

How Entrepreneurship Education and Demographic Factors Shape Entrepreneurial Intention: The Mediating Role of Entrepreneurial Attitude

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ABSTRACT

In recent years, unemployment among university graduates has remained an important economic challenge, increasing the relevance of entrepreneurship as a strategic pathway for employment creation and economic resilience. This study examines the direct and indirect effects of entrepreneurship education and demographic factors on entrepreneurial intention, with entrepreneurial attitude serving as a mediating variable. A quantitative explanatory approach was employed to investigate the relationships among the proposed variables. Data were collected from 78 respondents selected through proportional random sampling in a higher education context. The findings indicate that entrepreneurship education, demographic factors, and entrepreneurial attitude significantly influence entrepreneurial intention, both directly and indirectly. The results further suggest that entrepreneurial attitude functions as an important mediating mechanism that strengthens the contribution of entrepreneurship education and demographic characteristics to entrepreneurial intention. These findings imply that strengthening entrepreneurial intention requires not only effective entrepreneurship education but also greater attention to individual background characteristics and the formation of positive attitudes toward entrepreneurship. This study offers practical implications for higher education institutions in designing entrepreneurship learning programs that are more adaptive, inclusive, and oriented toward the development of entrepreneurial mindset and intention. The study also provides a basis for future research to expand the model by incorporating additional predictors and broader methodological approaches.

Keywords: entrepreneurship education, demographic factors, entrepreneurial attitude, entrepreneurial intention

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1. INTRODUCTION

In recent years, Indonesia has continued to face substantial economic challenges, particularly the high unemployment rate among university graduates. According to Statistics Indonesia, the open unemployment rate among individuals aged 20–24 reached 15.83% in 2023, with university graduates accounting for a proportion of this figure. This condition indicates that university graduates are not always immediately absorbed into the formal labor market. The situation became increasingly complex following the COVID-19 pandemic, which weakened the small and medium-sized enterprise sector, long regarded as one of the main pillars of the Indonesian economy (BPS, 2023). Consequently, strengthening entrepreneurship among university students has become an important strategy for promoting job creation and enhancing the economic independence of younger generations.

Against this backdrop, entrepreneurship education represents a strategic approach to reducing unemployment and strengthening national economic competitiveness. Entrepreneurship education not only provides students with an understanding of business theories but also equips them with practical experience through activities such as business simulations, entrepreneurial projects, incubation programs, and business idea development. Through these learning processes, students are expected to develop creativity, risk-taking propensity, opportunity-recognition skills, and readiness to establish new ventures. One educational policy that supports entrepreneurship development is the Kampus Merdeka program, which encourages students to engage directly with the business sector as part of their learning experience (Kemendikbud, 2022). As members of the younger generation, university students possess considerable potential to become agents of change by creating innovations and generating new employment opportunities (Suryana, 2013).

Entrepreneurship education can be understood as a learning process designed to develop individuals' entrepreneurial knowledge, skills, and attitudes. It prepares students to understand both the concepts and practices of entrepreneurship, thereby enabling them to develop their potential as successful and innovative entrepreneurs (Taufik, 2019). Moreover, entrepreneurship education can stimulate students' creativity and innovative capacity, enabling them to generate new ideas with economic value. Within the higher education context, entrepreneurship education should not be limited to theoretical instruction but should be integrated with practical experience so that students can develop an applied understanding of the venture-creation process. Entrepreneurship education therefore constitutes an important foundation for fostering students' entrepreneurial intentions.

Entrepreneurial intention is a central concept in entrepreneurship research because it represents an initial stage preceding an individual's decision to establish a business. Intention may be understood as a strong internal motivation to undertake a particular action in pursuit of personal goals and aspirations. Such motivation is consciously formed and may generate a sense of satisfaction or enthusiasm. Intention can also refer to an individual's interest in, or deliberate commitment to, performing a particular behavior. In the entrepreneurial context, entrepreneurial intention reflects an individual's desire, interest, and willingness to work persistently to develop a prospective business. It involves not only an internal desire to become an entrepreneur but also the ability to identify and evaluate potential business opportunities. Entrepreneurial intention can be indicated by the presence of entrepreneurial aspirations, thoughts, plans, the desire to become an entrepreneur, and the decision to pursue entrepreneurship as a career (Adi et al., 2018).

