

## **Behavioral Control, Entrepreneurial Activity, and Entrepreneurship Education: The Mediating Role of Entrepreneurial Attitude in Shaping Entrepreneurial Interest**

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(Received: 17.12.2024; Accepted: 25.01.2025; Published: 31.01.2025)

### **ABSTRACT**

Unemployment is a major issue in Indonesia. This is due to Indonesia being a country with a relatively high population growth rate, which impacts competition for job opportunities. One effective way to address unemployment is by creating or increasing the number of entrepreneurs. This study aims to determine the direct and indirect effects of entrepreneurship education, behavioral control, entrepreneurial activity, and entrepreneurial attitude on entrepreneurial interest. The sampling technique used was Proportional Random Sampling, with a total of 106 students at Politeknik Negeri Sriwijaya. The research results indicate that both directly and indirectly, entrepreneurship education, behavioral control, entrepreneurial activity, and entrepreneurial attitude have a significant impact on entrepreneurial interest. Based on the findings of this study, it can serve as a source of information or reference for educators or lecturers to guide and mentor students regarding the development of entrepreneurial skills. Students are expected to deepen their skills related to business management so that they focus not only on the products produced but also on marketing activities and decision-making regarding business evaluation, with the aim of developing their businesses. Furthermore, future researchers are encouraged to deepen and expand this research in terms of variables and the development of research methods.

**Keywords:** Behavioral Control, Entrepreneurial Activity, Entrepreneurship Education, Entrepreneurial Attitude, Entrepreneurial Interest

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### **1. INTRODUCTION**

Economic problems in developing countries such as Indonesia are closely related to the high unemployment rate. This occurs because Indonesia is a country with a relatively high population growth rate. With such a high population, competition for job opportunities becomes intense. The number of workers exceeds the number of available jobs, and the growth rates of both do not balance over time, resulting in many productive-age individuals being unable to find employment.

According to data from the Central Statistics Agency (BPS), over the past five years, the unemployment rate in Indonesia has generally decreased. However, in February 2020, the unemployment figure rose again by 60,000 people, from 6.89 million in February 2019 to 6.92 million a year later. The workforce in 2020 also increased to 137.91 million people, with 131.03 million of them employed. The decrease in job opportunities primarily came from the agriculture, trade, and other service sectors. This unemployment data does not yet account for

the impact of the Covid-19 pandemic, as the first confirmed positive Covid-19 case emerged on March 2, 2020, with DKI Jakarta implementing large-scale social restrictions (PSBB) on April 10, followed by other regions.

One effective approach to addressing unemployment is through the creation or increase of entrepreneurs (Athia et al., 2018; Budy, 2017; Nalling & Jannah, 2018). Economic growth in developing countries like Indonesia is heavily reliant on entrepreneurship. This aligns with Schumpeter's theory, which posits that entrepreneurs play a crucial role in economic growth. David McClelland, a Harvard sociologist in his book "The Achieving Society," stated that a country's prosperity can be gauged by having a minimum of 2% entrepreneurs from the total population. This is echoed by David Osborne in his book "Reinventing Government," which claims that a country becomes prosperous when it has at least 2% entrepreneurs. An increase in new entrepreneurs creates numerous job opportunities for the workforce, thereby reducing unemployment and expanding job availability.

The government has implemented various strategies to boost the number of entrepreneurs in Indonesia, one of which is integrating entrepreneurship courses into the education curriculum, particularly at the higher education level. Politeknik Negeri Sriwijaya is one educational institution that has adopted this curriculum, starting entrepreneurship courses since the initial stages of student education. The entrepreneurship learning at Politeknik Negeri Sriwijaya focuses on equipping students with entrepreneurial skills in real sectors so that they are capable of not only generating creative ideas but also producing prototypes and marketing them.

Furthermore, Entrepreneurial Activity, whether in the form of internships, business competitions, or other related activities, provide firsthand experiences to students in running a business. Schwarz et al. (2009) revealed that direct experiences and interactions with business practitioners can strengthen students' entrepreneurial attitudes and increase the likelihood of them choosing a career as entrepreneurs. This activity also serves to build networks and enhance practical understanding that cannot be gained solely through theoretical instruction.

