMKN 2 Surabaya with a percentage of 1 respondent (0.7%), SMA Kristen Petra 2 with a percentage of 4 respondents (2.6%), SMAK St. Carolus Surabaya with a percentage of 4 respondents (2.6%), SMK St. Louis Surabaya with a percentage of 6 respondents (3.9%), SMAK St. Louis 1 Surabaya with a percentage of 8 respondents (5.2%), St. Louis 2 Surabaya SMAK with a percentage of 13 respondents (8.5%), Santo Yusup Surabaya SMAS with a percentage of 1 respondent (0.7%), SMAN 15 Surabaya with a percentage of 1 respondent (0.7%), Stella Maris Surabaya SMAK with a percentage of 5 respondents (3. 3%), SMAK Frateran Surabaya with a percentage of 17 respondents (11.1%), SMA Little Sun Surabaya with a percentage of 10 respondents (6.5%), SMA Kristen Masa Depan Surabaya with a percentage of 1 respondent (0.7%), SMA Kristen Petra 3 with a percentage of 1 respondent (0. 7%), Taruna Pembangunan Intensive High School Surabaya with a percentage of 1 respondent (0.7%), Petra 1 Christian High School Surabaya with a percentage of 12 respondents (7.8%), Karitas III High School with a percentage of 5 respondents (3. 3%), SMAN 11 Surabaya with a percentage of 3 respondents (2%), Petra 5 Christian High School with a percentage of 1 respondent (0. 7%), SMK Petra with a percentage of 2 respondents (1.3%), SMA Citra Berkat with a percentage of 1 respondent (0.7%), SMAK St. Stanislaus with a percentage of 3 respondents (2%), SMA Kristen Gloria 1 with a percentage of 2 respondents (1. 3%), SMA Kristen Gloria 2 with a percentage of 5 respondents (3. 3%), SMKN 6 Surabaya with a percentage of 2 respondents (1. 3%), SMA NSA with a percentage of 1 respondent (0.7%), SMAK St. Hendrikus Surabaya with a percentage of 9 respondents (5.9%), SMKK Mater Amabilis Surabaya with a percentage of 9 respondents (5. 9%), SMA Ipiems Surabaya with a percentage of 2 respondents (1. 3%), SMA Kristen Dharma Mulya with a percentage of

3 respondents (2%), as well as SMA Kristen Pirngadi Surabaya, SMK Kristen Harapan Sejati, SMA Wachid Hasyim 5, SMK Muhammadiyah 1, SMAN 2 Surabaya, SMAN 6 Surabaya with a percentage of 1 respondent each (0.7%).

The characteristics of the students based on grade yielded the following results: For grade 10 students, a total of 38 respondents (24.8%); grade 11 students, a total of 70 respondents (45.8%); and grade 12 students have a total of 45 respondents (29.4%). Out of the 47 high schools, the respondents were further divided into 13 fields of interest, which are: 54 respondents (35.3%) were from the field of natural sciences, 75 respondents (49%) were from the field of social sciences, three respondents (2%) were from each of the following fields; 6 respondents (3.9%) were from the field of fashion, two respondents (1.3%) were from the field of gastronomy and tourism, and only one respondent (0.7%) was from each of the following fields architectural design, linguistic and literary, social sciences, photographic and general.

All 153 respondents (100%) affirmed their desire to become entrepreneurs after graduation. This indicates that high school graduates are interested in having their own businesses. The study results indicate that 145 respondents (94.8%) confirmed the presence of courses that support the creation of young entrepreneurs in high schools in Surabaya. This aligns with the Government's goal of developing competent young entrepreneurs.

Most high schools in Surabaya offer supporting courses and equipment to support the creation of young entrepreneurs, such as laboratories. Entrepreneurship or business incubation is crucial for the growth of new businesses. This is supported by the survey results, where 77 respondents (50.3%) answered positively that their Schools provide equipment for creating young entrepreneurs, such as labs. On the other hand, 76 respondents (49.7%) answered negatively, indicating that some schools cannot provide adequate equipment to support the creation of entrepreneurs. This finding highlights an issue that requires the attention of The Ministry of Education, Culture, Research, and Technology) and the Government to harmonize all high schools in Surabaya to increase the availability of young entrepreneurs.

