

The Influence of Entrepreneurship Education on Entrepreneurial Motivation among Generation Alpha through Entrepreneur Mindset as a Mediating Variable

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ABSTRACT

This study aims to examine the effect of entrepreneurship education on entrepreneurial motivation among Generation Alpha in Indonesia by incorporating entrepreneur mindset as a mediating variable. The topic is important due to the growing role of younger generations in the digital economy and the increasing need to develop entrepreneurial competencies from an early age. This study employed a quantitative research approach with 700 Generation Alpha respondents selected using purposive sampling techniques. Data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with SmartPLS version 3. The findings indicate that entrepreneurship education has a positive and significant effect on entrepreneurial motivation and entrepreneur mindset among Generation Alpha in Indonesia. Entrepreneurial motivation also positively influences entrepreneur mindset. In addition, entrepreneur mindset significantly mediates the relationship between entrepreneurship education and entrepreneurial motivation. The results suggest that entrepreneurship education contributes not only to increasing entrepreneurial motivation but also to strengthening entrepreneurial thinking patterns among younger generations. This study highlights the importance of support from educational institutions, families, and government in fostering entrepreneurial competencies and motivation among Generation Alpha. The findings provide both theoretical and practical contributions to the development of entrepreneurship education in Indonesia.

Keywords: entrepreneur mindset, entrepreneurial motivation, entrepreneurship education, generation alpha

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1. INTRODUCTION

Entrepreneurship is a process that involves the creation, development, and management of businesses through the ability to identify opportunities, take risks, and allocate resources effectively, including capital, labor, and time (Lindberg et al., 2017). In the entrepreneurial context, innovation, creativity, persistence, and the ability to overcome challenges are essential elements that determine an individual's success in initiating and developing a business (Barba-Sánchez & Atienza-Sahuquillo, 2018). Individuals engaged in entrepreneurial activities are commonly referred to as entrepreneurs, namely individuals who are capable of identifying market opportunities, taking calculated risks, and managing businesses effectively (Tseng et al., 2022). The development of entrepreneurship in the digital era has become an increasingly relevant issue,

particularly in response to social and economic changes influenced by technological advancement and the transformation of modern work patterns.

This phenomenon becomes more significant when associated with the emergence of Generation Alpha as a demographic group growing amid rapid digital technological development. Based on the 2020 Indonesian Population Census, younger generations dominate the national population structure, including Generation Alpha, who were born between 2010 and 2024. This generation is characterized by strong technological familiarity, adaptability to change, creativity, innovation, and a high orientation toward flexibility and independence (Varga & Manns, 2021). Since birth, Generation Alpha has been exposed to digital technology, making them the generation predicted to experience the greatest social and economic transformation compared to previous generations (Hart et al., 2022). This condition indicates that Generation Alpha possesses substantial potential to become future entrepreneurs because they grow within an environment that provides broad access to information, knowledge, and innovation (Nguyen et al., 2021).

In Indonesia, the opportunity to develop entrepreneurship among Generation Alpha is increasingly promising due to the demographic bonus characterized by a larger productive-age population compared to the non-productive population (Apaydin & Kaya, 2019). The role of Generation Alpha is expected to become more significant as they enter productive age and participate in the labor market and business activities. Their ability to utilize digital technology becomes an important asset in facing modern economic dynamics that demand continuous creativity and innovation (Ziatdinov & Cilliers, 2021). Therefore, the development of an entrepreneur mindset is considered essential in preparing younger generations to engage in entrepreneurial activities. Entrepreneur mindset refers to a pattern of thinking that reflects an individual's ability to identify opportunities, innovate, take risks, and adapt to change in order to achieve business success (Suárez-Ortega & Gálvez-García, 2017). In this context, entrepreneurship education is regarded as an important instrument in shaping entrepreneurial mindset and entrepreneurial motivation among younger generations.

