

THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION, ENTREPRENEURIAL KNOWLEDGE AND ENTREPRENEURIAL INSPIRATION ON GENERATION Z's ENTREPRENEURIAL INTENTION

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ABSTRACT

This study aims to examine the effect of entrepreneurship education on students' entrepreneurial intentions, as well as examine the mediating role of entrepreneurial knowledge and entrepreneurial inspiration. This study uses primary data obtained from a sample of 192 students at SMAN 108 Jakarta. In addition, the analytical method used in this study is SEM-PLS analysis method. The findings of this study strengthen the study of the influence of entrepreneurship education both directly and indirectly through entrepreneurial knowledge and entrepreneurial inspiration on entrepreneurial intentions. In addition, it found direct and indirect effects of entrepreneurship education on entrepreneurial intentions through entrepreneurial knowledge and entrepreneurial inspiration. This research was limited to one school and with limited variables, there are entrepreneurship education, entrepreneurial knowledge, entrepreneurial inspiration and entrepreneurial intention. The findings of this study provide insight into increasing entrepreneurial intentions by increasing the effectiveness of learning entrepreneurship education in schools.

Keywords: Entrepreneurship Education, Entrepreneurial Intention, Entrepreneurial Knowledge and Entrepreneurial Inspiration

A. INTRODUCTION

Studies on entrepreneurship are important to do, not only in developed countries, but also in developing countries, including Indonesia (Wardana et al., 2021; Karyaningsih et al., 2020; Mukhtar et al., 2021). The study is needed as a theoretical framework to be able to increase the number of new entrepreneurs (Fayolle & Liñán, 2014; Mwasalwiba, 2010). The entrepreneurial sector plays an important role in a country's economy through the creation of new jobs (Sher et al., 2020). Entrepreneurship can increase the country's economic development.

Careers in entrepreneurship offer significant opportunities for individuals to achieve financial independence and economic benefits by contributing to job creation, innovation and economic growth (Nguyen et al., 2021).

Many countries design entrepreneurship programs to promote entrepreneurship as a viable, rewarding and sustainable career option (Roxas, 2014; Franco et al., 2010). Indonesia needs a lot of entrepreneurs to contribute to economic development. Increasing the number of entrepreneurs can support Indonesia to become a developed country (Tambunan, 2008). Increasing the number of entrepreneurs is needed to create jobs. Entrepreneurship plays a role in reducing poverty through the creation of new jobs. Entrepreneurship can absorb around 97% of the workforce for the Indonesian economy (Wibowo et al., 2022). By creating new jobs, the role of entrepreneurship in the Indonesian economy is to reduce unemployment and poverty so as to increase people's welfare.

Indonesia has a low number of entrepreneurs. The number of entrepreneurs in Indonesia is the lowest in Southeast Asia with the proportion of entrepreneurs in Indonesia, which is still 3.47%, only around 9 million of the total population. On the other hand, Indonesia is a country with a large population and population growth. Based on data Badan Pusat Statistik (BPS) in mid 2022, the total population in Indonesia is 275,773.8 thousand people. Such a large population in Indonesia can cause serious problems (Suhandi et al., 2018). The existence of unemployment is one of the reasons that the available jobs are still lacking. Senior high school education level has a large open unemployment rate. This is because high school graduates are less able to create their own businesses while applying to work according to the demands of the workforce. This readiness shows that the quality of senior high school graduates still needs to be improved, especially their independence and creativity.

Senior high school student's today are generation Z. Generation Z is the generation born after 1995 (Cilliers, 2017). Likewise with opinions Harber (2011) based on the division of the year of birth, generation Z are those born between 1995 and 2010. Generation Z has a great ability to process a large amount of information. Research shows that people who are Generation Z are highly confident and have an optimistic view of the future. In their professional life they tend to have an entrepreneurial spirit because they are very creative and innovative (Iorgulescu, 2016).

According to Harber (2011) Generation Z is a generation that lives in a technologically advanced age and is bound by social media. Social media has become an important part of their life. They are the Do-It-Yourself Generation. In research conducted by Schawbel (2014), Generation Z has high creativity, so they have the potential to become entrepreneurs. Generation Z is the successor of the nation in the future. Based on Liputan 6 digital news, the number of young entrepreneurs in Indonesia only reaches 3.4 percent. This figure is still far behind from neighboring countries such as Malaysia at 5% and Singapore at 7%. The years 2030-2045 are the golden age for Indonesia. The large number of productive young people, but not supported by readiness of the work field. It will not be a demographic bonus but will be a demographic disaster. One of the

opportunities for entrepreneurship for generation Z is in formal and informal learning. This is evidenced by educational institutions that support students in schools to become entrepreneurs through entrepreneurial knowledge that goes into learning. The government launched an Entrepreneurship program in high schools which is expected to encourage students to be creative and independent, and start to move and dare to open their own businesses.

