



The Influence Of Culture, Education, and Entrepreneurial Innovation On Entrepreneurial Intention With Entrepreneurial Mindset As Intervening Variable on Management and Business Administration Students Class Of 2020

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ABSTRACT

The study aims to examining the connections among entrepreneurial culture, education, innovation on entrepreneurial intention with entrepreneurial mindset as intervening variable. Questionnaire data are distributed to 102 students from business management and business administration students class of 2020 Telkom University who enrolled in small startup business development course for business management and entrepreneurship course for business administration students which was taken using snowball sampling methods with a helps from SmartPLS 3. The findings reveal that the entrepreneurial culture significantly impacts entrepreneurial intention, mindset, and education, while entrepreneurial education has positive influence to entrepreneurial mindset and innovation. Furthermore, entrepreneurial innovation influenced both entrepreneurial mindset and intention. The study also confirmed the direct effects of entrepreneurial mindset to entrepreneurial intention as the final hypothesis

INTRODUCTION

Entrepreneurship plays a crucial role in driving a economic growth of a country, especially in reducing unemployment and focusing on entrepreneurial individuals. In other words, entrepreneurship can reduce social problems such as poverty, unemployment and gaps in living standards (Azamat et al., 2023). The research is also asserted with Naminse & Zhuang (2018), stating that entrepreneurship is also linked to poverty reduction which aims to achieve regional development and economic growth. This is also in line with the many campaigns from developed and developing countries to improve the entrepreneurship sector in their countries as this is considered a global challenge in the future scene (Klofsten et al., 2019).

Indonesia is one of the developing countries that is still trying to develop the entrepreneurship sector. As one of the most populous countries in the world with approximately

279 million people in 2024, Indonesia grapples with lack of awareness and the importance of entrepreneurship. This evident supported with the data that human resource in Indonesia are only about 3.31% of the total population who are currently act as an entrepreneurs. The value is certainly low if compared to the world bank standard where a country must have more than 4 percent of it's total population (Adhikusuma & Genoveva, 2020). The research is also supported by data of Global Entrepreneurship Monitor (GEM), reveals that Indonesia seated in rank 76th out of 116 countries in the world. This current position still below other southeast asia countries, such as Singapore (rank 24th), Malaysia (rank 36th), Thailand (63th), and the Philippines (rank 71th) (Katadata 2023). This rank is measured by using the Digital Platform Economy Index (DPE Index) and Entrepreneurship Index.

According to Sampene et al. (2023), entrepreneurship has emerged as one of the most influential factors to address unemployment in Indonesia and any other countries through the creation of new jobs and contributing to national economic advancement. However, Indonesian citizens continue to predominantly pursue roles as an laborers, workers and employees. This statement is supported by data that 38% of population in Indonesia are act as an laborers, workers, and employees rather than entrepreneur which only have 25% portion (Badan Pusat Statistik, 2023). There is notable lack of entrepreneurial intention among them. Based on survey done by Badan Pusat Statistik (BPS) also shows that there were

937.176 job seeker in 2022, while the number of job vacancies in Indonesia was recorded only around 60.000 vacancies in 2022. This leads to the rising of unemployment rate in Indonesia, which around 7.9 million people in August 2023 (Badan Pusat Statistik, 2023). Given these circumstances, the individual action and decision-making in the future career path, especially among university students is an priority. They serve as an indicator of developing to cultivate an entrepreneurial culture and entrepreneurial intentions through realization of preparing future generations to be an entrepreneurs (Akuegwu & Nwi-ue, 2016).

Indonesia still has a long way to go in overcoming problem of unemployment in productive age. The high unemployment in Indonesia is also caused by the lack of entrepreneurship education and entrepreneurship intention in university student. Research indicates that the student in Indonesia still have low entrepreneurial intentions, which around 6,4% of collage graduates (Adhikusuma & Genoveva, 2020 ; Pangesti & Yuwono, 2020). This phenomenon happens because of the preference of college graduates in the university still want to pursue career as an employee or labour, whereas the number of job vacancies not directly proportional to the number of employees candidate. This statement is linear with research from Karim et al. (2019), the preference of university graduates who still want to work in the offices rather than create a jobs or entrepreneur is one of the biggest factors in the high unemployment rate in Indonesia. The rise in the number of entrepreneurs remains a significant challenge in Indonesia. According to MPR RI Vice Chairman, Lestari Moerdijat, a number of efforts through incubation programs for prospective young entrepreneurs must be carried out to raise the enthusiasm of young people, especially in university graduates before facing challenges to the business world. Therefore, the government is actively supporting national economic growth by creating innovative support programs to promote national entrepreneurship and MSMEs by initiated several program such as Undang Undang Cipta Kerja and Kredit Usaha Rakyat. Furthermore, the government has responded to enhance entrepreneurship innovation and entrepreneurial mindset that leads to entrepreneurial intention in all levels of education. For example, 5ME LPDP business competition. LPDP, which under the ministry of finance, helped to initiate program to foster entrepreneurial innovation which aims to create 5000 Indonesian Entrepreneurs in 2045.