Entrepreneurship education functions not only as a medium for transferring business knowledge but also as a process of developing character, attitudes, and skills that support entrepreneurial behavior (Liu et al., 2022). Through entrepreneurship education, individuals gain an understanding of business concepts, managerial abilities, leadership, creativity, and innovation needed to face challenges in the business world (Cui et al., 2021). Within the educational environment, integrating entrepreneurial values becomes important in creating a generation capable of thinking critically, innovatively, and independently in generating economic opportunities. This indicates that entrepreneurship education has the potential to influence the formation of entrepreneur mindset among Generation Alpha. Individuals who receive effective entrepreneurship education tend to have greater abilities in developing creativity, risk-taking courage, and opportunity-oriented thinking. Research conducted by Barba-Sánchez and Atienza-Sahuquillo (2018) demonstrated that entrepreneurship education significantly contributes to the development of entrepreneur mindset characterized by creativity, innovation, and persistence in entrepreneurship. Similar findings were also reported by Hattab (2014), Rauch and Hulsink (2015), and Hanandeh et al. (2021). Based on these arguments, the following hypothesis is proposed:

H1: Entrepreneurship education has a significant effect on entrepreneur mindset.

In addition to shaping entrepreneur mindset, entrepreneurship education is also considered capable of increasing individuals' motivation to engage in entrepreneurial activities. Entrepreneurial motivation refers to the internal drive that encourages individuals to create, manage, and develop businesses independently (Thoudam et al., 2023). Generation Alpha, who grow up in the digital era, require relevant skills and understanding to adapt to dynamic business environments. Entrepreneurship education can serve as a medium to foster interest, creativity, and courage in starting businesses through contextual and innovative learning experiences (Rideout & Gray, 2013). Furthermore, entrepreneurship education integrated with sustainability

values and social responsibility can strengthen younger generations' motivation to establish businesses that contribute positively to society (Cui & Bell, 2022).

Empirically, several studies have demonstrated a positive relationship between entrepreneurship education and entrepreneurial motivation. Hassan et al. (2021) found that entrepreneurship education enhances individuals' motivation to pursue entrepreneurial careers. These findings are supported by studies conducted by Merma-Molina et al. (2023), Cui and Bell (2022), and Suárez-Ortega and Gálvez-García (2017), which revealed that entrepreneurship learning contributes to strengthening individuals' enthusiasm and motivation to develop independent businesses. Based on these explanations, the following hypothesis is formulated:

H2: Entrepreneurship education has a significant effect on entrepreneurial motivation among Generation Alpha.

Entrepreneurial motivation is also predicted to have a relationship with the formation of entrepreneur mindset. Motivation may originate from the desire to achieve success, overcome challenges, attain financial independence, or transform business ideas into reality (Pollard & Wilson, 2014). Individuals with high entrepreneurial motivation tend to demonstrate more innovative, adaptive, and opportunity-oriented thinking patterns. In the context of Generation Alpha, the ability to adapt to technological and business changes is influenced by how they perceive risk, innovation, and entrepreneurial opportunities (Barba-Sánchez & Atienza-Sahuquillo, 2018).

Research conducted by Lorincová et al. (2019) showed that entrepreneurial motivation has a positive and significant effect on entrepreneur mindset. Similar findings were reported by Rideout and Gray (2013), Varga and Manns (2021), and Barba-Sánchez and Atienza-Sahuquillo (2018), which emphasized that individuals with higher entrepreneurial motivation tend to possess stronger entrepreneurial mindsets. Based on these explanations, the following hypothesis is proposed:

H3: Entrepreneurial motivation among Generation Alpha has a significant effect on entrepreneur mindset.

Although previous studies have widely examined the relationships among entrepreneurship education, entrepreneurial motivation, and entrepreneur mindset, several important gaps remain. First, most prior studies focused on university students, adult entrepreneurs, or Generation Z, while limited attention has been given to Generation Alpha as the youngest digitally native generation. Second, previous studies generally examined direct relationships between entrepreneurship education and entrepreneurial outcomes without specifically investigating the mediating role of entrepreneur mindset in shaping entrepreneurial motivation. Third, studies discussing entrepreneurship development among younger generations in the Indonesian context remain relatively limited, particularly in relation to the characteristics of Generation Alpha who are highly exposed to digital technology and innovation-oriented environments.