Students' entrepreneurial intentions are not formed by a single factor but are influenced by various determinants, one of which is entrepreneurial attitude. An attitude can be defined as a learned predisposition to respond consistently to a particular object, either favorably or unfavorably. Human attitudes are formed through lifelong social processes in which individuals acquire information, experiences, and influences from their surrounding environment (Simanihuruk et al., 2021). In the context of entrepreneurship, entrepreneurial attitude refers to an individual's predisposition to seek opportunities, fulfil economic needs, and identify or create new products, services, or solutions. It may be reflected in an individual's interest in entrepreneurship, creative and innovative thinking, positive perceptions of failure, leadership capacity, sense of responsibility, and readiness to confront risks and challenges.

Entrepreneurial attitude plays an important role because it may serve as a mechanism linking entrepreneurship education with students' entrepreneurial intentions. Students who hold positive attitudes toward entrepreneurship tend to be more receptive to business opportunities, more willing to confront risks, and better prepared to develop business ideas. As the Indonesian economy continues its transition toward digitalization, entrepreneurial attitude has become increasingly important. Students with innovative mindsets and strong digital orientations may be better positioned to capitalize on opportunities in the creative economy and technology-based business sectors. This development is consistent with the reported 26% increase in the number

of digitally oriented microenterprises in 2022 compared with the previous year, indicating considerable opportunities for students to use technology as an instrument for business development (APJII, 2022). Strengthening entrepreneurial attitudes should therefore constitute an integral component of entrepreneurship education in higher education institutions.

In addition to entrepreneurship education and entrepreneurial attitude, demographic factors may influence students' entrepreneurial intentions. Demographic factors represent individual background characteristics that may shape perceptions, experiences, and readiness to make entrepreneurial decisions. The term demography originates from the Greek words *demos*, meaning population, and *graphein*, meaning to write or describe. In general, demography refers to the aggregate description of the behaviors and characteristics of a population or population group. It examines the structure and dynamics of populations within a particular geographical area, including population size, distribution, and composition. In this study, students' demographic factors include gender, age, academic program, entrepreneurial experience, participation in entrepreneurship courses, and involvement in campus organizations.

Differences in students' backgrounds may create variations in their entrepreneurial intentions. Factors such as age, gender, employment experience, organizational experience, internship experience, and family background may influence how students perceive entrepreneurial opportunities and risks. Previous research has shown that students with organizational or internship experience tend to demonstrate higher self-efficacy in relation to starting a business (Saputro & Dewi, 2020). Furthermore, risk-taking propensity, innovative capacity, and business sustainability orientation tend to be stronger among students from entrepreneurial families (Purnomo, 2021). These findings suggest that demographic factors do not merely function as indicators of individual identity but may also provide an important foundation for shaping students' experiences, self-confidence, and readiness to participate in entrepreneurial activities.

From a policy perspective, the Indonesian government has introduced various programs to encourage younger generations to pursue entrepreneurship. Programs such as the Digital Talent Scholarship and Startup Studio Indonesia are intended to develop technology-based entrepreneurial competencies. These initiatives aim to accelerate job creation in the technology and creative economy sectors, which are expected to make substantial contributions to the national economy. The creative economy sector was projected to contribute up to 19% of Indonesia's gross domestic product by 2025 (Kemenkominfo, 2023). Such policy support demonstrates that the development of student entrepreneurship should be aligned with digital economic transformation, labor-market requirements, and the demographic characteristics of younger generations.

Based on the preceding discussion, entrepreneurship education, demographic factors, and entrepreneurial attitude represent important determinants of students' entrepreneurial intentions. Entrepreneurship education provides students with relevant knowledge, skills, and practical experience, whereas demographic factors reflect individual background characteristics that may influence entrepreneurial readiness and orientation. Entrepreneurial attitude, meanwhile, functions as a psychological factor that may strengthen the relationships between entrepreneurship education, demographic characteristics, and entrepreneurial intention. Students' entrepreneurial intentions are therefore shaped not only by formal entrepreneurship education but also by their attitudes toward entrepreneurship and their individual characteristics.