This study constitutes a small-scale investigation by doing a survey disributed using a questionnaire tools to get information on the influence of the variable. The participants of this study consist of Business Management and Business Administration students class of 2020, while the object of this study is student of Telkom University who enrolled small startup business development for business management major and entrepreneurship for business admnistration manjor. Based on a survey distributed, 54,2% of Business Management Telecommunications and

Informatics and Business Administration Students Class of 2020 Telkom University have no plan on entrepreneurial activities after they graduated. Instead of being an entrepreneur, students prefer to apply to become civil servants and ignore their knowledge in creating new jobs. This is still considered to be the benchmark of success in Indonesia (Pangesti & Yuwono, 2020). In this case, this research aims to determine the influence of culture, education and entrepreneurial innovation on entrepreneurial intention with entrepreneurial mindset as intervening variable in Business Management and Business Administration Student class of 2020, Telkom University..

LITERATURE REVIEW

The Influence Entrepreneurial Culture on Entrepreneurial Intention

The findings of Oluwakemi Chukwuma-Nwuba (2018) revealed the relationship between entrepreneurial culture and entrepreneurial intention. This research related to others, explains how an entrepreneurial culture in an institution can create information openness and student knowledge related to the world of entrepreneurship and encourage student intentions in entrepreneurship (Mukhtar et al., 2021). By fostering the value of entrepreneurial culture, it is hoped that would lead to entrepreneurial intentions and can be an option in career for graduates in the future, considering Indonesia have great cultural landscape which offers potential business opportunity (Arranz et al., 2019).

H1 : There is a positive influence between entrepreneurial culture and entrepreneurial intention

The Influence of Entrepreneurial Culture on Entrepreneurial Mindset

The entrepreneurial culture in institutions has a role as a driving force for students in shaping their entrepreneurial mindset and self-confidence (Mukhtar et al., 2021). This statement is supported by other research which states that entrepreneurship can be an option in a career for future graduates. However, there is a need for effective entrepreneurship learning that is able to form an entrepreneurial mindset based on culture and creative industries (Dewi et al., 2019). According to Jabeen et al (2017) stated that an entrepreneurial culture actively influences students' entrepreneurial mindset.

H2 : There is a positive influence between entrepreneurial culture and entrepreneurial mindset

The Influence of Entrepreneurial Culture on Entrepreneurial Education

According to Nowiński et al (2019), culture in entrepreneurship is a basic theoretical basis with the aim of applying entrepreneurship education to the curriculum at all levels of education. This research aligns with others that entrepreneurship culture at institutions is also related to entrepreneurship education which is a planned and applicable effort to increase knowledge about entrepreneurship. This study also shows that entrepreneurial culture encourages the creation of a learning process situation in entrepreneurship education in the lecture environment (Mukhtar et al., 2021). Thus, promoting an entrepreneurial culture is essential for a nation's success, alongside initiatives such as providing entrepreneurial education to equip future generations with the skills to manage their own businesses or companies. (Bergmann et al., 2018 ; Prasetyo, 2019).

H3 : There is a positive influence between entrepreneurial culture and entrepreneurial education

The Influence of Entrepreneurial Education on Entrepreneurial Mindset

Gómez Chova et al., 2015 ; Sánchez-Hernández & Maldonado-Briegas, 2019 stated that entrepreneurial education has a positive effect not only in developing an entrepreneurial mindset but also developing knowledge competencies that have an impact on student attitudes and skills. This research also supported by Ndou et al 2018 ; Hastuti et al., 2020, there are four phases in the

entrepreneurial education program that aim to develop an entrepreneurial mindset, which is inspiration, engagement, exploitation, and sustainment. Mukhtar et al (2021) add that entrepreneurial education in institutions such as universities can develop knowledge and form a mindset that will support the success of students. Entrepreneurial education actively stimulate students in entrepreneurial mindset.