Two primary theories have been used as the foundation by researchers to study entrepreneurial intention as a predictor of entrepreneurial behavior, including the Entrepreneurial Event Theory (Kent et al., 1982) and the Theory of Planned Behavior (Ajzen et al., 2018). The Shapero and Sokol model is based on three fundamental elements: perceived desirability (the desire to become an entrepreneur), perceived feasibility (the perception of one's ability to mobilize resources to build a new business), and propensity to act (the motivation to take action). This model has received empirical support, as evidenced by Krueger Jr et al. (2000). On the other hand, Ajzen's model explains and predicts the cultural and social environment that influences human behavior. This theory has garnered support from many entrepreneurship researchers, including Kolvereid (1996), Krueger Jr et al. (2000), and Linan (2008).

Entrepreneurial intention has proven to be a key predictor of future entrepreneurial behavior (Katz, 1992; Krueger Jr et al., 2000; Reynolds, 1995; Schwarz et al., 2009). This research is designed to analyze how background factors such as entrepreneurship education, behavioral control, entrepreneurial activity, and entrepreneurial attitude influence entrepreneurial interest. This effect is examined both directly and indirectly through entrepreneurial attitude as a mediating variable, in accordance with the concept of planned behavior theory development.

Thus, investigating the factors that determine entrepreneurial interest or intention is an important issue in entrepreneurship research. Based on the real conditions described above, this researcher will conduct a study entitled "The Influence of Entrepreneurship Education, Behavioral Control, and Entrepreneurial Activity on Entrepreneurial Interest Through Entrepreneurial Attitude among Students at Politeknik Negeri Sriwijaya." This research aims to determine the direct and indirect effects of entrepreneurship education, behavioral control, entrepreneurial activity, and entrepreneurial attitude on entrepreneurial interest.

Entrepreneurship education refers to teaching and learning activities about entrepreneurship that encompass the development of knowledge, skills, attitudes, and personal character in accordance with the age and development of students (Isrososiawan, 2013). Entrepreneurship education is a development activity for those who wish to try or become entrepreneurs, aiming to enhance understanding and knowledge about entrepreneurship (Fitriati & Hermiati, 2010). Previous research on entrepreneurship education indicates that students with experience developing various technical skills and training are more confident in becoming entrepreneurs (Chen et al., 2010). However, Cheng et al. (2009) found that knowledge of entrepreneurship and interest in starting a business are not significantly related due to the ineffectiveness of the entrepreneurship learning methods used.

From the various definitions presented, it can be concluded that entrepreneurship education in this study is a learning process aimed at developing knowledge and skills related to entrepreneurial interest. The indicators for this research variable are adopted from Kusmintarti et al. (2017), which include an increase in the concept of entrepreneurship, enhancement of entrepreneurial character, increase in knowledge of business opportunities, and improvement of business management skills.

Perceived behavioral control, or simply behavior control, refers to a person's perception regarding the ease or difficulty of enacting a particular behavior (Ajzen et al., 2018). Thus, based on the definition provided, behavioral control in this study refers to an individual's belief about the events or occurrences in their life based on their control over themselves. The research variable indicators for this are adopted from Indrayanti and Iskandar (2020), which include self-confidence, full control over the business, capability to manage risks, and readiness to start.

Entrepreneurial activity is a component of entrepreneurship that encompasses the processes of defining, developing, and achieving a vision for establishing a business or enterprise. According to Kuratko and Hodgetts (2017), Entrepreneurial Activity can be measured through several factors such as product or service innovation, sales growth, diversity of revenue sources, job creation levels, and participation in business networks.