Entrepreneur mindset is considered an important psychological mechanism that connects entrepreneurship education with entrepreneurial motivation. Entrepreneurship education not only provides theoretical knowledge and business skills but also shapes individuals' ways of thinking, opportunity recognition, creativity, adaptability, and risk-taking orientation. These entrepreneurial cognitive characteristics may subsequently encourage stronger entrepreneurial motivation among younger generations. In other words, individuals who receive entrepreneurship education are more likely to develop an entrepreneur mindset, which then strengthens their motivation to engage in entrepreneurial activities. Previous studies have emphasized that entrepreneur mindset plays a crucial role in translating entrepreneurial learning experiences into entrepreneurial attitudes and behavioral intentions (Daspit et al., 2023; Haynie et al., 2010). Therefore, entrepreneur mindset is positioned as a mediating variable in this study.

The relationship between entrepreneurship education, entrepreneurial motivation, and entrepreneur mindset indicates that entrepreneurship education not only directly influences

entrepreneurial mindset but also strengthens individuals' motivation to develop entrepreneurial orientation through the mediation of entrepreneur mindset. Entrepreneurship education provides foundational knowledge and experiences that enable individuals to understand business processes and improve their readiness to face entrepreneurial challenges (Le et al., 2023). In this process, entrepreneur mindset plays an important role in shaping how individuals manage motivation, innovation, and risk-taking behavior in entrepreneurial activities (Apaydin & Kaya, 2019).

Research conducted by Díaz-García et al. (2015) confirmed that entrepreneurship education influences entrepreneurial motivation and entrepreneur mindset. These findings are reinforced by studies from Fayolle (2013), Merma-Molina et al. (2023), and Thoudam et al. (2023), which demonstrated that entrepreneurship education is capable of developing entrepreneurial mindset while simultaneously increasing individuals' motivation to engage in business activities. Based on these explanations, the following hypothesis is proposed:

H4: Entrepreneurship education has a significant effect on entrepreneurial motivation through entrepreneur mindset among Generation Alpha.

Therefore, this study offers several contributions to the entrepreneurship literature. First, this study extends previous entrepreneurship research by focusing on Generation Alpha in Indonesia, a cohort that has received limited scholarly attention in entrepreneurship studies. Second, this study develops a mediation model by positioning entrepreneur mindset as an intervening variable linking entrepreneurship education and entrepreneurial motivation. Third, this study provides empirical evidence regarding the importance of entrepreneurial cognitive development among younger generations in the digital era. The findings are expected to contribute both theoretically to entrepreneurship education literature and practically to the development of entrepreneurship-oriented educational programs for future generations.

Based on the relationships among these variables, this study aims to analyze the effect of entrepreneurship education on entrepreneurial motivation and entrepreneur mindset among Generation Alpha. This study is expected to provide theoretical contributions to entrepreneurship literature, particularly regarding the development of entrepreneur mindset among younger generations in the digital era, as well as practical implications for the advancement of entrepreneurship education in Indonesia. Furthermore, the research model employed in this study is presented in Figure 1.

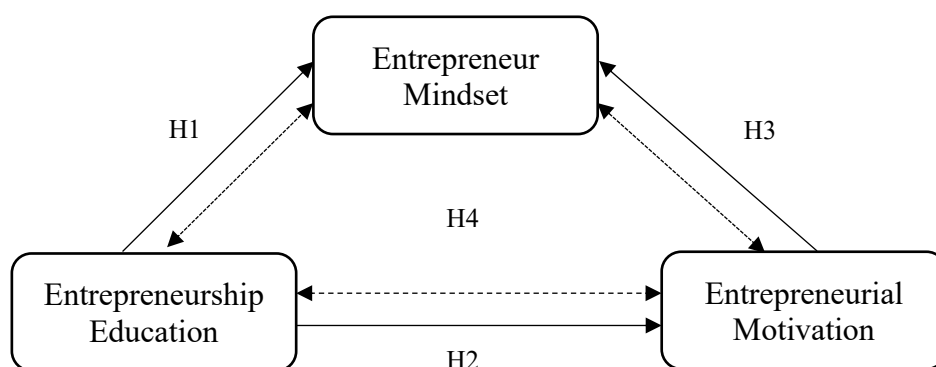


Figure 1. Research Model

2. METHOD

This study employed a quantitative research approach to examine the relationships among entrepreneurship education, entrepreneurial motivation, and entrepreneur mindset among Generation Alpha. The quantitative approach was considered appropriate because the study aimed to measure the influence among variables objectively through statistical analysis. The research design used a survey method by distributing structured questionnaires to respondents who met the predetermined criteria. The subjects of this study were individuals categorized as Generation Alpha who had been exposed to entrepreneurship learning and entrepreneurial environments. The object of the study focused on entrepreneurship education, entrepreneurial motivation, and entrepreneur mindset.