H4 : There is a positive influence between entrepreneurial education and entrepreneurial mindset

The Influence of Entrepreneurial Education on Entrepreneurial Innovation

Research indicates a relationship between entrepreneurship education and entrepreneurial innovation. As highlighted by (Charrón Vías & Rivera-Cruz, 2020), entrepreneurship education serves as an activity that can encourage business creation and entrepreneurial innovation. Additionally, entrepreneurship education will encourage student to grow their awareness and innovative ability which lead to educational environment on the modern business world. Entrepreneurship education also provides a comprehensive learning method for student to build the right values and cognitive system. At the same time, entrepreneurship education provides students with the information and knowledge they need to cultivate a vibrant atmosphere to entrepreneurial innovation (Wei et al., 2019).

H5 : There is a positive influence between entrepreneurial education and entrepreneurial innovation

Influence of Entrepreneurial Innovation on Entrepreneurial Mindset

Samanta & Rani Samanta (2022) define entrepreneurial innovation as the central component of the entrepreneurial mindset, which involves the transformation of an innovative idea into something useful for many people. The invention of something new by an entrepreneur, whether it involves a process or a product, called entrepreneurial innovation. This research also supported by Wei et al (2019) that entrepreneurial innovation can be seen as an internal drive related to the entrepreneurial mindset. According to Ashourizadeh et al (2014) innovation can be considered as a part of the entrepreneurial mindset in some sense and it has positively related to entrepreneurial mindset.

H6 : There is a positive influence between entrepreneurial innovation and entrepreneurial mindset

Influence of Entrepreneurial Innovation on Entrepreneurial Intention

Entrepreneurial innovation is a crucial element in developing a business strategies that aims to gain competitive advantage and encourages entrepreneurial intention (Mirjana et al., 2018). The research is also asserted with Dong & Tu (2021) stating that there is a positive effect shown by the entrepreneurial innovation aspect on entrepreneurial intention. Ugwueze et al. (2022) define entrepreneurial innovativeness as an important psychological trait that drives entrepreneurial intention an individual with such personality traits is usually more innovative and tends to have greater courage in terms of risk-taking than those without such intentions.

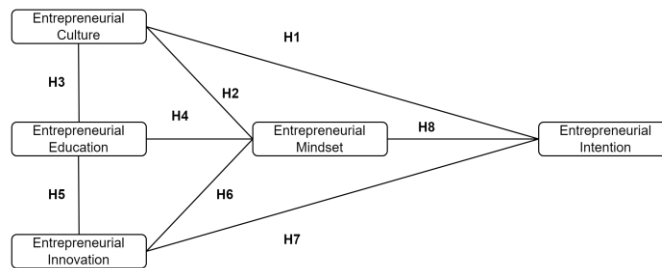
H7 : There is a positive influence between entrepreneurial innovation and entrepreneurial intention

Influence of Entrepreneurial Mindset on Entrepreneurial Intention

Every individual must have an entrepreneurial mindset in their mind that will bring up new ideas in taking action to a problem (Kuratko et al., 2021). While other studies reveal that individual who have entrepreneurial intentions will consistently taking action to start a new business because they consider themselves an entrepreneur (James et al., 2023). Handayati et al (2020) confirmed that entrepreneurial mindset has a positive and significant effect on entrepreneurial intention. Another study also found that entrepreneurial mindset has a positive sentiment towards entrepreneurial intention (Yan et al., 2023)

H8 : There is a positive influence between entrepreneurial mindset and entrepreneurial intention

Figure 1 : Research Model



METHODS

This study uses questionnaires as tools that are distributed using google forms. The methods is using a quantitative approach which conduct tests using theories on research variables based on numbers and statistics that aim to objectively test the theories and examine the relationship between variables calculates using certain instruments (Creswell & Creswell, 2023). The population of this study is Business Management Telecommunications and Informatics students in Small-Startup Business Development (SSBD) major with 56 population and Business Administration students in Entrepreneurship major with 46 population. The total of sample is 102 respondents. The sampling technique used in this study is non-probability sampling where there is no chance for every element in the population. While the technique used in sampling is a snowball sampling which a technique of taking data that recruit participants via other participants and then become widespread (Sugiyono, 2020). Primary data are used through this process of research as the main information source. Where the researcher used focus groups, responder panels, and individual participants to directly collect the data. Opinions regarding the problem under this research can be sought after and discussed by researchers (Sekaran & Bougie, 2016). The data collection methods uses survey type of methods using questionnaire tools with the help of Google Forms. For the analysis stage, the hypothesis data was using SEM-PLS using SmartPLS 3 Program