The literature shows that educational institutions can have big impacts on the choices students make. Schools can act as an environment that can trigger students to be interested in entrepreneurship (Plumly et al., 2006). Through its theoretical and practical activities, entrepreneurship education can stimulate students' mindsets and self-efficacy, which can ultimately lead to entrepreneurial intentions (Umi et al., 2022). Entrepreneurship education has the benefit of inspiring students to immediately engage with business (Nabi et al., 2018). A possible mediator between entrepreneurship education and entrepreneurial intentions is entrepreneurial inspiration (Souitaris et al., 2007). Inspiration is seen as an element that contributes to the success of entrepreneurship programs in increasing student entrepreneurial intentions (Wartiovaara et al., 2019). It is for this reason that the authors discuss the influence of entrepreneurship education, entrepreneurial knowledge and entrepreneurial inspiration on entrepreneurial intentions as factors that can influence entrepreneurial intentions. This study provides insight into the constellation of variables presented in the context of generation Z. Based on a number of previous studies, there are still few who examine the variables of entrepreneurship education associated with entrepreneurial knowledge and entrepreneurial inspiration towards generation Z's entrepreneurial intentions. This is an urgency to study considering the characteristics of generation Z which are unique and different from previous generations, especially in the context of entrepreneurial intentions.

It is hoped that this research can explain in detail the constellation of entrepreneurship education associated with entrepreneurial knowledge and entrepreneurial inspiration towards generation Z entrepreneurial intentions, in order to support the Indonesian government's efforts to increase the number of young entrepreneurs. More than that, this study is very interesting where generation Z gets entrepreneurship education and knowledge in a systemic way through the curriculum in schools. Based on the description above, the authors are interested in conducting research with the title "The Influence of Entrepreneurship Education, Entrepreneurial Knowledge and Entrepreneurial Inspiration on Generation Z Entrepreneurial Intentions".

B. LITERATURE REVIEW

Theory of Planned Behavior

Entrepreneurial intention is closely related to the Theory of Planned Behavior (TPB) introduced by (Ajzen, 1991). Theory of Planned Behavior is based on social psychology and is based on the premise that human behavior is planned and therefore preceded by intentions towards that behavior. Behavioral intention represents a person's motivation in the sense of a conscious plan,

decision, or self-instruction to exert effort to perform the targeted behavior (Hill et al., 1977). Theory of Planned Behavior is a person's behavior related to the target, the actions involved, the context in which it occurs, and the time period (Ajzen, 2020).

The results of the study by Fiet et al. (2014) concluded that entrepreneurial intention is a person's desire to have their own business or start a business. Historically, intention has been used to describe plans to be carried out. That is, after the formation of intentions occurs, the behavior that is actually expected occurs. Social psychological studies assume that intentions and intentions are predictors of an actual behavior that occurs (Ajzen, 1991). Intentions generally depend on perceptions of personal attractiveness, social norms, and worthiness. Shapero argues that entrepreneurial intention depends on perceptions of personal desire, feasibility, and inclination to act (N. F. Krueger et al., 2000). The motive for taking entrepreneurial action along with pursuing an academic career is a selective process that needs to be planned (Ozgul & Kunday, 2015).

In the context of entrepreneurship, Theory of Planned Behavior emphasizes that entrepreneurial intentions depend on individual attitudes towards the desire to become an entrepreneur. In the analysis of subjective norms related to family expectations and beliefs for someone to become an entrepreneur. Entrepreneurial intention is considered as the first step in the process of creating a business that reflects the effort one wants to make to actually start a business (Ajzen, 1991).

Social Cognitive Theory

Social cognitive theory is based on social cognitive theory by Bandura (1986). According to Bandura (1986), humans are active individuals, humans are able to think and organize themselves. So that humans are not only formed through the environment but he can control and control the environment. To understand a person's personality is to see the existence of a reciprocal relationship and mutual influence between behavior, cognition, and the environment. Albert Bandura's cognitive social theory stipulates that the environment causes behavior, but behavior also causes the environment. Bandura calls this concept reciprocal determinism, in which the world and people's behavior are mutually caused. Bandura believed that human behavior should be explained in terms of the interplay between cognitive, behavioral, and environmental determinants