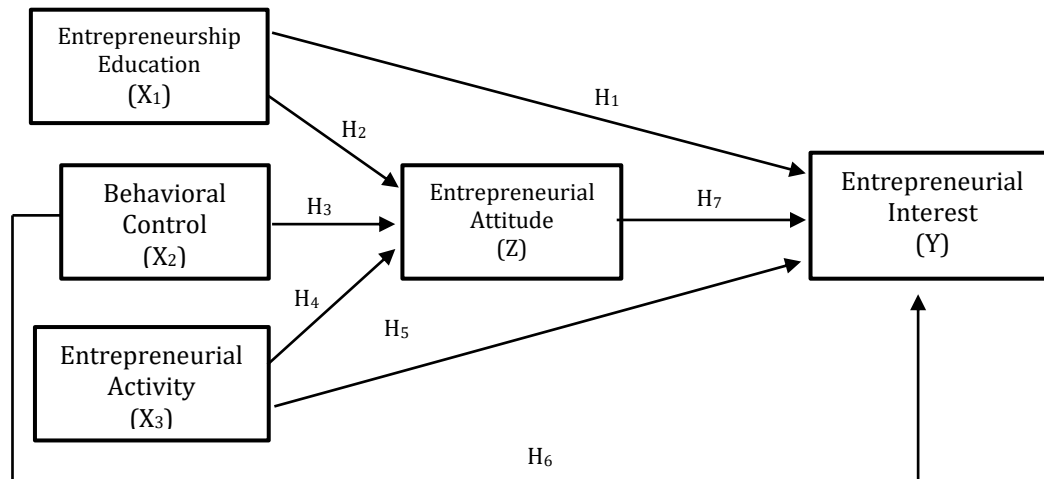
Entrepreneurial attitude is a crucial factor in entrepreneurship efforts. An entrepreneurial attitude refers to an individual's readiness to respond consistently to the characteristics possessed by an entrepreneur, such as self-confidence, task and result orientation, risk-taking and challenge-seeking, leadership, originality, and future orientation (Suryana, 2010). In this study, entrepreneurial attitude represents an individual's readiness to become an entrepreneur or engage in Entrepreneurial Activity. The indicators for this research variable are adapted from Kusmintarti et al. (2017), including a desire to be the boss of their own business, a preference for flexible working hours, an interest in participating in Entrepreneurial Activity, and a willingness to work hard to start a business.

Entrepreneurial interest is synonymous with various other terms such as entrepreneurial motivation, entrepreneurial intention, and entrepreneurial intent in many studies (Wijaya & Yadewani, 2015). Entrepreneurial interest can be defined as the inclination within an individual to create a business, which includes organizing, managing, taking risks, and developing the created business (Kadarsih & Sumaryati, 2013). Thus, from the previously stated definitions, it can be concluded that entrepreneurial interest in this study is the desire that leads an individual toward making decisions related to a career in entrepreneurship. The indicators for this research variable are adopted from Novitasyari et al. (2017), including past experience in sales activities, past experience in purchasing activities, past experience in producing goods for marketing, interest in entrepreneurship and accounting programs, interest in self-employment opportunities such as trading and craftsmanship, striving to earn personal income, and enthusiasm for jobs that present challenges.

## 2. METHOD

### a. Model and Research Hypothesis

This research employs a quantitative approach with several variables to test their effects based on numerical data. Quantitative research involves objectively testing theories by analyzing relationships between variables (Creswell & Creswell, 2017). This type of quantitative research often includes descriptive questions regarding both dependent and independent variables as well as inquiries about how the dependent and independent variables relate to each other (Creswell & Creswell, 2017). The hypothesis is tested using Path Analysis. Below is the research design.



**Figure 1.** Research Design

Based on Figure 1 above, this research is descriptive explanatory, meaning it describes the effects among the variables being studied. Descriptive refers to explaining and analyzing the research variables, namely Entrepreneurship Education (X1), Behavioral Control (X2), Entrepreneurial Activity (X3), Entrepreneurial Attitude (Z), and Entrepreneurial Interest (Y). Explanatory, on the other hand, means searching for causal effects among the research variables through hypotheses. The causal effects are the direct effects of Entrepreneurship Education (X1), Behavioral Control (X2), and Entrepreneurial Activity (X3) on Entrepreneurial Attitude (Z), as well as the indirect effects of Entrepreneurship Education (X1), Behavioral Control (X2), and Entrepreneurial Activity (X3) on Entrepreneurial Interest (Y) through Entrepreneurial Attitude (Z) among students at Politeknik Negeri Sriwijaya.

The design of this research is also based on the COR theory and the JD-R theory, along with relevant previous research. Consequently, researchers can formulate hypotheses regarding both direct and indirect effects in this study. A summary of the hypotheses can be seen in the following table.