Descriptive results of data

A Likert scale with a rating scale of 1-5 was utilized in this research to evaluate the respondents' answers to the profiles presented in the questionnaire. The assessment interval space can be calculated using the following formula: By subtracting the minimum value from the maximum value, we get 5-1 = 0.8. Since there are five classes to be formed, the interval for each class is 0.8 points. The assessment interval for each class is as follows:

Table 2. Research Interval

Average Score Intervals	Criteria for Each Variable
1 – 1,80	Strongly Disagree
1,81 – 2,60	Disagree
2,61 – 3,40	Neutral
3,41 – 4,20	Agree
4,21 – 5	Strongly Agree

The average research results assess the respondents' answers in each research measurement. Applying the above assessment criteria, the evaluation of the respondents' answers was carried out for each variable, which is shown below:

Table 3. Descriptive Statistics of Entrepreneurial Attitude Variables

No	Question	Avg Rate	Cat
1	Entrepreneurship has more advantages than disadvantages.	3.50	Agree
2	I am interested in becoming an entrepreneur.	4.22	Strongly Agree
3	If I had the opportunity and the resources, I would become an entrepreneur.	4.29	Strongly Agree
4	Being an entrepreneur will make me very satisfied.	3.85	Agree
5	Religion, honesty, tolerance and solidarity are my values in entrepreneurship.	4.31	Strongly Agree
6	I have ideas and creative skills for self-improvement.	4.01	Agree
7	I have a high regard for the observance of the norms and regulations in the field of entrepreneurship.	4.24	Strongly Agree
8	I am highly passionate about learning and striving to achieve and improve in entrepreneurship.	4.10	Agree
9	I have the confidence and ambition always to achieve excellence in activities related to entrepreneurship.	4.03	Agree
Average		4.06	Agree

Table 3 results indicate that the total average value of the Attitude Towards Entrepreneurship variable is 4.06. Respondent's responses to the Attitude Towards Entrepreneurship variable show a range of values from 3.5 (lowest value) to 4.31 (highest value). The Attitude Towards Entrepreneurship variable minimum assessment is that entrepreneurship has more advantages than disadvantages. The Attitude Towards Entrepreneurship variable's maximum assessment is that Religion, honesty, tolerance and solidarity are my values in entrepreneurship.

Table 4. Descriptive Statistics of Entrepreneurship Education

No	Question	Avg Rate	Cat
1	I feel that Entrepreneurship education provided by schools can increase students' independence.	4.16	Agree
2	I feel that Entrepreneurship education provided by schools can increase students' creativity and innovation ideas.	4.32	Strongly Agree
3	I feel that Entrepreneurship education provided by schools can introduce the concept of entrepreneurship at an early age.	4.24	Strongly Agree
4	I feel that Entrepreneurship education provided by schools can enhance students' entrepreneurial character.	4.14	Agree
5	Entrepreneurship education schools provide can improve students' knowledge of business plans.	4.21	Strongly Agree
6	I feel that the education in entrepreneurship provided by the school can enhance knowledge concerning current business opportunities.	4.16	Agree
7	I feel that the entrepreneurial education provided by the school can enhance students' skills in managing a business in the future.	4.27	Strongly Agree
8	I feel that The school strongly supports entrepreneurship education.	3.92	Agree
Average		4.18	Agree

Table 4 indicates that the total average value of the Entrepreneurship Education variable is 4.18. Respondents' responses to the Entrepreneurship Education variable ranged between 3.92 (lowest value) and 4.32 (highest value). The lowest assessment of the Entrepreneurship Education variable is that the respondents feel that The school strongly supports entrepreneurship education. Meanwhile, the highest assessment of the Entrepreneurship Education variable is that respondents feel that Entrepreneurship education provided by schools can increase students' creativity and innovation ideas.