In cognitive social theory, the perspective in the context of entrepreneurship is related to entrepreneurial events or inspiration inputs that can be seen contextually can support and have a direct effect on the career decision-making process (Wartiovaara et al., 2019). This cognitive social theory is related to entrepreneurship learning in schools which can inspire students to be interested in becoming entrepreneurs. Learning that occurs from self-produced behavior by students is systematically oriented towards achieving goals, namely driving students' desires to become entrepreneurs in accordance with the learning

objectives of entrepreneurship education. The learning process involves goal-directed cognitive activities that can inspire students (Zimmerman, 1986). According to Bayrón (2013) in the concept of entrepreneurship education, it can be concluded that observation and interaction of students with teachers can strengthen entrepreneurial behavior. Observation and imitation of entrepreneurs will intervene in students' cognitive factors and can help them to decide whether the observed behavior should be imitated or not. This cognitive social theory could be helpful for the field of entrepreneurial behavior.

Entrepreneurial Intention

Entrepreneurial intention is a desire, interest, and individual willingness through the ideas they have to learn, know and prove further about entrepreneurship (Yadewani & Wijaya, 2017). Entrepreneurial intention is defined as a mental state that makes a person invest a lot of attention, energy and time to achieve certain goals, namely becoming an entrepreneur (Bird, 1988). According to Krueger (2000) stated entrepreneurial intention is a person's commitment to implement entrepreneurial activities in the future.

An individual's intention to pursue an entrepreneurial career can result from a variety of factors. Pablo et al. (2016) proved that entrepreneurial intentions can be developed throughout a person's life and several factors can influence it. Entrepreneurial intention must be used as an important step in the process of forming a new business that leads to entrepreneurial activity. Entrepreneurial intention captures the state of mind that directs individual focus to achieve an entrepreneurial goal. Entrepreneurial intention directs individuals to organize, communicate and commit to becoming entrepreneurs (Bird, 1988).

Entrepreneurship Education

Entrepreneurship education plays an important role in determining students' entrepreneurial mindset and intentions (Wardana et al., 2021). Entrepreneurship education is a pedagogical education program or process for entrepreneurial attitudes and (Saptono et al., 2019). Entrepreneurship education is a structured and formal competency transmission that refers to the provision of individual skills, concepts and awareness of entrepreneurship. Entrepreneurship education has become crucial in the field of entrepreneurship because it promotes or invites students who are taught to be interested in becoming an entrepreneur. Entrepreneurship education has been shown to be effective as a mediator for developing student entrepreneurial intentions (Umi et al., 2022).

According to Hussain and Norashidah (2015), entrepreneurship education is a learning activity that discusses increasing knowledge, skills, attitudes, and personal character related to entrepreneurship. This agrees with what Kurilova et al. (2019) said, that entrepreneurship education aims to equip students with knowledge, skills and motivation for students in entrepreneurship. Entrepreneurship education focuses on developing skills to find and take advantage of opportunities. Entrepreneurship education is an effective strategy to increase the number of entrepreneurs, especially through formal education

(Fayolle, 2006; Wibowo et al., 2022). Several previous studies have found that entrepreneurship education and training has an impact on entrepreneurial intentions (Saptono et al., 2019).

Entrepreneurial Knowledge

Entrepreneurial knowledge is the knowledge of business activities, such as business identification, how to create a business or company, marketing, finance, and business structure (Fayolle & Liñán, 2014). According to Karyaningsih et al. (2020) entrepreneurial knowledge includes understanding related to entrepreneurship, for example sales, negotiations, product development, and risk assessment. Entrepreneurship knowledge can improve skills and mindset. Research conducted by Ede et al. (1998) showed that entrepreneurial knowledge and skills can increase positive attitudes towards entrepreneurship. As a result, their intention to become entrepreneurs after graduation can also be increased.