RESULTS

Classification of Respondents by Gender

Table1: Classification of Respondents by Gender

Gender	Number of	Percentage
Male	45	44.1%
Female	57	55.9%
Total	102	

Source: Primary data, processed in 2024

Classification of Respondents by Study Program

Table 2: Classification of Respondents by Study Program

Study Program	Number of Respondents	Percentage (%)
Business Management Telecommunication and Informatics (SSBD)	56	54.9%
Business Administration (Entrepreneurship)	46	45.1%
Total	102	

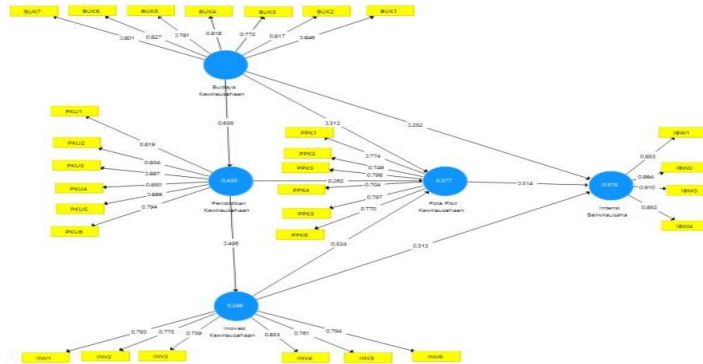
Source: Primary data, processed in 2024

Table 1 and Table 2 outline the demographics of the respondents depending on gender and study program. Classification for gender reach 44.1% for male, while femle reach 55.9% of all respondents. Study program classification for business management major reach 54.9% of all

respondents with 56 respondents, while respondents from Business Administration study program reach 45.1% of all respondents with 46 respondents

Outer Model

Figure 2 : Outer Model



Based on figure 2, the value of outer loading are higher than 0,7 described as valid based on the outer model.

Validity and Reliability Test Results

In the Partial Least Square (PLS) modeling technique, the indicator of validity test is used which can be done using convergent validity and measurement model through the correlation between the indicator and its construct (loading factor). In this test, pay attention to the loading factor value and AVE (average variance extracted). Loading factors must show a value > 0.5 which is the most ideal value to be able to say that the data is valid (Kock, 2021), while for AVE the index must show a value > 0.5 to be able to say that the data is valid (Indrawati, 2015).

Tabel 3. Validity test

Variables	Indicato	Loading	AVE	Descripti
Entrepreneurial Culture (EC)	EC1	0.846	0.655	Valid
	EC2	0.817		Valid
	EC3	0.772		Valid
	EC4	0.818		Valid
	EC5	0.781		Valid
	EC6	0.827		Valid
	EC7	0.801		Valid
Entrepreneurial Education (EE)	EE1	0.819	0.713	Valid
	EE2	0.834		Valid
	EE3	0.897		Valid
	EE4	0.850		Valid
	EE5	0.869		Valid
	EE6	0.794		Valid
Entrepreneurial Innovation (EN)	EN1	0.793	0.613	Valid
	EN2	0.775		Valid
	EN3	0.739		Valid
	EN4	0.833		Valid
	EN5	0.761		Valid
	EN6	0.794		Valid
Entrepreneurial Mindset (EM)	EM1	0.774	0.587	Valid
	EM2	0.749		Valid
	EM3	0.798		Valid
	EM4	0.704		Valid
	EM5	0.797		Valid
	EM6	0.770		Valid
Entrepreneurial Intention (EI)	EI1	0.853	0.757	Valid
	EI2	0.864		Valid
	EI3	0.910		Valid
	EI4	0.852		Valid

Source: Primary data, processed in 2024

Table 3 demonstrated that the data is valid, with loading factors > 0.5 and the value of AVE is > 0.5 . These findings confirm that all question item is recognized as legitimate and capable for representing every variable. The reliability test is the next to be conduct, where can be assessed using two metrics: Cronbach's Alpha and Composite Reliability. The construct are deemed reliable if both values of the Cronbach's Alpha and Composite Reliability reach or greater than 0,70.