**Table 1.** Summary of Hypotheses

Hypothesis	Information
H1	Entrepreneurship education has a positive and direct effect on entrepreneurial interest.
H2	Entrepreneurship education has a positive and direct effect on entrepreneurial attitude.
H3	Behavioral control has a positive and direct effect on entrepreneurial attitude.
H4	Entrepreneurial activity has a positive and direct effect on entrepreneurial attitude.
H5	Entrepreneurial activity has a positive and direct effect on entrepreneurial interest.
H6	Behavioral control has a positive and direct effect on entrepreneurial interest.
H7	Entrepreneurial attitude has a positive and direct effect on entrepreneurial interest.
H8	Entrepreneurship education has a positive and indirect effect on entrepreneurial interest through entrepreneurial attitude.
H9	Behavioral control has a positive and indirect effect on entrepreneurial interest through entrepreneurial attitude.
H10	Entrepreneurial activity has a positive and indirect effect on entrepreneurial interest through entrepreneurial attitude.

Source: Researcher, 2024.

Based on Table 1 above, this study has 10 hypotheses. These hypotheses will test the direct effect of entrepreneurship education (X1) on entrepreneurial interest (Y), the direct effect of entrepreneurship education (X1) on entrepreneurial attitude (Z), the direct effect of behavioral control (X2) on entrepreneurial attitude (Z), the direct effect of entrepreneurial activity (X3) on entrepreneurial attitude (Z), the direct effect of entrepreneurial activity (X3) on entrepreneurial interest (Y), the direct effect of behavioral control (X2) on entrepreneurial interest (Y), the direct effect of entrepreneurial attitude (Z) on entrepreneurial interest (Y), the indirect effect of entrepreneurship education (X1) on entrepreneurial interest (Y) through entrepreneurial attitude (Z), the indirect effect of behavioral control (X2) on entrepreneurial interest (Y) through entrepreneurial attitude (Z), and the indirect effect of entrepreneurial activity (X3) on entrepreneurial interest (Y) through entrepreneurial attitude (Z).

### b. Population and Sample

The population in this study consists of all active students at Politeknik Negeri Sriwijaya who have completed and passed the Entrepreneurship course, comprising students from 8 study programs. The sampling technique employed is Proportional Random Sampling, calculated using Slovin's formula, resulting in a sample size of 106 respondents.

### c. Data Collection

Data collection was conducted by determining the research subjects, which include all students at Politeknik Negeri Sriwijaya, using a questionnaire. The questionnaire used is a closed questionnaire delivered through digital media, commonly referred to as Google Forms, with a Likert scale. The scoring uses a Likert scale with 5 alternative answers: Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, and Strongly Agree: 5. Subsequently, data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 27. The analytical methods used in this research include descriptive statistical analysis, classical assumption tests, and path analysis.

## 3. RESULTS AND DISCUSSION

### a. Research Results

#### 1) Hypothesis Testing

Hypothesis testing is used to examine the effects of exogenous variables both directly and indirectly on endogenous variables. A hypothesis is accepted or rejected based on the criterion that if the p-value < 0.05, then H0 is accepted, and it is stated that the regression coefficient obtained is significant. The results of both direct and indirect hypothesis testing can be seen in the following tables:

**Table 2.** Results of Indirect Hypothesis Testing

Variabel	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	-,530	2.228		-,238	,813
Entrepreneurship Education	-,149	,113	-,114	-1,319	,190
Behavioral Control	-,051	,119	-,042	-,425	,672
Entrepreneurial Activity	,765	,159	,523	4,805	<,001
Entrepreneurial Attitude	,879	,122	,542	7,216	<,001
R square	0,770				
e1	0,479				

Source: Primary data processed 2024

To determine the error effect (e1), the following formula is used:

$$e1 = 1 - R_1^2 = \sqrt{(1 - 0,770)} = 0,479$$

$$Y = \beta_4 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = -0,114 X_1 + -0,042 X_2 + 0,523 X_3 + 0,542 Z + 0,479$$

The coefficient of determination of 0.479 indicates that the direct effects of Entrepreneurship Education, Behavioral Control, Entrepreneurial Activity, and Entrepreneurial Attitude on the variable Y (Entrepreneurial Interest) account for 47.9%, while 52.1% is influenced by other variables outside of this model or study.