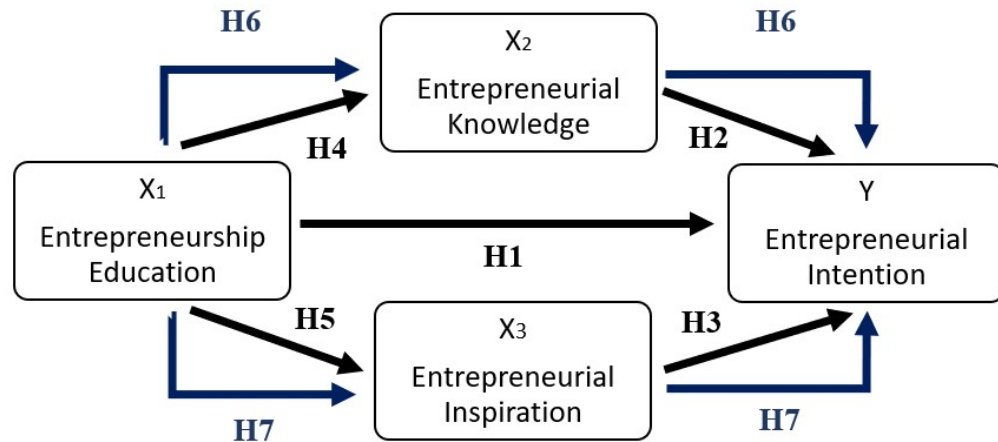
According to Yasir et al. (2017) Entrepreneurial knowledge has an impact on entrepreneurial initiatives and increases the desire for entrepreneurship. According to Linan and Fayolle (2015), there are six indicators of measuring entrepreneurial knowledge which include the following: (1) Having sufficient knowledge in managing a business; (2) Having sufficient knowledge to manage business; (3) Have sufficient knowledge in commercializing business ideas; (4) Having sufficient knowledge in marketing a product/service. (5) Knowing how to find resources (eg finance) to set up a business; (6) Have sufficient knowledge of the legal requirements to start a business.

Entrepreneurial Inspiration

Inspiration is a process that encourages or stimulates the mind to take action, especially to do something creative. Inspiration is a process in which the mind is stimulated to take action after seeing or learning something that is around (Antara & Yogantari, 2018). Inspiration includes motivation directed at behavior, personal goals, or creative products (Souitaris et al., 2007). Souitaris et al. (2007) defines entrepreneurial inspiration as a change of heart (emotion) and mind (motivation) caused by a triggering event or input from education and directed to consider becoming an entrepreneur.

Entrepreneurial inspiration is a form of benefit in a program related to increasing subjective norms and intentions towards entrepreneurship. The implication for program developers is that knowledge and resources might increase the likelihood of success for those about to start new ventures, it is inspiration that engenders attitudes and intentions and increases the likelihood that students will actually attempt an entrepreneurial career at some point in their lives. Therefore, if the target is to increase the number of entrepreneurs in the student population, then the inspirational part of the program must be designed deliberately and instructors must be trained not only to teach entrepreneurship curriculum, but also to change 'hearts and minds' (Souitaris et al., 2007).

Inspiration is seen as an element that contributes to the success of entrepreneurship programs in increasing student entrepreneurial intentions (Wartiovaara et al., 2019). That inspiration can cause individuals to catch something that is beyond their ability and this process can involve individual experiences of being interested in doing something. Entrepreneurs who are inspired by their ideas have a motivational tendency to actualize them. Inspiration can be associated with levels of optimism and positive influence in doing something (Thrash & Elliot, 2003).



Source: data processed by researchers (2023)

Figure 1.
Research Theory Framework

Based on the theoretical framework described, there are 7 research hypotheses including:

- H1: Entrepreneurship education significantly influences entrepreneurial intentions
- H2: Entrepreneurial knowledge significantly influences entrepreneurial intentions
- H3: Entrepreneurial inspiration has a significant effect on entrepreneurial intentions
- H4: Entrepreneurship education significantly influences entrepreneurial knowledge
- H5: Entrepreneurship education significantly influences entrepreneurial inspiration
- H6: Entrepreneurship education significantly influences entrepreneurial intentions through entrepreneurial knowledge
- H7: Entrepreneurship education significantly influences entrepreneurial intentions through entrepreneurial inspiration

C. METHODS

In this study the authors used a quantitative approach with survey research methods. Researchers are trying to describe data regarding research

objects or variables on students of SMAN 108 Jakarta. This study uses eksogen, intervening and endogen variables. The eksogen variable in this study is entrepreneurship education. Entrepreneurial inspiration and entrepreneurial knowledge as intervening variables. Meanwhile, the endogen variable is entrepreneurial intention. The data used is primary data. The data collection used in this study used a survey method by distributing questionnaires. Each answer point on the questionnaire was scored using a Likert scale. The scoring criteria for alternative answers for each item are as follows: (1) Score 5 for answers that strongly agree, (2) Score 4 for answers that agree, (3) Score 3 for neutral, (4) Score 2 for answers that do not agree, (5) Score 3 to strongly disagree. Data collection in this study was carried out by distributing questionnaires in the form of a Google form which were distributed to grade 11 and 12 students at SMAN 108 Jakarta direct visits to the research site.