Table 4: Reliability Test

No	Variables	Cronbach's Alpha Value	Composite Reliability	Description
1	Entrepreneurial Culture (EC)	0.912	0.930	Reliable
2	Entrepreneurial Education (EE)	0.919	0.937	Reliable
3	Entrepreneurial Innovation (EIN)	0.874	0.905	Reliable
4	Entrepreneurial Mindset (EM)	0.919	0.895	Reliable
5	Entrepreneurial Intention (EI)	0.893	0.926	Reliable

Source: Primary data, processed in 202

Hypothesis Test Result

Table 5: Hypothesis Test

Variables	Original Sample	Sample Mean	Std Dev	T-Value	P-Value	Decision
H1:EC→EI	0.252	0.251	0.098	2.576	0.005	H1 Supported
H2:EC→EM	0.312	0.320	0.112	2.784	0.003	H2 Supported
H3:EC→EE	0.656	0.662	0.075	8.741	0.000	H3 Supported
H4:EE→EM	0.262	0.247	0.118	2.229	0.013	H4 Supported
H5:EE→EIN	0.496	0.502	0.087	5.695	0.000	H5 Supported
H6:EIN→EM	0.324	0.333	0.101	3.221	0.001	H6 Supported
H7:EIN→EI	0.313	0.304	0.105	2.979	0.002	H7 Supported
H8:EM→EI	0.314	0.322	0.111	2.829	0.002	H8 Supported

Source: Primary data, processed in 2024

Table 5 confirms that the hypothesis from H1 to H8 are validated and supported by using bootstrapping in SmartPLS 3. The decision of P-Value testing can be said as supported and valid if the values are lower than 0.05 while the T-Value testing can be said as supported and valid if the values are higher than 1.645 (Hair et al.,2019)

DISCUSSION

The Effect of Entrepreneurial Culture on Entrepreneurial Intention

The researcher's analysis of the hypothesis test indicates that Entrepreneurial Culture (EC) has significantly positive influence on Entrepreneurial Intention (EI). This is evidenced by the result of P-Value and T-Value, 0,005 and 2,576, which described as valid and supported result. These result also asserted with Mukhtar et al (2021) that the entrepreneurial culture has a positive influence to entrepreneurial intention, which shows that entrepreneurial culture in university become fundamental rationale for student to be more confident and more open-minded to receive new information and knowledge to become entrepreneurs as an alternative careers.

The Effect of Entrepreneurial Culture on Entrepreneurial Mindset

The researcher's analysis on the result of hypothesis test conclude that Entrepreneurial Culture (EC) has significantly positive influence on Entrepreneurial Mindset (EM). This is evidenced by the result of P-Value and T-Value, 0,003 and 2,784 that described as valid and supported result. These result support the findings in Jabeen et al (2017) stated that an institution's

entrepreneurial culture actively influences student's entrepreneurial mindset. In addition to the first statement, it is believed that entrepreneurial culture has a positive impact on the entrepreneurial mindset that creates entrepreneurial atmosphere and stimulates a student's mindset to establish a business (Syaefudin & Wibowo, 2020).

The Effect of Entrepreneurial Culture on Entrepreneurial Education

The researcher's analysis based on hypothesis testing concludes that Entrepreneurial Culture (EC) has significantly positive influence on Entrepreneurial Education (EE). This evidence is supported by the result of P-Value and T-Value, which are 0,000 and 8,741 that described as valid and supported result. A possible explanation for this finding is that entrepreneurial culture encourages the creation of a learning and teaching process situation in entrepreneurial education in a college environment (Mukhtar et al., 2021). Other previous research shows that culture in entrepreneurship is a means to create theoretical basis with the aim of implementing entrepreneurship education in the curriculum at all levels of education (Nowiński et al., 2019).

The Effect of Entrepreneurial Education on Entrepreneurial Mindset

The researcher's analysis on the result of hypothesis test conclude that Entrepreneurial Culture (EE) has significantly positive influence on Entrepreneurial Mindset (EM). This is evidenced by the result of P-Value and T-Value, 0.013 and 2.229 that described as valid and supported result. The finding of this work confirmed that entrepreneurial education can determine students' mindset related to entrepreneurship (Wardana et al., 2020). This outcome can be attributed, in part, to the educational pedagogical approach, which enhances students' cognitive capacity to participate in the suggested activities in class and fosters a positive learning environment where students actively participate in gaining experience from their assignments.

The Effect of Entrepreneurial Education on Entrepreneurial Innovation

The researcher's analysis from the hypothesis testing indicates that Entrepreneurial Culture (EC) has significant positive influences on Entrepreneurial Mindset (EM). This conclusion is supported by the result of P-Value and T-Value, which are 0,003 and 2,784, and described as valid and supported result. These result support the findings in Wei et al (2019), which stated that Entrepreneurship education offers a comprehensive learning method for students to help build the right values and cognitive system thus creating a strong atmosphere of innovation.