Against this background, the present study examines the effects of entrepreneurship education and demographic factors on students' entrepreneurial intentions, with entrepreneurial attitude serving as a mediating variable, among students of the Faculty of Economics and Business. Specifically, this study investigates the direct and indirect effects of entrepreneurship education and demographic factors on entrepreneurial intention through entrepreneurial attitude. The study is expected to provide further insight into how entrepreneurship education, demographic

factors, and entrepreneurial attitude interact in shaping students' entrepreneurial intentions. Its findings are also expected to provide practical recommendations for higher education institutions in designing entrepreneurship education programs that are more adaptive, inclusive, practice-oriented, and focused on strengthening students' entrepreneurial mindsets...

2. METHOD

2.1. Research Design

This study employed a quantitative approach to examine the relationships among several variables, with the resulting data expressed numerically. Quantitative research data consist of information represented in numerical form and collected from the field. They may also include qualitative data converted into numerical form by transforming qualitative attributes into quantitative measures. The data were analyzed using quantitative and statistical procedures to test the predetermined hypotheses (Amiruddin, 2022). The hypotheses were tested using path analysis. The research design is presented in Figure 1.

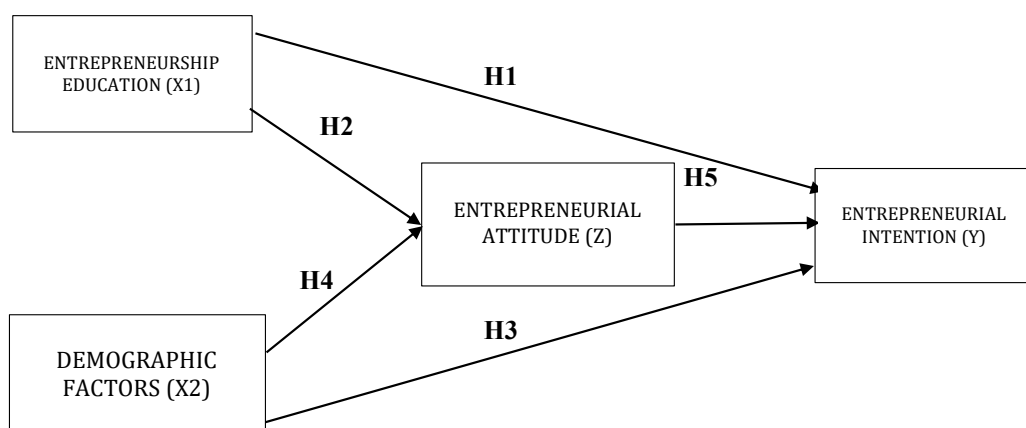


Figure 1. Proposed Research Model

Source: Authors' own work

As illustrated in Figure 1, this study adopted a descriptive-explanatory research design to describe and examine the relationships among the variables under investigation. The descriptive component was used to describe and analyze the research variables, namely entrepreneurship education (X1), demographic factors (X2), entrepreneurial attitude (Z), and entrepreneurial intention (Y). Meanwhile, the explanatory component was used to investigate causal relationships among the research variables through hypothesis testing.

The causal relationships examined in this study included the direct effects of entrepreneurship education (X1) and demographic factors (X2) on entrepreneurial attitude (Z), as well as the direct and indirect effects of entrepreneurship education (X1) and demographic factors (X2) on entrepreneurial intention (Y) through entrepreneurial attitude (Z) among students of the Faculty of Economics and Business.

The research design was also developed on the basis of Conservation of Resources (COR) theory, the Job Demands–Resources (JD–R) theory, and relevant previous studies. These theoretical and empirical foundations enabled the researchers to formulate hypotheses concerning both direct and indirect relationships among the variables. A summary of the research hypotheses is presented in Table 1.

Table 1. Summary of Research Hypotheses

Hypothesis	Description
H1	Entrepreneurship education has a positive and direct effect on entrepreneurial intention.
H2	Entrepreneurship education has a positive and direct effect on entrepreneurial attitude.
H3	Demographic factors have a positive and direct effect on entrepreneurial attitude.
H4	Demographic factors have a positive and direct effect on entrepreneurial intention.
H5	Entrepreneurial attitude has a positive and direct effect on entrepreneurial intention.
H6	Entrepreneurship education has a positive and indirect effect on entrepreneurial intention through entrepreneurial attitude.
H7	Subjective norms have a positive and indirect effect on entrepreneurial intention through entrepreneurial attitude.