This study uses a combined questionnaire based on relevant literature with previous research on this theme. In detail, researcher adapted six indicators from Kusmintarti (2017) and Yadewani & Wijaya (2017). To measure entrepreneurial intention variable (EI). Then, to measure entrepreneurship education (EE), researcher adapted six indicators from Kozlinska (2011) and Fayolle and Liñán (2014). Furthermore, to measure entrepreneurial knowledge (EK), researcher adapted 6 indicators from Roy et al. (2017) and Fayolle and Liñán (2014). Furthermore, to calculate entrepreneurial inspiration (EIns), researcher adapted the six indicators from Cui et al. (2019) and Nguyen et al. (2021). The collected data were analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS) with SmartPLS 4.0. The estimation and application of the SEM-PLS model in this study are presented in two procedures, namely the evaluation of the measurement model (outer model) and the evaluation of the structural model (inner model).

D. FINDINGS AND DISCUSSION

Data collection for this research was carried out by distributing questionnaires to 192 students of SMAN 108 Jakarta. Table 1 shows that the characteristics of respondents based on gender were dominated by 105 female students (54.69%), and 87 male students (45.31%). The age range of respondents in this study was 16-19 years. 29 students (15.10%) aged 16 years, 69 students aged 17 years (35.94%), 18 years old students 87 students (45.31%) and 7 students aged 19 (3.65%).

Table 1.
Characteristics of Research Respondents

Category		Frequency	Percentage
Gender	Female	105	54.69%
	Male	87	45.31%
Age	16 years old	29	15.10%
	17 years old	69	35.94%
	18 years old	87	45.31%
	≥19 years old	7	3.65%

Source: primary data processed by researchers (2023)

The results of the convergent validity test on the variables of entrepreneurship education, entrepreneurial knowledge, entrepreneurial inspiration and entrepreneurial intention (table 2) show that the indicator has a loading factor value above 0.70 or > 0.70 . Referring to the opinion of Hair et al. (2013) all indicators on the variables of entrepreneurship education, entrepreneurial knowledge, entrepreneurial inspiration and entrepreneurial intention which are attached in table 2 meet convergent validity. Furthermore, in table 2 it is known that the variables of entrepreneurship education, entrepreneurial knowledge, entrepreneurial inspiration and entrepreneurial intention have respective AVE values of 0.718, 0.722, 0.753, and $0.695 > 0.50$, fulfilling discriminant validity (Hair et al., 2013). Table 2 also shows that the variables of entrepreneurship education, entrepreneurial knowledge, entrepreneurial inspiration and entrepreneurial intention have CR values (0.923, 0.934, 0.921 and 0.912) and Cronbach Alpha (0.921, 0.922, 0.916 and 0.911) > 0.70 , fulfilling composite (Hair et al., 2013). The complete measurement results of the model (outer model) can be seen in table 2 below:

Table 2.
Model Measurement Results (Outer Model)

Construct	Item	Loading	CR	(α)	AVE
EE	EE1	0.870	0.923	0.921	0.718
	EE2	0.824			
	EE3	0.880			
	EE4	0.834			
	EE5	0.860			
	EE6	0.816			
EK	EK1	0.704	0.934	0.922	0.722
	EK2	0.859			
	EK3	0.887			
	EK4	0.874			
	EK5	0.884			
	EK6	0.875			
EIns	EIns1	0.894	0.921	0.916	0.753
	EIns2	0.927			
	EIns3	0.907			
	EIns4	0.760			
	EIns5	0.839			
EI	EI1	0.719	0.912	0.911	0.695
	EI2	0.849			
	EI3	0.880			
	EI4	0.891			
	EI5	0.811			
	EI6	0.841			

Source: primary data processed by researchers (2023)

Then test the AVE square root to see the correlation of the variable with the variable itself, not smaller than the correlation of the variable with other variables. Square root AVE > correlation between latent constructs. Referring to the opinion of Hair et al. (2013) the variables of entrepreneurship education, entrepreneurial knowledge, entrepreneurial inspiration and entrepreneurial intention fulfill discriminant validity. The complete results of the discriminant validity test, can be seen in table 3:

Table 3.
Discriminant Validity Test Results

Variable	EI	EIns	EE	EK
EI	0.834			
EIns	0.741	0.867		
EE	0.647	0.621	0.848	
EK	0.744	0.544	0.480	0.850

Source: primary data processed by researchers (2023)

Table 4 is the result of the collinearity test for all variables, where the VIF coefficient is <5.00, so collinearity does not occur. All indicators of the tested construct are valid. The complete collinearity test results can be seen in table 4 :

Table 4.
Value of Variance Inflation Factor (VIF)

Variable	EI	EIns	EE	EK
EI				
EIns	1.880			
EE	1.780	1.000		1.000
EK	1.518			

Source: primary data processed by researchers (2023)