Data were collected using a questionnaire instrument distributed directly to respondents. The sampling technique applied in this study was purposive sampling, which refers to a sampling technique based on specific criteria and considerations in order to obtain respondents who could provide relevant and comprehensive information related to the research objectives. A total of 700 questionnaires were distributed to respondents. The questionnaire consisted of two sections. The first section contained a brief explanation regarding the purpose of the study, instructions for completing the questionnaire, and respondents' demographic information, including age, gender, domicile, entrepreneurial status, and family background related to business activities. The second section consisted of statements measuring the research variables.

All variables in this study were measured using a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). The measurement items were adapted from previous studies and modified according to the context of this research. Entrepreneurial motivation was measured using four indicators: (1) the desire and willingness to achieve success in business activities, (2) the encouragement and need to improve social status, (3) future expectations and aspirations, and (4) income expectations that can support an individual's life. Meanwhile, entrepreneur mindset was measured using five indicators: (1) goal orientation, (2) innovation and creativity, (3) resilience and persistence, (4) networking ability, and (5) independence.

The data analysis technique employed in this study was Partial Least Squares-Structural Equation Modeling (PLS-SEM) using SmartPLS 3 software. The PLS-SEM analysis consisted of two main stages, namely measurement model analysis and structural model analysis. The measurement model analysis aimed to evaluate the validity and reliability of the research instrument. Validity testing in PLS-SEM included convergent validity and discriminant validity. Indicators were considered to meet convergent validity requirements when the loading factor values exceeded 0.70 and the Average Variance Extracted (AVE) values were greater than 0.50 (Hernández-Perlines & Ibarra Cisneros, 2017). Discriminant validity was evaluated using cross-loading criteria and the Fornell-Larcker criterion. Cross-loading criteria were achieved when each indicator had a higher loading value on its respective construct compared to other constructs. Meanwhile, the Fornell-Larcker criterion was fulfilled when the square root of AVE for each construct was higher than its correlations with other constructs in the research model (Hernández-Perlines & Ibarra Cisneros, 2017).

Reliability testing was conducted using Cronbach's alpha and rho_A values. The constructs were considered reliable when Cronbach's alpha and rho_A values exceeded 0.70 (Suárez-Ortega & Gálvez-García, 2017). After the measurement model met the validity and reliability requirements, the next stage involved structural model analysis to test the proposed hypotheses. In PLS-SEM, hypothesis testing was conducted based on statistical significance using a p-value threshold of less than 0.05. In addition, the coefficient of determination (R^2) was used to evaluate the explanatory power of the model, where values of 0.75, 0.50, and 0.25 indicated substantial, moderate, and weak explanatory power, respectively. Furthermore, effect size (f^2) was also assessed to determine the magnitude of the influence among variables, where values of 0.02, 0.15, and 0.35 indicated small, medium, and large effects, respectively (Rauch & Hulsink, 2015).

Through these analytical procedures, the level of achievement and effectiveness of the proposed research model could be measured systematically and objectively.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Demographic Profiles

The findings of this study were obtained from 700 Generation Alpha respondents in Indonesia. Table 1 presents the demographic characteristics of the respondents. Based on gender, the respondents were dominated by female participants, consisting of 546 respondents (78%), while male respondents accounted for 154 participants (22%). In terms of age, the majority of respondents were 13 years old, totaling 350 respondents (50%), followed by 12-year-old respondents with 238 participants (34%), 11-year-old respondents with 98 participants (14%), and 10-year-old respondents with 14 participants (2%).

Regarding domicile, most respondents originated from South Sulawesi Province, totaling 658 respondents (94%), followed by West Sulawesi Province with 28 respondents (4%), and East Kalimantan Province with 14 respondents (2%). Furthermore, Table 1 indicates that 420 respondents (60%) came from families with a business background, while 280 respondents (40%) did not have family members involved in business activities. These findings indicate that the majority of Generation Alpha respondents were female, aged 13 years, originated from South Sulawesi, and were exposed to entrepreneurial environments through family business backgrounds.