As presented in Table 1, this study formulated seven hypotheses. These hypotheses examined the direct effect of entrepreneurship education (X1) on entrepreneurial intention (Y), the direct effect of entrepreneurship education (X1) on entrepreneurial attitude (Z), the direct effect of demographic factors (X2) on entrepreneurial attitude (Z), the direct effect of entrepreneurial attitude (Z) on entrepreneurial intention (Y), the indirect effect of entrepreneurship education (X1) on entrepreneurial intention (Y) through entrepreneurial attitude (Z), and the indirect effect of demographic factors (X2) on entrepreneurial intention (Y) through entrepreneurial attitude (Z).

2.2. Population and Sample

The population of this study consisted of students enrolled in the Faculty of Economics and Business. The sample was selected using proportional random sampling. The required sample size was calculated using Slovin's formula, resulting in a final sample of 78 respondents.

The required sample size was calculated using the Slovin formula. Based on this calculation, 103 students were selected as respondents, representing approximately 17.2% of the total population. Each eligible member of the population had an opportunity to be selected, while the proportional allocation of the sample was determined according to the number of students in each study program.

2.3. Data Collection

The research participants consisted of students of the Faculty of Economics, Universitas Negeri Makassar. Data were collected using a closed-ended questionnaire administered digitally through Google Forms. The questionnaire employed a five-point Likert scale, with the following response categories: strongly disagree = 1, disagree = 2, moderately agree = 3, agree = 4, and strongly agree = 5.

The collected data were subsequently analyzed using Statistical Package for the Social Sciences (SPSS) version 27. The data analysis procedures employed in this study included descriptive statistical analysis, classical assumption testing, and path analysis

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1 Hypothesis Testing

Hypothesis testing was conducted to examine the direct and indirect effects of the exogenous variables on the endogenous variables. The hypotheses were accepted or rejected based on the criterion that a p-value below 0.05 indicated a statistically significant regression coefficient. The results of the direct and indirect effect hypothesis testing are presented in the table 2 and table 3.

Table 2. Results of Indirect-Effect Hypothesis Testing

Model	Unstandardized Coefficient B	Std. Error	Standardized Coefficient Beta	t	Sig.
Constant	0.621	1.239	—	0.501	0.618
Entrepreneurship education	0.182	0.117	0.131	1.556	0.124
Demographic factors	0.215	0.098	0.127	2.189	0.032
Entrepreneurial attitude	0.959	0.106	0.732	9.027	0.000
R Square	0.904	—	—	—	—
e1	0.309	—	—	—	—

The error effect (e1) was obtained using the following formula:

$$e1 = 1 - R = 0.309$$

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

$$Y = 0.131X_1 + 0.127X_2 + 0.732Z + 0.309$$

The coefficient of determination of 0.309 indicates that the direct effects of entrepreneurship education, demographic factors, and entrepreneurial attitude on entrepreneurial intention accounted for 30.9% of the variance, whereas the remaining 69.1% was explained by variables outside the research model.

Table 3. Results of Direct-Effect Hypothesis Testing

Model	Unstandardized Coefficient B	Std. Error	Standardized Coefficient Beta	t	Sig.
Constant	0.981	1.341	—	0.732	0.467
Entrepreneurship education	0.818	0.085	0.769	9.585	0.000
Demographic factors	0.204	0.104	0.158	1.963	0.053
R Square	0.803	—	—	—	—
E1	0.443	—	—	—	—

The error effect (e2) was obtained using the following formula:

$$e2 = 1 - R = 0.443$$

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

$$Z = 0.769X_1 + 0.158X_2 + 0.443$$

The coefficient of determination of 0.443 indicates that the direct effects of entrepreneurship education and demographic factors on entrepreneurial intention accounted for 44.3% of the variance, whereas the remaining 55.7% was explained by variables outside the research model.

Entrepreneurship education had a positive and significant effect on entrepreneurial intention through entrepreneurial attitude.

The indirect effect was calculated as follows:

$$\begin{aligned}
 X1 &\rightarrow Z \rightarrow Y \\
 &= \beta_4 \times \beta_7 \\
 &= 0.769 \times 0.732 \\
 &= 0.562
 \end{aligned}$$

Subjective norms had a positive and significant effect on entrepreneurial intention through entrepreneurial attitude.