Based on table 5, it is known that the R^2 value of the entrepreneurial intention variable is 0.743 which means that 74.3% of the entrepreneurial intention variant can be explained by the variables of entrepreneurship education, entrepreneurial knowledge and entrepreneurial inspiration with a strong predictive level. Furthermore, the R^2 value of the entrepreneurial knowledge variable is 0.230 which means that 23% of the entrepreneurship education variant can be explained by the entrepreneurial knowledge variable with a weak predictive level. Finally, the R^2 value of the entrepreneurial inspiration variable is 0.386 which means that 38.6% of the entrepreneurship education variant can be explained by the entrepreneurial inspiration variable with a moderate prediction level. The complete results of the R^2 test can be seen in table 5 below:

Table 5.
R-Square Test Results (R^2)

Variable	R^2
EI	0.743
EK	0.230
EIns	0.386

Source: primary data processed by researchers (2023)

In the effect size test (f^2), the rule of thumb used refers to the opinion of Hair et al. (2013), where the values of 0.02, 0.15 and 0.35 show the effect of small, medium and large sizes. Based on table 6, it is known that the f^2 value of the entrepreneurial inspiration variable on the entrepreneurial intention variable is 0.298, which indicates a medium/moderate size effect. The f^2 value of entrepreneurship education on the entrepreneurial intention variable is 0.073 which indicates a small effect size. The f^2 value of entrepreneurial knowledge on entrepreneurial intention is 1.522 which shows a large size effect. Furthermore, the f^2 value of the entrepreneurship education variable on entrepreneurial knowledge is 0.299 which indicates a medium/moderate size effect. Likewise, the f^2 value of the entrepreneurship education variable on entrepreneurial inspiration is 0.628 which shows a very large/wide effect size. The full effect size test results (f^2) can be seen in table 6 below:

Table 6.
Effect Size Test Results (f^2)

Variable	EI	EIns	EE	EK
EI				
EIns	0.298			
EE	0.073	0.628		0.299
EK	1.522			

Source: primary data processed by researchers (2023)

The Q^2 relevant prediction test aims to measure how well the observed values produced by the model and also the parameter estimates. Q^2 value > 0 (zero) shows that the model has a predictive relevance value. The Q^2 value < 0 indicates that the model lacks predictive relevance. The formula used is as follows: $Q^2 = 1 - (1 - R^2)$. Based on the test results, it is known that the Q^2 value of each variable is greater than 0, showing that the model has a predictive relevance value.

Table 7
Relevant Prediction Test Results (Q^2)

Variable	Nilai Q^2
EI	0.743
EK	0.230
EIns	0.386

Source: primary data processed by researchers (2023)

The approach to descriptive analysis techniques in this case includes the presentation of data through tables. Based on table 8 it is known that the respondents of this study amounted to 192 students. The mean values for entrepreneurial intention, entrepreneurship education and entrepreneurial knowledge are quite high. A different thing is shown in the Entrepreneurial Inspiration variable whose mean value is 3.69 and is the smallest mean value among the variables, which indicates that most of the students who were

respondents to this study felt inspiration for entrepreneurship from their environment at a moderate level. The complete results of the descriptive statistical analysis can be seen in table 8:

Table 8.
Results of Descriptive Statistical Analysis

Variable	N	Min	Mak	Mean	Median	SD
EI	192	1.00	5.00	3.78	4.00	1.03
EE	192	1.00	5.00	3.98	4.16	1.00
EK	192	1.00	5.00	4.08	3.60	0.92
Eins	192	1.00	5.00	3.69	4.00	0.98

Source: primary data processed by researchers (2023)

Figure 1 is the result of the structural model test in this study, which is fully explained in table 9. The structural equation model is used to see whether the hypothesis that has been made is significant or not, if the t-value on the results of the structural equation is > 1.96 then there is a significant influence between the variables and the hypothesis can be accepted (Hair et al., 2013). Based on table 9, it is known that the t-value is > 1.96 , which means that all of these variables are significantly related to one another. In testing the mediation effect hypothesis (table 10) it is known that the t-value is > 1.96 , and the LL and UL values in H6 are 0.142 and 0.298. The LL and UL values on H7 are 0.156 and 0.307. LL and UL of H6 and H7 are not less than 0, indicating that there is a mediating effect (Preacher & Hayes, 2008).