**Table 3.** Results of Direct Hypothesis Testing

Variabel	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
Constant	3,911	1,769		2,211	,029
Entrepreneurship Education	,194	,090	,239	2,153	,034
Behavioral Control	,003	,097	,004	,032	,975
Entrepreneurial Activity	,508	,119	,563	4,263	<,001
R square	0,595				
e1	0,636				

Source: Primary data processed 2024

To determine the error effect (e2), the following formula is used:

$$e2 = 1 - R_2^2 = \sqrt{(1 - 0,595)} = 0,636$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,239 X_1 + -0,004 X_2 + 0,563 X_3 + 0,636$$

The coefficient of determination of 0.636 indicates that the direct effects of Entrepreneurship Education, Behavioral Control, and Entrepreneurial Activity on the variable Entrepreneurial Attitude account for 63.6%, while 36.4% is influenced by other variables outside of this model or study.

Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest through Entrepreneurial Attitude.

$$\begin{aligned} \text{Indirect Effect} &= X_1 \rightarrow Z \rightarrow Y \\ &= \beta_4 \times \beta_7 \\ &= 0,239 \times 0,542 \\ &= 0,129 \end{aligned}$$

Behavioral Control has a positive and significant effect on Entrepreneurial Interest through Entrepreneurial Attitude.

$$\begin{aligned} \text{Indirect Effect} &= X_2 \rightarrow Z \rightarrow Y \\ &= \beta_5 \times \beta_7 \\ &= 0,004 \times 0,542 \\ &= 0,002 \end{aligned}$$

Entrepreneurial Activity has a positive and significant effect on Entrepreneurial Interest through Entrepreneurial Attitude.

$$\begin{aligned} \text{Indirect Effect} &= X_3 \rightarrow Z \rightarrow Y \\ &= \beta_6 \times \beta_7 \\ &= 0,563 \times 0,542 \\ &= 0,305 \end{aligned}$$

H1: The effect of Entrepreneurship Education on Entrepreneurial Interest has a significance value of 0.190 > 0.05 and a Beta value of -0.114. Based on these results, H1 is accepted.

H2: The effect of Entrepreneurship Education on Entrepreneurial Attitude has a significance value of 0.034 < 0.05 and a Beta value of 0.239. Based on these results, H2 is accepted.

- H3: The effect of Behavioral Control on Entrepreneurial Attitude has a significance value of  $0.975 > 0.05$  and a Beta value of 0.004. Based on these results, H3 is accepted.
- H4: The effect of Entrepreneurial Activity on Entrepreneurial Attitude has a significance value of  $<0.001 < 0.05$  and a Beta value of 0.563. Based on these results, H4 is accepted.
- H5: The effect of Entrepreneurial Activity on Entrepreneurial Interest has a significance value of  $<0.001 < 0.05$  and a Beta value of 0.523. Based on these results, H5 is accepted.
- H6: The effect of Behavioral Control on Entrepreneurial Interest has a significance value of  $0.672 > 0.05$  and a Beta value of -0.042. Based on these results, H6 is accepted.
- H7: The effect of Entrepreneurial Attitude on Entrepreneurial Interest has a significance value of  $<0.000 < 0.05$  and a Beta value of 0.542. Based on these results, H7 is accepted.
- H8: The effect of Entrepreneurship Education on Entrepreneurial Interest through Entrepreneurial Attitude has a Beta value of 0.015. Based on these results, H8 is accepted.
- H9: The effect of Behavioral Control on Entrepreneurial Interest through Entrepreneurial Attitude has a Beta value of -0.04. Based on these results, H9 is accepted.
- H10: The effect of Entrepreneurial Activity on Entrepreneurial Interest through Entrepreneurial Attitude has a Beta value of 0.828. Based on these results, H10 is accepted.

## 2) Path Analysis

The following is the interpretation of the path analysis results, which can be seen in Table 4 below.

**Table 4.** Results of Path Analysis

Between Variable Influence	Influence		Total
	Direct	Indirect	
Influence of X1 → Y	-0,114	-	-0,114
Influence of X2 → Y	-0,042	-	-0,042
Influence of X3 → Y	0,543	-	0,543
Influence of X1 → Z	0,239	-	0,239
Influence of X2 → Z	0,004	-	0,004
Influence of X3 → Z	0,563	-	0,563
Influence of Z → Y	0,542	-	0,542
Influence of X1 → Z → Y	-0,114	0,129	0,015
Influence of X2 → Z → Y	-0,042	0,002	-0,04
Influence of X3 → Z → Y	0,543	0,305	0,828

Source: Data processing, 2024

Based on the structure of this research model, the empirical equation can be formulated as follows.