Table 5. Statistik Deskriptif Variabel Entrepreneur Intention (EI)

No	Question	Avg Rate	Cat
1	My intention is to start and develop a high-growth potential business.	3.97	Agree
2	I am strongly motivated to become a professional entrepreneur.	3.86	Agree
3	I am committed to becoming an entrepreneur.	3.73	Agree
4	I am highly interested in starting a business/startup.	3.88	Agree
5	I am fully prepared to start and run my business.	4.13	Agree
Rata-Rata		3.91	Agree

Table 5 shows that the average value of the Entrepreneur Intention (EI) variable is 3.91. The respondents' responses to the Entrepreneur Intention (EI) variable ranged from 3.73 (lowest value) to 4.13 (highest value). The lowest assessment of the Entrepreneur Intention (EI) variable is that I am committed to becoming an entrepreneur while thoroughly preparing to start and run my business. Based on the above results, all respondents have a high intention of becoming entrepreneurs and are committed to starting and running their businesses with great effort.

Data Analysis

The results of the data analysis performed to test the author's hypotheses using IBM Statistics 26 are presented in the following section.

Normality test

The calculation results based on the multiple linear regression data analysis test with the mediation variable on an independent variable, a mediation variable and a dependent variable are as follows:

Table 6. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Predicted Value	Unstandardized Predicted Value
N		153	153
Normal Parameters[a,b]	Mean	4.1781046	3.9137255
	Std. Dev	.30692847	.54592944
Most Extreme Differences	Absolute	.065	.044
	Positive	.061	.044
	Negative	-.065	-.042
Test Statistic		.065	.044
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]

According to the results of the above data treatment, the data used for the research were uniformly and normally distributed because the results of the normality data processing were greater than the alpha value of 0.200> 0.05.

Validity Test

From Table 7, we can see that the significance value is less than 0.05. This suggests that all questions are valid and appropriate for use.

Table 7. Results of the Validity Test

Indikator	*Pearson Corr*	P-Value	Conclusion
Attitude Towards Entrepreneurship			
X1.1	0.461	0,000	Valid
X1.2	0.737	0,000	Valid
X1.3	0.714	0,000	Valid
X1.4	0.697	0,000	Valid
X1.5	0.599	0,000	Valid
X1.6	0.654	0,000	Valid
X1.7	0.706	0,000	Valid
X1.8	0.785	0,000	Valid
X1.9	0.753	0,000	Valid
Entrepreneurship Education			
M1_1	0.750	0,000	Valid
M1_2	0.787	0,000	Valid
M1_3	0.819	0,000	Valid
M1_4	0.835	0,000	Valid
M1_5	0.845	0,000	Valid
M1_6	0.861	0,000	Valid
M1_7	0.881	0,000	Valid
M1_8	0.738	0,000	Valid
Entrepreneur Intention (EI)			
Y1	0.831	0,000	Valid
Y2	0.904	0,000	Valid
Y3	0.899	0,000	Valid
Y4	0.913	0,000	Valid
Y5	0.846	0,000	Valid

Table 7 shows that the significance value of the research variables is less than 0.05 and that the Pearson coefficient value is greater than 0.138 (r table). Therefore, the questions on the Attitude Towards Entrepreneurship, Entrepreneurship Education, and Entrepreneur Intention (EI) variables are deemed valid and may be used as data collection tools in this research.

Reliability Test

Ghozali (2006: 42) states that a questionnaire is reliable if the Cronbach alpha coefficient is ≥0.6.

Table 8. Results of the Reliability Test

Indicator	Cronbach's coefficient value	Value of Cronbach 's Alpha	Summary
Attitude Towards Entrepreneurship / X1	0.6	0.850	Reliable
Entrepreneurship Education / M	0.6	0.926	Reliable
Entrepreneur Intention (EI) / Y	0.6	0.926	Reliable

Table 8 shows that all variables in this research have a level of reliability that exceeds the specified limit after processing the data using IBM Statistics 26; that is, the Cronbach alpha coefficient is greater than 0.6. Thus, the results indicate that all question items are reliable for measuring variables.