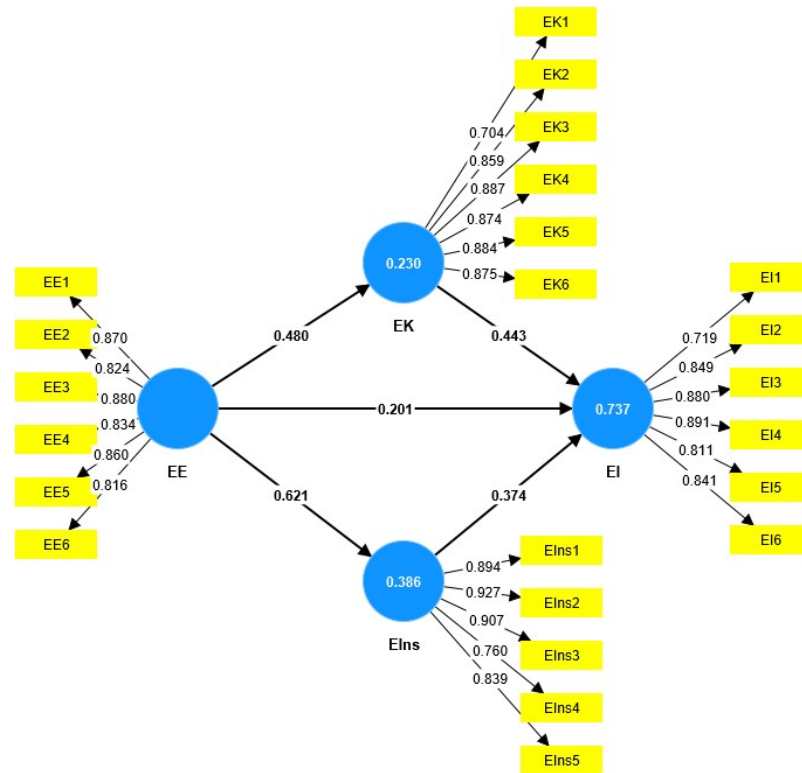


Figure 2.
Structural Model

Source: primary data processed by researchers (2023)

Table 9.
Testing the Direct Relationship Hypothesis

Hypo-thesis	Relationship	β	SE	t-value	Confidence interval		P Values	Supported
					LL	UL		
H ₁	EE \rightarrow EI	0,183	0.053	3.457	0.098	0.310	0.001	Yes
H ₂	EK \rightarrow EI	0.451	0.054	8.320	0.350	0.559	0.000	Yes
H ₃	EIns \rightarrow EI	0.380	0.060	6.339	0.254	0.486	0.000	Yes
H ₄	EE \rightarrow EK	0.480	0.066	7.283	0.343	0.597	0.000	Yes
H ₅	EE \rightarrow EIns	0.621	0.064	9.683	0.479	0.723	0.000	Yes

Source: primary data processed by researchers (2023)

Table 10.
Mediation Effect Hypothesis Testing

Hypo-thesis	Relationship	β	SE	t-value	Confidence interval		P Values	Supported
					LL	UL		
H ₆	EE \rightarrow EK \rightarrow EI	0.216	0.038	5.679	0.142	0.298	0.000	Yes

H ₇	EE□EIIns □EI	0.236	0.039	5.993	0.156	0.307	0.000	Yes
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Source: primary data processed by researchers (2023)

Note: UL, upper level; LL, lower level; β , path coefficient; SE, Standard Error.

Based on the test results in table 9, entrepreneurship education has a significant effect on entrepreneurial intentions. This research is in accordance with the opinion of Patricia and Silangen (2016) that someone who attends entrepreneurship education has higher entrepreneurial intentions than someone who does not or has not attended entrepreneurship education. In line with the research conducted by Sugianingrat et al. (2020) which shows that entrepreneurship education greatly influences a person's entrepreneurial intentions. The results of this study are logical, because the purpose of entrepreneurship education is to form the mindset of students to become entrepreneurs. By studying entrepreneurship at school, students can get to know more about entrepreneurship.

Based on the test results in table 9, entrepreneurial knowledge influences entrepreneurial intentions. In line with this research, research conducted by Karyaningsih et al. (2020) and Sulistyorini and Santoso (2021) show that entrepreneurial knowledge influences students' entrepreneurial intentions. The results of this study are logical, because the entrepreneurial knowledge possessed by students can open students' minds to have the intention of becoming an entrepreneur. The more entrepreneurial knowledge one knows, the higher one's entrepreneurial intentions will be (Miswanto et al., 2020; Roxas, 2014).