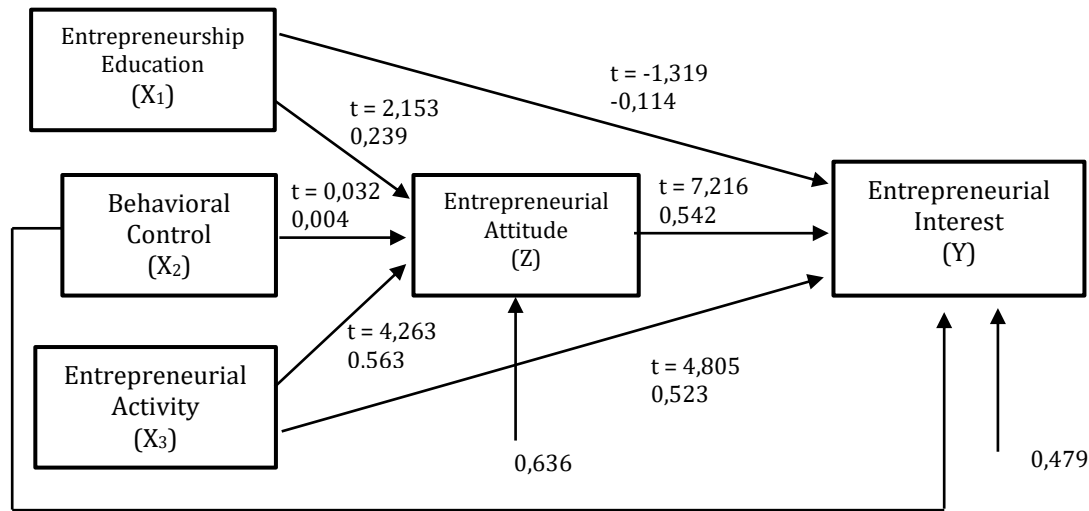
$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_7 Z + e_2$$

$$Y = -0,114 X_1 + -0,041 X_2 + 0,543 X_3 + 0,542 Z + 0,479$$

$$Z = \beta_4 X_1 + \beta_5 X_2 + \beta_6 X_3 + e_1$$

$$Z = 0,239 X_1 + -0,004 X_2 + 0,563 X_3 + 0,636$$

The following is the result of the path analysis presented in the form of a diagram.



**Figure 2. Path Analysis Model Results**

Figure 2 above illustrates the standardized beta coefficients and the extent of both direct and indirect effects of each variable.

Coefficient of Determination:  $Rm^2 = 1 - P e_1^2 X P e_2^2 \dots \dots \dots P e x^2$ .

The interpretation of the determination coefficient ( $Rm^2$ ) is as follows:

$$Rm^2 = 1 - (0,479)^2 - (0,636)^2 = 1 - 0,092 = 0,908$$

Based on the determination coefficient above, it shows that the direct and indirect effects are 0.908 or 90.8%, meaning that the information contained in the data (90.8%) is explained by that model. Meanwhile, 9.2% is explained by variables outside of this model or study.

## b. Discussion

### 1) The Influence of Entrepreneurship Education on Entrepreneurial Interest Among Students of Politeknik Negeri Sriwijaya

The findings of this study indicate that there is a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Interest among students at Politeknik Negeri Sriwijaya. If an individual possesses a high level of foundational knowledge for success in entrepreneurship, it will influence a strong interest in achieving their goals. In this context, both knowledge and competent skills contribute to a high interest in entrepreneurship.

The researcher found that students at Politeknik Negeri Sriwijaya not only have knowledge in their fields of study but also possess leadership skills and the ability to solve problems effectively. This is closely related to the knowledge gained from Entrepreneurship Education, which serves as a foundation for their interest in entrepreneurship. Therefore, they should not hesitate to choose a career as an entrepreneur, as they possess a solid understanding.