The indirect effect was calculated as follows:

$$\begin{aligned}
 X2 &\rightarrow Z \rightarrow Y \\
 &= \beta_5 \times \beta_7 \\
 &= 0.158 \times 0.732 \\
 &= 0.115
 \end{aligned}$$

H1: The effect of entrepreneurship education on entrepreneurial intention had a significance value of 0.124 and a beta coefficient of 0.131. Based on these results, H1 was accepted.

H2: The effect of entrepreneurship education on entrepreneurial attitude had a significance value of 0.000 and a beta coefficient of 0.769. Based on these results, H2 was accepted.

H3: The effect of demographic factors on entrepreneurial attitude had a significance value of 0.053 and a beta coefficient of 0.158. Based on these results, H3 was accepted.

H4: The effect of demographic factors on entrepreneurial intention had a significance value of 0.032 and a beta coefficient of 0.127. Based on these results, H4 was accepted.

H5: The effect of entrepreneurial attitude on entrepreneurial intention had a significance value of 0.000 and a beta coefficient of 0.732. Based on these results, H5 was accepted.

H6: The effect of entrepreneurship education on entrepreneurial intention through entrepreneurial attitude had a beta coefficient of 0.740. Based on these results, H6 was accepted.

H7: The effect of demographic factors on entrepreneurial intention through entrepreneurial attitude had a beta coefficient of 0.273. Based on these results, H7 was accepted.

3.1.2 Path Analysis

The interpretation of the path analysis results is presented in Table 4.

Table 4. Path Analysis Results

Relationship Between Variables	Direct Effect	Indirect Effect	Total Effect
X1 → Y	0.131	—	0.131
X2 → Y	0.127	—	0.127

Relationship Between Variables	Direct Effect	Indirect Effect	Total Effect
X1 → Z	0.769	—	0.769
X2 → Z	0.158	—	0.158
Z → Y	0.732	—	0.732
X1 → Z → Y	0.769	0.609	1.378
X2 → Z → Y	0.158	0.115	0.273

Based on the structure of the research model, the empirical equations can be expressed as follows:

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

$$Y = 0.131X_1 + 0.127X_2 + 0.732Z + 0.309$$

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

$$Z = 0.769X_1 + 0.158X_2 + 0.443$$

The path analysis results are also illustrated in Figure 2.

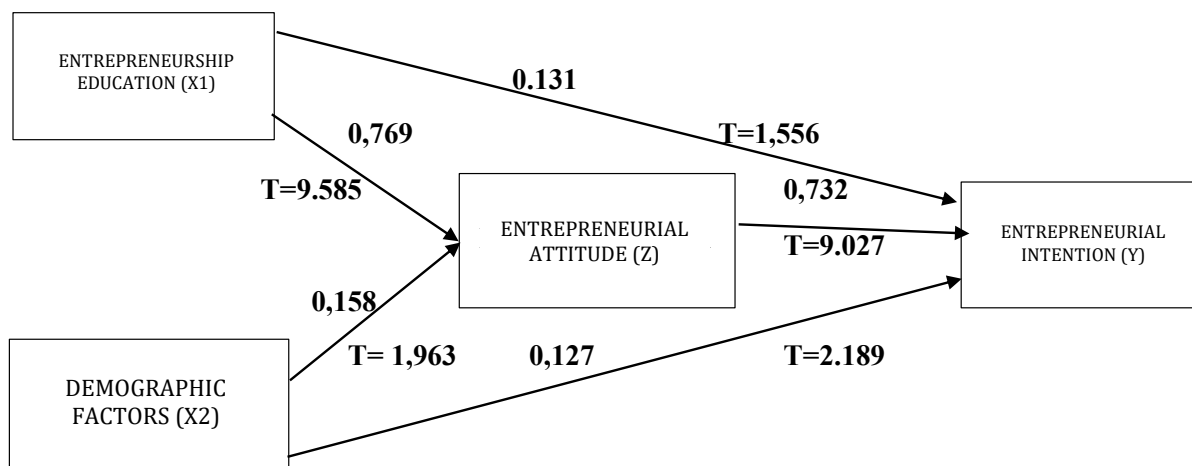


Figure 2. Path Analysis Results Model

Figure 2 presents the standardized beta coefficients and the magnitude of the direct and indirect effects of each variable.