Table 1. Demographic Profiles

Description	Values	Frequency	Percent	Comment
Gender	Female	546	78%	The respondents were dominated by female Generation Alpha participants
	Male	154	22%	
Age	13 years	350	50%	The majority of respondents were 13 years old
	12 years	238	34%	
	11 years	98	14%	
	10 years	14	2%	
Domicile	South Sulawesi	658	94%	The respondents were predominantly from South Sulawesi Province
	West Sulawesi	28	4%	
	East Kalimantan	14	2%	
Family business background	Yes	420	60%	Most respondents had family members involved in business activities
	No	280	40%	

Source: Processed by the researchers (2023)

3.1.2. Measurement Model

The initial stage of analysis involved testing the validity and reliability of the measurement model to ensure the quality of the research data. Table 2 and Figure 1 demonstrate that all loading factor values exceeded 0.70 and all Average Variance Extracted (AVE) values were above 0.50, indicating that the research model fulfilled the requirements of convergent validity. These results confirm that all indicators were capable of adequately measuring their respective latent constructs.

Discriminant validity was evaluated using the cross-loading criterion and the Fornell-Larcker criterion, as presented in Table 3. The findings indicate that each indicator had a higher loading value on its corresponding construct compared to other constructs. In addition, the square root value of AVE for each construct was greater than the correlations among constructs, demonstrating satisfactory discriminant validity. Reliability testing further showed that all constructs achieved Cronbach's alpha values above 0.70 and rho_A values above 0.70, indicating good internal consistency and reliability. Therefore, all latent variables in this study were considered valid and reliable for further analysis.

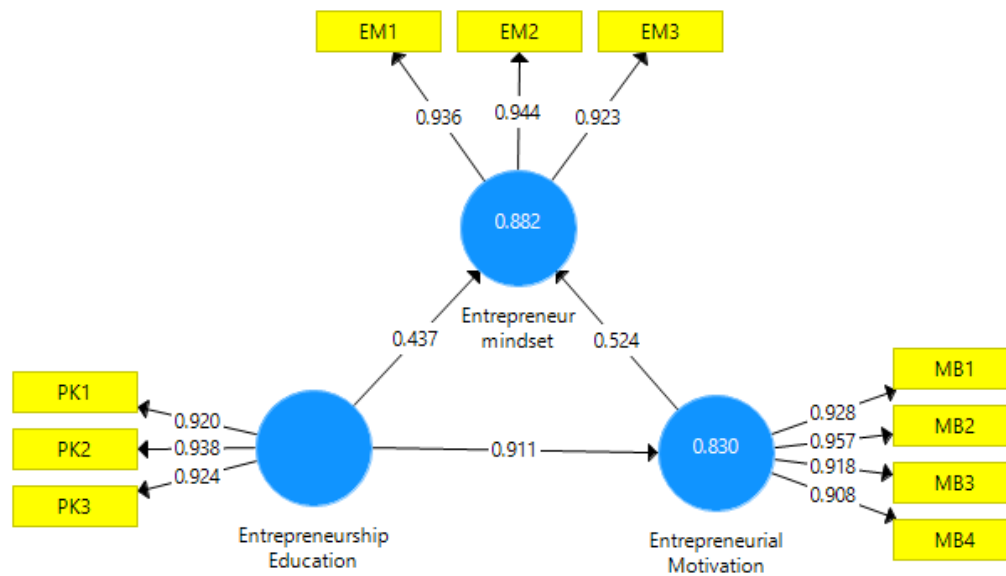


Figure 2. Measurement model

Table 2. Convergent Validity and Reliability

Construct	Item	Loading Factor	AVE	Cronbach's Alpha	Rho_A
EM	EM1	0.936	0.873	0.927	0.928
	EM2	0.944			
	EM3	0.923			
MB	MB1	0.928	0.861	0.946	0.948
	MB2	0.957			
	MB3	0.918			
	MB4	0.908			
PK	PK1	0.920	0.860	0.919	0.921
	PK2	0.938			
	PK3	0.924			

Source: Processed by the researchers (2023)