### 2) The Influence of Entrepreneurship Education on Entrepreneurial Attitude Among Students of Politeknik Negeri Sriwijaya

The findings indicate a positive and significant relationship between Entrepreneurship Education and Entrepreneurial Attitude among students at Politeknik Negeri Sriwijaya. A solid foundational knowledge correlates with a person's self-awareness to behave and act according to their abilities. Consequently, students who are confident in their knowledge and skills will be able to act and respond appropriately in accordance with their capabilities.

The researcher's findings reveal that students at Politeknik Negeri Sriwijaya have self-confidence regarding their expertise in their fields of study, both in terms of knowledge and skills, which is reflected in their entrepreneurial attitudes by expressing creative ideas in the products they produce to achieve profits. This means that the greater a person's understanding of Entrepreneurship Education, the more it influences their Entrepreneurial Attitude.

### **3) The Influence of Behavioral Control on Entrepreneurial Attitude Among Students of Politeknik Negeri Sriwijaya**

The findings reveal a positive and significant relationship between Behavioral Control and Entrepreneurial Attitude among students at Politeknik Negeri Sriwijaya. This aligns with Lüthje and Franke (2003), who stated that individuals who perceive control over events in their lives tend to have a more favorable attitude toward business, indicating a significant influence from Behavioral Control on Entrepreneurial Attitude. A high level of Behavioral Control enhances Entrepreneurial Attitude. Statements regarding self-confidence and self-efficacy support starting a business among various options; they prefer to become entrepreneurs. This is an example of the relationship between the two variables, leading to significant influence.

### **4) The Influence of Entrepreneurial Activity on Entrepreneurial Attitude Among Students of Politeknik Negeri Sriwijaya**

The empirical findings indicate a significant relationship between Entrepreneurial Activity and Entrepreneurial Attitude among students at Politeknik Negeri Sriwijaya. This is because Entrepreneurial Activity can provide insights through observed activities, impacting entrepreneurial attitudes.

In this context, Entrepreneurial Activity comprise a series of activities that reflect students' attitudes, thereby positively influencing their entrepreneurial perspectives. Entrepreneurial Attitude in this study refers to students' attitudes and behaviors in entrepreneurship, measuring their self-belief and confidence in their capacity to seize opportunities, which manifests in their attitudes.

### **5) The Influence of Entrepreneurial Activity on Entrepreneurial Interest Among Students of Politeknik Negeri Sriwijaya**

The empirical findings show a significant relationship between Entrepreneurial Activity and Entrepreneurial Interest among students at Politeknik Negeri Sriwijaya. This suggests that students who actively engage in Entrepreneurial Activity, such as business simulations, internships, or startup projects, are more likely to develop a strong interest in entrepreneurship. The exposure gained through these activities helps shape their understanding and perspectives on the entrepreneurial world, increasing their motivation and desire to own a business.

Moreover, students demonstrate a proactive mindset, showing eagerness to pursue entrepreneurship with determination and effort. They firmly believe that success is not merely a matter of luck or fate but is influenced by their own actions and decisions. By instilling a sense of internal control, they develop confidence in their abilities, reinforcing their Entrepreneurial Interest. These findings highlight the importance of experiential learning, mentorship programs, and a supportive entrepreneurial ecosystem in higher education institutions to nurture students' business aspirations.

### **6) The Influence of Behavioral Control on Entrepreneurial Interest Among Students of Politeknik Negeri Sriwijaya**

The empirical findings indicate a significant effect of Behavioral Control on Entrepreneurial Interest among students at Politeknik Negeri Sriwijaya. This suggests that students who perceive a higher level of control over their entrepreneurial actions—such as confidence in their skills, access to necessary resources, and the ability to overcome potential challenges—are more likely to develop an interest in entrepreneurship.

Behavioral Control, as a component of the Theory of Planned Behavior, plays a crucial role in shaping students' Entrepreneurial Interest by influencing their self-efficacy and perceived feasibility of starting a business. These findings highlight the importance of fostering an environment that enhances students' entrepreneurial competencies, such as through hands-on training, mentorship, and exposure to real-world business experiences.

### **7) The Influence of Entrepreneurial Attitude on Entrepreneurial Interest Among Students of Politeknik Negeri Sriwijaya**

Based on this research, it is empirically shown that Entrepreneurial Attitude positively and significantly affects Entrepreneurial Interest among students at Politeknik Negeri Sriwijaya.