Results of the Assumption Tests

Several assumptions must be fulfilled when performing a regression analysis. These assumptions are:

Autocorrelation Analysis

The calculation results based on the multiple linear regression data analysis test with the mediation variable on an independent variable, a mediation variable and a dependent variable are as follows:

Table 9. Autocorrelation Test Results for Equation 1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.510[a]	.260	.255	.51899	1.971

Table 10. Autocorrelation Test Results for Equation 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.725[a]	.525	.519	.52230	1.775

Based on Table 9 and Table 10 earlier, it can be seen that the Durbin Watson values obtained in this study are 1,971 and 1,775. The dl and du values at N = 153 with the number K = 2, namely the dl value is 1.7093, and the du value is 1.7622. Thus, it can be seen that the Durbin-Watson value is du < dw < (4-du). So it can be formulated as 1.7622 < 1.971 < (4-1.7622) for equation 1, which gives an equation as follows: 1.7622 < 1.971 < 2.2378, and for equation 2, it can be formulated as 1.7622 < 1.775 < (4-1.7622), then the equation results are obtained as follows: 1.7622 < 1.775 < 2.2378. Based on the results of the above equation, it can be concluded that there is no positive or negative correlation in this research.

Multicollinearity Test

The calculation results based on the multiple linear regression data analysis test with the mediation variable on an independent variable, a mediation variable and a dependent variable are as follows:

Table 11. Multicollinearity Test Results for Equation 1

Description	Collinearity Statistic		Multicollinearity
	Tolerance	VIF	
X1	1.000	1.000	No

Table 12. Multicollinearity Test Results for Equation 2

Description	Collinearity Statistic		Multicollinearity
	Tolerance	VIF	
X1	0.740	1.352	No
M	0.740	1.352	No

From Table 10 and Table 11 earlier, the overall tolerance value generated in this research is greater than 0.1, and the VIF value is less than 10. Thus, all independent variables used in the research are free from multicollinearity assumptions. The calculation results are based on the multiple linear regression data analysis test with the mediation variable on an independent variable, a mediation variable, and a dependent variable, as follows.

Heteroscedasticity Test

The results of the heteroscedasticity assumption test are shown below:

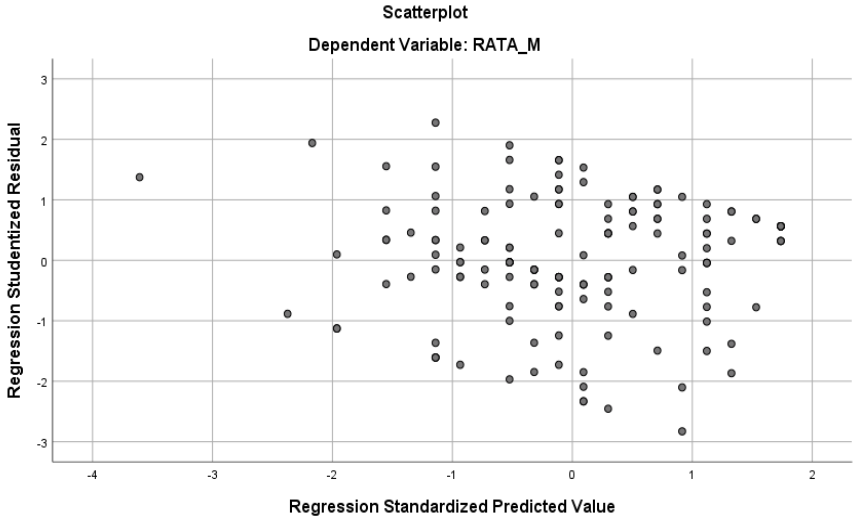

Figure 3. Heteroscedasticity Test Results for Equation 1

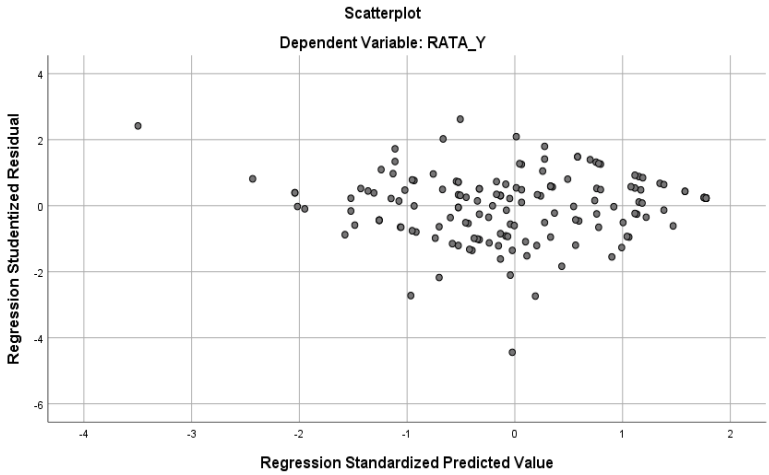

Figure 4. Heteroscedasticity Test Results for Equation 1

If there is a specific pattern, it may be indicative of the detection of heteroscedasticity. The graph above shows a clear pattern where points are scattered above and below the Y-axis value 0, so there is no heteroscedasticity, and the assumption of heteroscedasticity is fulfilled.