The coefficient of determination was calculated as follows:

$$R_m^2 = 1 - P_{e1}^2 * P_{e2}^2 \dots \dots \dots P_{ex}^2$$

The coefficient of determination was interpreted as follows:

$$R_m^2 = 1 - (0.309^2) (0.443^2) = 1 - 0.018 = 0.982$$

The coefficient of determination indicates that the direct and indirect effects accounted for 0.982, or 98.2%, of the information contained in the data. The remaining 1.8% was explained by variables outside the research model.

3.2. Discussion

3.2.1. The Effect of Entrepreneurship Education on Entrepreneurial Intention among Students of the Faculty of Economics and Business, Universitas Negeri Makassar

The findings indicate a positive and significant relationship between entrepreneurship education and entrepreneurial intention among students of the Faculty of Economics, Universitas Negeri Makassar. Entrepreneurial intention refers to an individual's motivation, curiosity, and readiness to undertake entrepreneurial activities or demonstrate determination to fulfil personal needs without being discouraged by potential risks, while remaining committed to learning from setbacks (Syakdiah & Riofita, 2024).

Entrepreneurship education has a long-term influence on the formation of entrepreneurial mindsets and aspirations, thereby highlighting its importance in higher education. Participants in entrepreneurship education are encouraged to develop leadership qualities, sound judgment, and strong managerial capabilities. Higher education institutions can provide comprehensive learning experiences that focus not only on technical and practical competencies but also on the development of professional attitudes and ethical business practices (Syakdiah & Riofita, 2024).

The findings suggest that students of the Faculty of Economics, Universitas Negeri Makassar, possess confidence in their respective fields as well as leadership and problem-solving abilities. These characteristics are associated with the confidence developed through entrepreneurship education, which may provide a foundation for entrepreneurial intention. Students should therefore be more confident in choosing entrepreneurship as a career because they possess the knowledge and self-belief required to pursue entrepreneurial activities.

3.2.1. The Effect of Entrepreneurship Education on Entrepreneurial Attitude among Students of the Faculty of Economics and Business, Universitas Negeri Makassar

The findings indicate a positive and significant relationship between entrepreneurship education and entrepreneurial attitude among students of the Faculty of Economics, Universitas Negeri Makassar. Previous studies have shown that entrepreneurship practices within organizational settings contribute to the development of entrepreneurial attitudes (Zhao & Fang, 2005; Dwijayanti et al., 2017).

As prospective entrepreneurs, students need to acquire relevant capabilities, practical skills, managerial expertise, technological innovation adoption skills, and marketing competencies through direct experience in business activities. To achieve these outcomes, students need to recognize the importance of entrepreneurship education in strengthening their locus of control and need for achievement, which may subsequently influence their entrepreneurial attitudes. Students who are confident in their knowledge and skills are more likely to adopt appropriate attitudes and actions consistent with their capabilities.

The findings further indicate that students of the Faculty of Economics, Universitas Negeri Makassar, possess confidence in their knowledge and skills within their respective fields. This confidence is reflected in their entrepreneurial attitudes, particularly through their ability to develop creative ideas and transform them into potentially profitable products. These results suggest that a higher level of entrepreneurship education is associated with a stronger entrepreneurial attitude.

3.2.1. The Effect of Demographic Factors on Entrepreneurial Attitude among Students of the Faculty of Economics, Universitas Negeri Makassar

The findings indicate a positive and significant relationship between demographic factors and entrepreneurial attitude among students of the Faculty of Economics, Universitas Negeri Makassar. Demographic characteristics constitute an important component of consumer behavior because demographic information is relatively accessible and inexpensive to use in identifying market segments (Kasali, 2005; Adi et al., 2017).

One questionnaire item concerned whether students' closest family members supported their decision to establish a business and whether, among various career alternatives, they preferred

to become entrepreneurs. This item illustrates one possible relationship between demographic factors and entrepreneurial attitude, thereby explaining the significant relationship between the two variables.

3.2.1. The Effect of Demographic Factors on Entrepreneurial Intention among Students of the Faculty of Economics, Universitas Negeri Makassar

The empirical findings indicate that demographic factors significantly influence entrepreneurial intention among students of the Faculty of Economics, Universitas Negeri Makassar.