Table 3. Discriminant Validity

Construct	Item	EM	MB	PK	Fornell-Larcker
EM	EM1	0.936	0.884	0.848	0.934
	EM2	0.944	0.869	0.884	
	EM3	0.923	0.829	0.829	
MB	MB1	0.790	0.928	0.821	0.928
	MB2	0.889	0.957	0.895	
	MB3	0.890	0.918	0.844	
	MB4	0.847	0.908	0.819	
PK	PK1	0.862	0.852	0.920	0.914

PK2	0.872	0.892	0.938
PK3	0.805	0.786	0.924

Source: Processed by the researchers (2023)

3.1.3. Structural Model

Structural model analysis was conducted using SmartPLS 3 software to examine the relationships among variables and test the proposed hypotheses. Table 4 presents the results of the coefficient of determination (R^2) and effect size (f^2). The R^2 value for entrepreneurial motivation was 0.906, indicating that entrepreneurship education contributed 90.6% to explaining the variance in entrepreneurial motivation. This result demonstrates that the model possessed substantial explanatory power.

Furthermore, the effect size (f^2) analysis revealed that entrepreneurship education and entrepreneurial motivation exerted moderate effects on entrepreneur mindset. These findings indicate that the variables included in the model contributed meaningfully to explaining entrepreneur mindset among Generation Alpha respondents in Indonesia.

Hypothesis testing results are also presented in Table 4. The relationship between entrepreneurial motivation and entrepreneur mindset showed a positive and significant effect ($\beta = 0.103$, $t = 5.091$, $p < 0.001$), indicating support for H1. In addition, entrepreneurship education demonstrated a positive and significant effect on entrepreneur mindset ($\beta = 0.114$, $t = 3.842$, $p < 0.001$), supporting H2. The findings also revealed that entrepreneurship education had a positive and significant effect on entrepreneurial motivation ($\beta = 0.032$, $t = 28.553$, $p < 0.001$), thereby supporting H3.

The indirect effect analysis using the bootstrap PLS-SEM procedure further indicated that entrepreneurship education significantly influenced entrepreneur mindset through entrepreneurial motivation ($\beta = 0.097$, $t = 4.906$, $p < 0.001$). Therefore, H4 was also supported. These results suggest that entrepreneurial motivation plays a mediating role in strengthening the relationship between entrepreneurship education and entrepreneur mindset among Generation Alpha in Indonesia.

Table 4. Structural Model

Hypothesis	Relationship	Std. β	T Statistics	P Values	Result
H1	MB \rightarrow EM	0.103	5.091	0.000	Supported
H2	PK \rightarrow EM	0.114	3.842	0.000	Supported
H3	PK \rightarrow MB	0.032	28.553	0.000	Supported
H4	PK \rightarrow MB \rightarrow EM	0.097	4.906	0.000	Supported

Model Parameters	Variables	Values and Categories
R^2	MB	0.906 (Strong)
f^2	PK	0.527 (Moderate)
	MB	0.431 (Moderate)
	EM	0.478 (Moderate)

Source: Processed by the researchers (2023)

3.2. Discussion

The findings of this study indicate that entrepreneurship education has a positive and significant effect on entrepreneurial motivation among Generation Alpha in Indonesia. This result suggests that entrepreneurship education is capable of encouraging younger generations to recognize business opportunities, increase self-confidence in entrepreneurial activities, and reduce fear of failure when initiating a business. Generation Alpha respondents demonstrated strong interest in independent business activities and showed characteristics associated with entrepreneurial behavior, such as initiative, creativity, and willingness to take risks. These findings support the argument proposed by Naumann (2017), which states that positive entrepreneurial attitudes tend to encourage individuals to prefer self-employment rather than depending on conventional employment systems. In the context of the digital era,

entrepreneurship education becomes increasingly important because Generation Alpha grows within a technology-oriented environment that allows broader access to entrepreneurial knowledge and innovation. Therefore, entrepreneurship education not only functions as a knowledge-transfer mechanism but also as a process that strengthens entrepreneurial awareness and motivation among younger generations.