Based on the test results in table 9, entrepreneurial inspiration influences entrepreneurial intentions. In line with research conducted by Wibowo et al. (2022); Ewijk and Al-Aomar (2016) that entrepreneurial inspiration influences entrepreneurial intentions. The results of this study are logical, because one person can inspire another. As is the case with teachers, entrepreneurship teachers can inspire students to become entrepreneurs where the teacher explains and invites students to implement the entrepreneurship knowledge learned at school. It's the same with friends who can inspire other friends to become entrepreneurs. Then not only a person but entrepreneurial activities or practices at school can also inspire students to become entrepreneurs.

Based on the test results in table 9, entrepreneurship education has a significant effect on entrepreneurial knowledge. The results of this study are in line with research conducted by Wibowo and Narmaditya (2022). The better the entrepreneurship education received, the more entrepreneurial knowledge a person absorbs and receives. The results of this study are logical, because entrepreneurial knowledge is obtained through entrepreneurship education which will increase the opportunity to further understand entrepreneurship (Mcmullen & Shepherd, 2006).

Based on the test results in table 9, entrepreneurship education has a significant effect on entrepreneurial inspiration. The results of this study are in line with research conducted by Wibowo et al. (2022) and Cui et al. (2019). However, the results of this study are different from research conducted by Ewijk

and Al-Aomar (2016) that entrepreneurship education has no effect on entrepreneurial inspiration. The results of the study show that entrepreneurship education has a significant effect on entrepreneurial inspiration, logical. Because the influence of entrepreneurship education such as learning involvement or field experience can influence entrepreneurial inspiration (Nabi et al., 2018).

Based on the test results in table 10, entrepreneurial knowledge significantly mediates the influence of entrepreneurship education on entrepreneurial intentions. This research is in line with the research of Wibowo and Narmaditya (2022). The higher a person's entrepreneurial knowledge, the greater their opportunity to engage in entrepreneurship. The results of this study are logical, because entrepreneurship education is an effective tool for developing entrepreneurial knowledge, which can help when someone enters the world of entrepreneurship.

Based on the test results in table 10, entrepreneurial inspiration mediates the effect of entrepreneurship education on entrepreneurial intentions. The results of this study are in line with the research of Wibowo and Narmaditya (2022). The results of this study are logical, because providing and developing effective entrepreneurship education can inspire someone to choose and engage in entrepreneurship after graduation. Entrepreneurship education provides various information and profiles of successful entrepreneurs. Entrepreneur success is explored through entrepreneurship education so that it can inspire and motivate students to start a business (Wibowo & Narmaditya, 2022).

E. CONCLUSION

This study aims to examine the effect of entrepreneurship education, entrepreneurial knowledge and entrepreneurial inspiration on the entrepreneurial intentions of students at SMAN 108 Jakarta. Based on the discussion in the previous chapter, the following conclusions can be drawn: (1) Entrepreneurship education significantly influences entrepreneurial intentions; (2) Entrepreneurial knowledge significantly influences entrepreneurial intention; (3) Entrepreneurial inspiration significantly influences entrepreneurial intentions; (4) Entrepreneurship education significantly influences entrepreneurial knowledge; (5) Entrepreneurial knowledge significantly influences entrepreneurial inspiration; (6) Entrepreneurship education significantly influences entrepreneurial intentions through entrepreneurial knowledge; (7) Entrepreneurship education significantly influences entrepreneurial intentions through entrepreneurial inspiration

In the statistical descriptive analysis on the variable entrepreneurial inspiration, the mean value is 3.69 and is the smallest mean value among the variables, which indicates that most students who are respondents to this study feel inspiration for entrepreneurship from their environment at a moderate level, meaning not too high. All hypotheses show a significant relationship. So this is something that needs to be considered, especially regarding entrepreneurship

education. The entrepreneurial sector plays an important role in a country's economy through the creation of new jobs. For this reason, the number of entrepreneurs in Indonesia needs to be increased. Various parties need to support the increase in the number of entrepreneurs through education. Through entrepreneurship education, students' intention in entrepreneurship can increase. So that it can provide opportunities for students to be interested in becoming entrepreneurs after graduation.

The limitations of the research in this study were the research subjects who only came from 1 school so that it did not describe the research results in general. Therefore, future research should also involve high schools throughout DKI Jakarta so that the results can be generalized. The variables used to measure the effect on entrepreneurial intentions in this study were only 3 variables, namely entrepreneurship education, entrepreneurial knowledge, and entrepreneurial intentions. Future researchers can examine other factors that can influence students' entrepreneurial intentions to get a better picture. Previous research regarding the research hypothesis that tested the indirect effect was not so much. So it can't give a deeper picture. Based on the results of this study, the effectiveness of entrepreneurship education must be increased in order to further improve the provision of skills so that they are ready to become entrepreneurs after graduating from school.

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