This result suggests that the more positive students' attitudes toward entrepreneurship are, the stronger their entrepreneurial intentions become. The finding is also consistent with previous research demonstrating that attitude has a positive and significant effect on entrepreneurial intention (F. Adi et al., 2018).

3.2.1. The Effect of Entrepreneurial Attitude on Entrepreneurial Intention among Students of the Faculty of Economics, Universitas Negeri Makassar

The empirical findings indicate that entrepreneurial attitude has a positive and significant effect on entrepreneurial intention among students of the Faculty of Economics, Universitas Negeri Makassar. Dzulfikri's study on students' attitudes, motivation, and entrepreneurial intention in Surabaya, as cited in Adam et al. (2020), reported that attitude and motivation did not significantly influence students' entrepreneurial intention.

A close relationship nevertheless exists between entrepreneurial attitude and entrepreneurial behavior. Individuals who possess a positive entrepreneurial attitude are likely to express it through subsequent entrepreneurial behavior. Such behavior is preceded by a conscious decision to act. Economic conditions and the level of competition may also influence entrepreneurial attitudes and consequently determine the strength of an individual's entrepreneurial intention.

3.2.1. The Effect of Entrepreneurial Attitude on Entrepreneurial Intention among Students of the Faculty of Economics, Universitas Negeri Makassar

The empirical findings indicate that entrepreneurship education has a positive and significant effect on entrepreneurial intention through entrepreneurial attitude among students of the Faculty of Economics, Universitas Negeri Makassar. Students' confidence in their entrepreneurial knowledge and competencies contributes to stronger entrepreneurial intention.

The ability to establish a new business has a positive effect on students' entrepreneurial intention. This finding indicates that improvements in the ability to start a new venture are associated with stronger entrepreneurial intention. Conversely, a decline in the ability to establish a business may reduce entrepreneurial intention.

The practical implication is that improving students' skills, project-management abilities, idea-generation capacity, relationship-building competence, and communication and negotiation skills may strengthen their intention to become entrepreneurs (Merdekawaty & Ismawati, 2016).

3.2.1. The Effect of Demographic Factors on Entrepreneurial Intention through Entrepreneurial Attitude among Students of the Faculty of Economics, Universitas Negeri Makassar

Intention refers to an individual's interest in or commitment to performing a particular behavior. According to Indrawati (2017), as cited in Anam et al. (2021), entrepreneurial attitude can be understood as an individual's willingness to seek employment or business opportunities, fulfil personal needs, and identify or create new products, services, or activities.

In this study, the demographic characteristics examined included gender, age, academic program, entrepreneurial experience, and participation in entrepreneurship courses.

4. CONCLUSION AND SUGGESTION

This study concludes that entrepreneurship education, demographic factors, and entrepreneurial attitude contribute to the formation of entrepreneurial intention among students of the Faculty of Economics and Business, Universitas Negeri Makassar. Entrepreneurship education has a strong positive effect on entrepreneurial attitude, indicating that the knowledge, skills, and practical experience acquired through entrepreneurship learning can strengthen students' attitudes toward entrepreneurial activities. Demographic factors also influence entrepreneurial attitude and entrepreneurial intention, suggesting that differences in students' backgrounds, experiences, and personal characteristics contribute to their readiness to pursue entrepreneurship. Furthermore, entrepreneurial attitude has a strong positive effect on entrepreneurial intention and serves as a mediating mechanism linking entrepreneurship education and demographic factors to entrepreneurial intention. Overall, the research model explains 98.2% of the information contained in the data, while the remaining 1.8% is explained by variables outside the model.

Based on these findings, higher education institutions are encouraged to strengthen entrepreneurship education by integrating theoretical learning with practical activities, including business projects, simulations, entrepreneurial mentoring, business incubation, and direct exposure to business environments. Entrepreneurship programs should also be designed to accommodate students' diverse demographic backgrounds and entrepreneurial experiences so that the learning process becomes more adaptive and inclusive. In addition, universities should provide greater opportunities for students to develop creativity, leadership, project-management abilities, idea-generation capacity, communication skills, negotiation skills, and confidence in establishing new ventures. Future researchers are encouraged to examine additional psychological, social, and environmental variables and to involve broader populations in order to provide a more comprehensive understanding of the factors shaping entrepreneurial intention.

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