The Coefficient of Determination

The calculation results based on the multiple linear regression data analysis test with the mediation variable on an independent variable, a mediation variable and a dependent variable are as follows:

Table 13. Coefficient of Determination Results for Equation 1

Mod	R	R Square	Adj R Square	Std. Error	Durbin Watson
1	.510[a]	.260	.255	.51899	1.971

Table 14. Coefficient of Determination Results for Equation 2

Mod	R	R Square	Adj R Square	Std. Error	Durbin Watson
1	.725[a]	.525	.519	.52230	1.775

From Table 13 above, it can be explained that the correlation coefficient (R) shows a value of 0.510, which means that the independent variable Attitude Towards Entrepreneurship has a close relationship with Entrepreneurship Education while showing the coefficient of determination (R2) of 0.260 or 26%. This finding implies that the Attitude Towards Entrepreneurship variable can justify 26% of the variation in the Entrepreneurship Education variable. In comparison, the remaining 74% can be explained by other factors outside the scope of the Attitude Towards Entrepreneurship variable.

Based on Table 14 above, it can be explained that the correlation coefficient (R) shows a value of 0.725, which means that the independent variable's Attitude Towards Entrepreneurship and Entrepreneurship Education have a very close relationship with Entrepreneurial Intention, while the coefficient of determination (R2) of 0.525 or 52.5%. Therefore, 52.5% of the variation in Entrepreneur Intention can be attributed to the Attitude Towards Entrepreneurship and Entrepreneurship Education variables. The remaining 47.5% is explained by external variables other than the Attitude Towards Entrepreneurship and Entrepreneurship Education variables.

Goodness of Model Fit Test

The summary of model testing using the F-test is shown in the table below.

Table 15. Goodness of Model Fit Results for Equation 1

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.319	1	14.319	53.163	.000[b]
	Residual	40.671	151	.269		
	Total	54.990	152			

Table 16. Goodness of Model Fit Results for Equation 2

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	45.302	2	22.651	83.033	.000[b]
	Residual	40.919	150	.273		
	Total	86.221	152			

The calculations of the F-value based on the obtained test results are 53.163 and 83.0333, with a probability of 0.000. The results indicate that the probability is less than the significance level (α = 5% or 0.05). The calculated F value is higher than the F table of 2.65, which indicates that the model used by the researcher fits the data perfectly.

Hypothesis Testing

Suppose the acceptability or significance limit is < 0.05. In that case, the hypothesis is accepted. If the significance value is > 0.05, then the hypothesis is rejected (Priyatno, 2013: 49). The results of the t-test are presented in the table below:

Table 17. Hypothesis Testing Results for Equation 1

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	1.872	.319		5.866	.000
	Attitude Towards Entrepreneurship (Rata_X1)	.568	.078	.510	7.291	.000

Table 18. Hypothesis Testing Results for Equation 2

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	-.327	.356		-.918	.360
	Attitude Towards Entrepreneurship (Rata_X1)	.962	.091	.690	10.552	.000
	Entrepreneurship Education (Rata_M)	.080	.082	.064	.977	.330

From the results of the above t-test, the hypothesis can be concluded as below:

1. Hypothesis (H1) is approved, which means "Attitude Towards Entrepreneurship has a positive and significant effect on Entrepreneurship Education (EE)" This can be seen with a significance value of 0.000 <0.05.
2. Hypothesis (H2) is approved, which means "Attitude Towards Entrepreneurship has a positive and significant effect on Entrepreneurial Intention (EI)" This can be seen with a significance value of 0.000 <0.05.
3. Hypothesis (H3) is not approved, which means "Entrepreneurship Education (EE) has a positive but insignificant effect on Entrepreneurial Intention (EI)" This can be seen with a significance value of 0.33- < 0.05.
4. Hypothesis (H4) Analysis of the effect of attitude towards entrepreneurship through entrepreneurship education (EE) on entrepreneurial intention (EI) as shown below: The direct effect of Attitude Towards Entrepreneurship on Entrepreneurial Intention (EI) is known to be 0.690. The indirect effect of Attitude Towards Entrepreneurship on Entrepreneurial Intention (EI) through Entrepreneurship Education (EE) is calculated as the multiplication of standardized coefficients beta Attitude Towards Entrepreneurship and Entrepreneurship Education (EE), resulting in 0.510 * 0.064 = 0.03264. Therefore, the total effect of Attitude Towards Entrepreneurship on Entrepreneurial Intention (EI) through Entrepreneurship Education (EE) as an intervening variable is the summation of the direct and indirect effects, which equals 0.690 + 0.03264 = 0.72264. The direct coefficient value is higher than the indirect coefficient, indicating a direct relationship is established. Thus, entrepreneurship education cannot be a mediating variable.

Regression Equations

The equation of the regression equation can be formulated as follows, based on the variable in the equation table figure in the Appendix:

Y (*Entrepreneurship Education)* = 1.872 + 0.568 *Attitude Towards Entrepreneurship*

Y (*Entrepreneurial Intention)* = - 0.327 + 0.962 *Attitude Towards Entrepreneurship* + 0.080 *Entrepreneurship Education*

The following conclusions are drawn from the above equation: Entrepreneur Education is initially owned by future young entrepreneurs from high school students, and their education about entrepreneurship is very advanced, coupled with the attitude towards entrepreneurship variable, education about entrepreneurship is even more advanced. Second, for the Entrepreneurial Intention variable at the beginning, these future young entrepreneurs still do not intend to become future young entrepreneurs, which can be seen from the constant variable, which shows negative results. Still, after being added to the variable, attitude towards entrepreneurship and entrepreneurship education, which is very high, it can change the interest of these future young entrepreneurs to become more intended to become entrepreneurs.

DISCUSSION

The results of the descriptive test show that respondents agree that attitude toward entrepreneurship and entrepreneurship education variables are important factors in Entrepreneurial Intention (EI) for respondents of high school students registered in Surabaya. This is supported by the results of the descriptive analysis, which indicate that the respondents agreed with the questionnaire points distributed.

The first hypothesis, which assumes an influence between attitude towards entrepreneurship on entrepreneurship education for respondents of high school students listed in Surabaya, can be accepted. This hypothesis is supported by the statistical significance level of 0.000 in Table 17 Hypothesis Test Results. These results indicate that a positive attitude towards entrepreneurship affects the entrepreneurship education of high school students to learn and increase their knowledge about entrepreneurship. Looking at each question, the indicator with the lowest influence is "Being an entrepreneur shows more advantages than disadvantages." At the same time, the highest assessment of the variable attitude toward entrepreneurship is Religion, honesty, tolerance, and solidarity, which are my values in entrepreneurship. Furthermore, the regression equation demonstrates that the attitude towards entrepreneurship strongly influences entrepreneurship education, with a result of 0.568, indicating a significant correlation. Therefore, this proves that attitude towards entrepreneurship is important for gaining knowledge about entrepreneurship.

The second hypothesis suspecting the influence between attitude toward entrepreneurship on entrepreneurial intention (EI) for respondents of high school students enrolled in Surabaya, can be accepted. This hypothesis is accepted because Table 18 Hypothesis Test Results show a significance level 0.000. This indicates that attitude toward entrepreneurship influences the entrepreneurial intention (EI) of respondents of high school students to become an entrepreneur. The positive influence means that it will increase the

interest of a high school student in becoming an entrepreneur. Furthermore, this variable significantly influences Entrepreneurial Intention (EI), as demonstrated by its constant value of 0.962 in the linear regression equation. This proves that the attitude of high school students is also a factor that assists them in becoming entrepreneurs. This is a good thing to help government programs in creating young entrepreneurs. When analyzing each question, the indicator with the weakest impact is 'Being an entrepreneur shows more advantages than disadvantages.' The highest rating for the Attitude Towards Entrepreneurship variable is 'Religion, honesty, tolerance and solidarity are my values in entrepreneurship.' Considering the indicators above, high school students believe that when they become young entrepreneurs, they must have values of Religion, honesty, tolerance, and solidarity in entrepreneurship.