This suggests that individuals with a strong Entrepreneurial Attitude will express it through their Entrepreneurial Interest. Schwarz et al. (2009) noted that economic conditions and competitive environments can influence attitudes, thereby impacting the level of interest or intention someone has toward entrepreneurship. A key factor in shaping interest is the attitude exhibited by a person, reflecting genuine interest.

#### **8) The Influence of Entrepreneurship Education on Entrepreneurial Interest Through Entrepreneurial Attitude Among Students of Politeknik Negeri Sriwijaya**

The findings indicate that Entrepreneurship Education has a positive and significant effect on Entrepreneurial Interest through Entrepreneurial Attitude among students at Politeknik Negeri Sriwijaya. In this case, students' confidence, based on their knowledge and competent skills, contributes to their high interest in entrepreneurship. Previous studies support the assertion that Entrepreneurship Education influences Entrepreneurial Interest through Entrepreneurial Attitude.

The researcher noted that students at Politeknik Negeri Sriwijaya have shortcomings in communication and decision-making skills despite stating their competence in learning. Nevertheless, they possess a strong desire to become entrepreneurs; thus, they need to improve these two aspects. Communication is crucial as it relates to marketing strategies, whether directly or through media. Decision-making skills are the culmination of data collected over time in a business context, making it essential for students to learn how to manage data when learning about entrepreneurship, which ultimately leads to informed decisions.

#### **9) The Influence of Behavioral Control on Entrepreneurial Interest Through Entrepreneurial Attitude Among Students of Politeknik Negeri Sriwijaya**

Behavioral control refers to the ability to manage one's behavior, both emotionally and in decision-making. Students' self-control influences their Entrepreneurial Attitude (students' entrepreneurial attitude) and affects their Entrepreneurial Interest. Based on the findings, it is empirically evident that Behavioral Control, through Entrepreneurial Attitude, influences Entrepreneurial Interest among students at Politeknik Negeri Sriwijaya.

#### **10) The Influence of Entrepreneurial Activity on Entrepreneurial Interest Through Entrepreneurial Attitude Among Students of Politeknik Negeri Sriwijaya**

According to Lüthje and Franke (2003), Entrepreneurial Attitude significantly contributes to Entrepreneurial Interest, focusing on personality traits. Entrepreneurial Activity, when mediated by Entrepreneurial Attitude, will have a significant effect on Entrepreneurial Interest. Success in life is contingent upon ability, supported by an entrepreneurial attitude; individuals derive great satisfaction from being entrepreneurs, hence their strong interest in entrepreneurship is demonstrated by their willingness to exert effort to start and run their own businesses.

Based on the findings, it is empirically confirmed that Entrepreneurial Activity, through Entrepreneurial Attitude, influences Entrepreneurial Interest among students at Politeknik Negeri Sriwijaya.

## **4. CONCLUSIONS AND SUGGESTION**

### **a. Conclusions**

Based on the results and discussion of the research, it can be concluded that both directly and indirectly, Entrepreneurship Education, Behavioral Control, Entrepreneurial Activity, and Entrepreneurial Attitude significantly affect Entrepreneurial Interest among students at Politeknik Negeri Sriwijaya. Overall, the results indicate a direct and indirect effect of 0.908 or 90.8%, which means that 90.8% of the information contained in the data is explained by this research model. In contrast, 9.2% is explained by variables outside of this model or research. This indicates that the higher the level of Entrepreneurship Education, Behavioral Control, and Entrepreneurial Activity of a student, the more it will influence their Entrepreneurial Attitude as

a mediating variable, shaping the Entrepreneurial Interest of students at Politeknik Negeri Sriwijaya.

#### **b. Suggestion**

Based on these findings, the researcher offers the following suggestions: this research can serve as a source of information or reference for educators or professors to guide and mentor students regarding the development of entrepreneurial skills. Students are encouraged to deepen their skills related to business management, not solely focusing on the products produced, but also being capable of conducting marketing activities and making decisions on business evaluations aimed at business development. Lastly, future researchers are encouraged to explore and expand this research in terms of variables and the development of research methods.

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