The Effect of Entrepreneurial Innovation on Entrepreneurial Mindset

The researcher's analysis from the hypothesis test conclude that Entrepreneurial Innovation (EIN) has significantly positive influences on Entrepreneurial Mindset (EM). This evidence is supported by the result of P-Value and T-Value, 0.001 and 3.221 that described as valid and supported result. These result also confirmed by Samanta & Rani Samanta (2022) that entrepreneurial innovation helps in discovering concepts, processes and procedures that leads to entrepreneurial mindset such as open-minded and involving transformation of creative ideas into useful applications.

The Effect of Entrepreneurial Innovation on Entrepreneurial Intention

The researcher's analysis from hypothesis test reveals that Entrepreneurial Innovation (EIN) has significantly enhances Entrepreneurial Intention (EI). This findings is supported by the result of P-Value and T-Value, 0.002 and 2.979 that described as valid and supported result. These result also confirmed by Dong & Tu (2021) that entrepreneurial innovation shown positive effect by the aspect on entrepreneurial intention. This can be conclude that students usually more innovative and tends to have a greater courage in terms of risk-taking than who do not have such intentions.

The Effect of Entrepreneurial Mindset on Entrepreneurial Intention

The analysis conducted on the hypothesis test reveals that Entrepreneurial Mindset (EM) has significantly positive impact on Entrepreneurial Intention (EI). This conclusion is backed by the result of P-Value and T-Value, 0.002 and 2.829 that described as valid and supported result. These result of hypothesis in this study was intended to determine the connectivity between entrepreneurship mindset and students' entrepreneurial intention. The result confirmed and supported prior scholars by Cui et al (2021) described that the entrepreneurial mindset shapes the entrepreneurial intentions. Furthermore, the university also encourages and hosts a several entrepreneur competitions and facilitates college students to start their own business. This statement also approved the prior studies by (Jabeen et al., 2017).

CONCLUSION

From the study, researchers confirmed that there are significant correlations between university entrepreneurial culture and student's entrepreneurial intention. An institution that fosters a positive culture of entrepreneurship would leads to opportunity creation for students to gain information and knowledge on entrepreneurship, and drives the creation of entrepreneurial intentions (Mukhtar et al., 2021). For this case, Telkom University as mother university for business management and business administration major are have a vision by the 2028 to become National Excellence Entrepreneurial University. These fact proved that they have good entrepreneurial culture that leads to entrepreneurial intention. Other than that, this study also shows that students are having an mindset to learn something new, and awareness of opportunities and risk-taking when running a business for new enterpreneurs within internal students (Amina & Zohri, 2019). The entrepreneurial culture in telkom university is also directly proportional to education at major universities which implement the entrepreneurial subject from the beginning of semesters to enhance willingness to do business, and prepare for entrepreneurship (Mukhtar et al., 2021).

This study also confirmed that there is significant correlation between education, mindset and innovation. An institution education provides not only for student's knowledge, but also fostering entrepreneurial attitude and mentality by implement curriculum. This will establish positive learning environment where students actively participate in gaining experience from their assignments (Wardana et al., 2020). Other than that, entrepreneurship education provides a comprehensive learning method for students to help build the right values and cognitive system thus creating a strong atmosphere of innovation (Wei et al.,

2019). Next, researcher find that there is a significant correlation between entrepreneurial innovation, mindset, and intention. Entrepreneurial innovation discovered ideas, methods, and procedures that promote an entrepreneurial mindset, such as open-minded and involves turning original notions into practical applications (Samanta & Rani Samanta, 2022). Moreover, entrepreneurial innovation helps to foster entrepreneurship intention in terms of risk-taking and willingness rather than students who don't have entrepreneurial intention (Dong & Tu, 2021). Finally, the researcher's analysis on the result of hypothesis test conclude that by encouraging and hosting several entrepreneur competitions, college students can start their own firms with the backing of an entrepreneurial mindset which has a substantial favorable impact on entrepreneurial intention (Jabeen et al., 2017).

LIMITATION

Every research effort will inevitably encounters challenges and limitations. The result of this study are not applicable to other major, because it exclusively included student who enrolled Small startup business development for business management and entrepreneurship for business administration at Telkom University class of 2020. So it cannot be generalized to all major and consider as a limitation for this study. Moreover, there are still lack of research on entrepreneurial innovation at university level that affect several other variables. In this case researchers can provide suggestions for researching this case using methods such as qualitative to find out more in-depth to the variables.

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