The results further demonstrate that entrepreneurship education contributes significantly to strengthening entrepreneurial motivation among Generation Alpha respondents. Individuals exposed to entrepreneurship learning activities tend to possess higher enthusiasm and stronger intentions to engage in entrepreneurial activities. This condition may occur because entrepreneurship education provides practical understanding, entrepreneurial experiences, and business-oriented problem-solving skills that enhance students' confidence in pursuing entrepreneurial careers. The findings of this study are consistent with previous studies conducted by Hassan et al. (2021), Suárez-Ortega and Gálvez-García (2017), and Hassan et al. (2021), which confirmed that entrepreneurship education positively affects individuals' entrepreneurial motivation. However, this study extends previous findings by specifically focusing on Generation Alpha in Indonesia, a demographic group that remains underexplored in entrepreneurship research. This indicates that entrepreneurial learning exposure at an early age is important for developing entrepreneurial aspirations among digitally connected younger generations.

This study also found that entrepreneurial motivation positively and significantly influences entrepreneur mindset among Generation Alpha respondents. Individuals with stronger entrepreneurial motivation were more likely to develop entrepreneurial ways of thinking characterized by confidence, adaptability, opportunity recognition, and innovative thinking. Entrepreneurial motivation encourages individuals to transform their entrepreneurial interests into concrete cognitive orientations and entrepreneurial perspectives. These findings are supported by previous studies conducted by Kraus et al. (2023), Bae et al. (2014), and Zubizarreta et al. (2014), which emphasized that entrepreneurial motivation serves as an important determinant in shaping entrepreneur mindset. The findings also imply that entrepreneurial motivation functions not merely as a psychological impulse but as an internal mechanism that strengthens entrepreneurial cognition and readiness to face business-related uncertainty and challenges.

The findings further indicate that Generation Alpha respondents become more prepared to make entrepreneurial decisions when they possess confidence in their competencies and entrepreneurial abilities. Strong entrepreneurial motivation encourages respondents to transform the entrepreneurship education they receive into entrepreneurial thinking patterns and opportunity-oriented behavior. This finding suggests that entrepreneurial motivation acts as an important psychological bridge connecting entrepreneurial knowledge with entrepreneurial mindset formation. In other words, individuals who are motivated to engage in entrepreneurial activities tend to internalize entrepreneurial values more effectively, resulting in stronger entrepreneurial cognitive development. This condition is particularly relevant for Generation Alpha because they are growing within highly dynamic technological and economic environments that demand innovation, flexibility, and creativity. The study also revealed that entrepreneurship education positively and significantly affects entrepreneur mindset among Generation Alpha respondents. This finding indicates that entrepreneurship education contributes substantially to shaping entrepreneurial perspectives, creativity, innovation, resilience, and opportunity-oriented thinking patterns. Entrepreneurship education enables younger generations to develop problem-solving skills and adaptive thinking required in entrepreneurial activities. Similar findings were reported by Hattab (2014), Rauch and Hulsink (2015), and Cui et al. (2021), which confirmed that entrepreneurship education plays an important role in developing entrepreneurial mindset among younger generations. The present study strengthens these previous findings by demonstrating that entrepreneurial learning experiences are capable of shaping entrepreneurial cognition among Generation Alpha, who are highly familiar with digital technology and rapid

information exchange.

In the context of this study, Generation Alpha respondents demonstrated strong aspirations to become entrepreneurs in the future. Respondents perceived entrepreneurship not merely as a theoretical concept, but as a practical activity that requires persistence, implementation, creativity, and commitment. The respondents believed that business ideas become meaningful only when transformed into real entrepreneurial actions. Consequently, they expressed readiness to exert effort, demonstrate resilience, and manage their own business activities independently. This finding reflects the tendency of Generation Alpha to seek flexibility, independence, and innovation-oriented career paths in response to the changing nature of modern economic systems.

The indirect effect analysis further demonstrated that entrepreneurship education significantly influences entrepreneur mindset through entrepreneurial motivation. This finding confirms the mediating role of entrepreneurial motivation in strengthening the relationship between entrepreneurship education and entrepreneur mindset. Entrepreneurship education provides entrepreneurial knowledge and learning experiences, while entrepreneurial motivation acts as an internal psychological mechanism that encourages individuals to internalize entrepreneurial values and transform them into entrepreneurial thinking patterns. Similar findings were reported by Cui and Bell (2022), Le et al. (2023), and Díaz-García et al. (2015), which emphasized the importance of entrepreneurial motivation in connecting entrepreneurial learning experiences with entrepreneurial cognitive development. The mediation effect identified in this study indicates that entrepreneurship education becomes more effective in shaping entrepreneur mindset when individuals possess strong entrepreneurial motivation.