The third hypothesis, which assumes an influence between entrepreneurship education on entrepreneurial intention (EI) for respondents of high school students enrolled in Surabaya, is rejected. This hypothesis has been rejected because the sig value of 0.330 in Table 18 Hypothesis Test Results is greater than the alpha significance value of 0.05. This means entrepreneurship education does not affect high school students' interest in becoming entrepreneurs. However, upon examining each question, it can be observed that the indicator that has the lowest evaluation of the entrepreneurship education variable is that I feel that The school strongly supports entrepreneurship education., while the highest evaluation of the entrepreneurship education variable is that I feel that Entrepreneurship education provided by schools can increase students' creativity and innovation ideas.

The fourth hypothesis is rejected, which assumed an influence between attitude towards entrepreneurship through entrepreneurship education on entrepreneurial intention (EI) for respondents of high school students enrolled in Surabaya. This can be proved by looking at the direct effect of attitude towards entrepreneurship on entrepreneurial intention (EI) of 0.690. The indirect effect of Attitude Towards Entrepreneurship through Entrepreneurship Education (EE) on Entrepreneurial Intention (EI) is calculated via the multiplication of standardized coefficients beta for Attitude Towards Entrepreneurship and Entrepreneurship Education (EE), which is equal to 0.510 * 0.064 = 0.03264. Therefore, the total effect of Attitude Towards Entrepreneurship through Entrepreneurship Education (EE) on Entrepreneurial Intention (EI) as an intervening variable is the sum of the direct and indirect effects, totalling 0.690 + 0.03264 = 0.72264. The relationship is direct because the direct coefficient value is greater than the indirect coefficient. Therefore, it can be concluded that Entrepreneurship Education cannot serve as a mediating variable.

The regression results indicate that the interest of high school students in becoming young entrepreneurs is very high. High schools support their students' interest in entrepreneurship by offering related subjects. High schools should have facilities like a Laboratory of Entrepreneurship or a Business Incubator to support further students becoming young entrepreneurs. This complies with government programs to build or increase the creation of young

entrepreneurs who will drive the nation's progress in the future.

CONCLUSION

The following conclusions can be drawn from the results of the analysis processed by the researchers in the previous chapter using the multiple regression analysis method:

The first hypothesis can be accepted, which assumes an influence between attitude toward entrepreneurship on entrepreneurship education for respondents of high school students registered in Surabaya. This shows that attitude towards entrepreneurship influences entrepreneurship education of high school students to learn and increase knowledge about entrepreneurs. Furthermore, based on the regression equation constructed, attitude toward entrepreneurship significantly influences entrepreneurship education. This confirms that attitude toward entrepreneurship is important for knowledge about entrepreneurs to gain knowledge.

The second hypothesis can be accepted, which predicts a positive influence of Attitude Towards Entrepreneurship on Entrepreneurial Intention (EI) among high school students studying in Surabaya. This indicates that attitude towards entrepreneurship positively influences high school students' entrepreneurial intention (EI) to become entrepreneurs. This positive influence indicates that it will increase high school students' interest in becoming entrepreneurs. Moreover, this variable has a very strong effect on entrepreneurial intention (EI), which proves that the attitude of high school students also supports them in becoming entrepreneurs. This finding can contribute to government initiatives to create young entrepreneurs.

The third hypothesis, which suspects an influence between entrepreneurship education on entrepreneurial intention (EI) for respondents of high school students enrolled in Surabaya, is rejected. This indicates that entrepreneurship education does not impact high school student's interest in becoming entrepreneurs.

The fourth hypothesis that suspects the influence between attitude toward entrepreneurship through entrepreneurship education on entrepreneurial intention (EI) for respondents of high school students registered in Surabaya is rejected because the direct coefficient value is greater than the indirect coefficient, so it can be said that the relationship that occurs is a direct relationship. Thus, entrepreneurship education cannot act as a mediating variable.

The research progressed well with only a few obstacles, such as distributing questionnaires, which were less complex in selecting different fields of interest in high schools in Surabaya, so the conclusions could not be generalized. Additional variables and a more diverse research sample will be added to plans and follow-ups.

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