The findings also reveal that entrepreneur mindset among Generation Alpha respondents is strongly associated with entrepreneurial motivation. Respondents perceived that entrepreneurial motivation increased their confidence in achieving success through entrepreneurial activities and strengthened their ability to adapt to business challenges. According to Haynie et al. (2010), individuals with stronger entrepreneurial motivation are more likely to develop entrepreneurial perspectives, adaptive thinking patterns, and opportunity-oriented behavior. Entrepreneurial motivation itself may emerge from personal aspirations, independence, creativity, and social support received from families, peers, educational institutions, and mentors (Jääskä et al., 2022). Therefore, entrepreneurial motivation should be considered an important factor in entrepreneurship development programs targeting younger generations.

Overall, the findings of this study demonstrate that entrepreneurship education, entrepreneurial motivation, and entrepreneur mindset are closely interconnected among Generation Alpha respondents in Indonesia. Entrepreneurship education contributes not only to increasing entrepreneurial motivation but also to shaping entrepreneur mindset directly and indirectly through motivational mechanisms. This study provides empirical evidence that entrepreneurial motivation serves as an important mediating mechanism linking entrepreneurship education with entrepreneur mindset formation. These findings strengthen previous studies conducted by Pollard and Wilson (2014), Vanevenhoven and Liguori (2013), and Fayolle (2013), which concluded that entrepreneurship education is a significant factor in fostering entrepreneurial orientation and mindset among younger generations. Furthermore, this study contributes to the entrepreneurship literature by extending the discussion of entrepreneurial cognitive development within the context of Generation Alpha in Indonesia, a generation that is expected to play a significant role in future digital economic transformation.

4. CONCLUSIONS AND SUGGESTION

This study concludes that entrepreneurship education plays an important role in shaping entrepreneur mindset among Generation Alpha in Indonesia. The findings demonstrate that entrepreneurship education positively and significantly influences entrepreneurial motivation and entrepreneur mindset. In addition, entrepreneurial motivation was found to have a positive

and significant effect on entrepreneur mindset, indicating that individuals with stronger entrepreneurial motivation tend to develop more adaptive, innovative, and opportunity-oriented entrepreneurial thinking patterns. Among the variables examined in this study, entrepreneurial motivation showed the strongest effect size, confirming its substantial contribution to the formation of entrepreneur mindset among Generation Alpha respondents.

Furthermore, this study confirms that entrepreneurial motivation functions as a mediating variable in the relationship between entrepreneurship education and entrepreneur mindset. The results indicate that entrepreneurship education is not only capable of directly developing entrepreneurial thinking, but also indirectly strengthens entrepreneur mindset through the enhancement of entrepreneurial motivation. These findings suggest that entrepreneurship education programs should not merely focus on theoretical business knowledge, but also emphasize motivational aspects, creativity, innovation, self-confidence, and opportunity recognition to encourage stronger entrepreneurial orientation among younger generations. This study contributes theoretically to the entrepreneurship literature by providing empirical evidence regarding the relationships among entrepreneurship education, entrepreneurial motivation, and entrepreneur mindset within the context of Generation Alpha in Indonesia. Practically, the findings may serve as a reference for educational institutions, policymakers, and families in designing entrepreneurship-based educational programs that are capable of strengthening entrepreneurial competencies and motivation among younger generations. Considering the rapid development of the digital era, fostering entrepreneur mindset from an early age becomes increasingly important in preparing Generation Alpha to face future economic and business challenges.

Despite these contributions, this study has several limitations. The respondents were predominantly concentrated in South Sulawesi Province, which may limit the generalizability of the findings to broader populations in Indonesia. In addition, this study employed a quantitative approach using questionnaire-based data collection, which may not fully capture the deeper psychological and social dimensions influencing entrepreneurial behavior. Therefore, future studies are encouraged to involve more diverse geographical areas and apply mixed-method or qualitative approaches to obtain a more comprehensive understanding of entrepreneurial development among Generation Alpha. Future research may also consider examining additional variables, such as digital literacy, family support, social environment, and technological adaptation, to further enrich the understanding of entrepreneurial behavior among younger generations.

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