P-ISSN: 2986-5190
E-ISSN: 2986-5700

Volume 4, Nomor 2, June 2026

# Entrepreneurship Education Mediation Model in Students' Entrepreneurial Intention: The Role of Risk Perception, Entrepreneurial Attitude, and Entrepreneurship Training

**Sitti Hajerah Hasyim*, Andika Isma, Agung Muliaman Anas, Hajar Dewantara, Mas'ud**
Faculty of Economics and Business, Universitas Negeri Makassar, Indonesia
*e-mail: hajerah_hasyim@unm.ac.id*

(***Received**: April 10, 2026; **Revise**: May 05, 2026; **Accepted**: June 20, 2026)*

**ABSTRACT**

Higher education institutions have a strategic role in encouraging entrepreneurial growth by strengthening entrepreneurial intention among students. Entrepreneurship education not only conveys concepts, but also shapes students' perspectives on risk, fosters entrepreneurial attitudes, and strengthens practical readiness through entrepreneurship training. This study aims to analyze the effects of risk perception, entrepreneurial attitude, and entrepreneurship training on students' entrepreneurial intention, with entrepreneurship education as a mediating variable. The study uses a descriptive-explanatory quantitative approach with a population of students from 8 study programs at the Faculty of Economics and Business, Universitas Negeri Makassar. The sample was determined using proportional random sampling, totaling 101 students. The analysis was conducted to test the direct and indirect (mediating) effects among variables in the research model. The results show that risk perception, entrepreneurial attitude, and entrepreneurship training affect entrepreneurial intention both directly and through entrepreneurship education as a mediator. These findings indicate that strengthening the quality of entrepreneurship education is key to optimizing the effects of attitudes, risk perception, and training on students' entrepreneurial intention. Practically, the results can serve as a reference for lecturers and study program managers in designing more applicable entrepreneurship learning that is integrated with training, strengthening managerial skills, marketing, and decision-making based on business evaluation. Future research is recommended to broaden the scope of variables and develop methodological designs so that understanding of the formation of entrepreneurial intention becomes more comprehensive.

**Keywords:** entrepreneurship education, entrepreneurial intention, risk perception, entrepreneurial attitude, entrepreneurship training

*This is an open access article under the CC BY-SA license*

## 1. INTRODUCTION

Indonesia, as one of the most populous countries in the world, faces significant challenges in balancing the number of job seekers with the availability of employment opportunities. The mismatch between the continuously increasing number of higher education graduates and limited employment opportunities has resulted in a continuously increasing unemployment rate. Based on data from Statistics Indonesia (BPS), in August 2024, total unemployment in Indonesia reached 7.47 million people, decreasing by 390 thousand people compared with the previous year. The Open Unemployment Rate (TPT) was recorded at 4.91% (Putri & Ash Shidiqie, 2023). This was lower than 5.32% in August 2023. This decline reflects meaningful progress compared with the period before the COVID-19 pandemic. One way to reduce unemployment through entrepreneurial intention and entrepreneurship education is to foster entrepreneurship among graduates, which can transform them from job seekers into job creators. Studies show that strong entrepreneurial intention among students can significantly influence their readiness to start a business, thereby contributing to job creation (Dewi & Subroto, 2020). The entrepreneurial intention possessed by students will later affect their readiness to shift from initially choosing to become job seekers to becoming job creators, because if students have high entrepreneurial intention, they will not run out of ideas for producing something new (Nugroho & Sulistyowati, 2020).

One strategy to increase the number of entrepreneurs in Indonesia is to include Entrepreneurship courses in the education curriculum, particularly at the higher education level. Entrepreneurship education in higher education, including at Universitas Negeri Makassar, is part of the educational implementation of this curriculum, where entrepreneurship courses begin to be taught to students from the common preparatory level (the beginning of their studies), and Entrepreneurship has even become a Study Program at the Faculty of Economics and Business, Universitas Negeri Makassar, which is expected to serve as a forum for developing entrepreneurial attitudes and providing relevant training. Research shows that entrepreneurship education can improve students' self-efficacy, which in turn contributes to their entrepreneurial intention (Natasha & Puspitowati, 2022). It is important to explore how risk perception, entrepreneurial attitude, and entrepreneurship training interact with one another in shaping the entrepreneurial intention of students at the Faculty of Economics and Business, Universitas Negeri Makassar, by equipping students with entrepreneurial capabilities in the real sector so that students are not only able to generate creative ideas but can also produce prototypes and market them.

Two main theories are used by researchers as the basis for studying the effects of risk perception, entrepreneurial attitude, and entrepreneurship training on entrepreneurial intention through entrepreneurship education. The basic frameworks used are the Theory of Planned Behavior (TPB) and Entrepreneurial Event Theory. The Theory of Planned Behavior (TPB), developed by Ajzen (1991, in Srirejeki et al., 2017), explains that a person's intention to perform a behavior, in this case entrepreneurship, is influenced by three main factors: attitude toward the behavior, subjective norms, and perceived behavioral control. In the context of this study, entrepreneurial attitude can be viewed as an attitude toward entrepreneurial behavior, while entrepreneurship training can influence students' perceived behavioral control. Entrepreneurial Event Theory proposed by Shapero and Sokol (1982 in Srirejeki et al., 2017) can also be used to understand how risk perception and entrepreneurial attitude contribute to entrepreneurial intention. This theory emphasizes three elements: desirability (the desire to become an entrepreneur), feasibility (the ability to become an entrepreneur), and propensity to act (the drive to act).

This study is designed to analyze how background factors such as Risk Perception, Entrepreneurial Attitude, Entrepreneurship Training, and Entrepreneurship Education influence Entrepreneurial Intention. These effects are not only examined directly but are also studied through mediation by Entrepreneurship Education (indirectly) in accordance with the development concept of the theory of planned behavior.

Therefore, investigating the factors that determine Entrepreneurial Intention or entrepreneurial intentions is an important issue in entrepreneurship research. Based on the actual conditions described above, the researchers will conduct a study entitled "The Effect of Risk Perception, Entrepreneurial Attitude, and Entrepreneurship Training on Entrepreneurial Intention Through Entrepreneurship Education among Students of the Faculty of Economics and Business, Universitas Negeri Makassar." This study aims to determine the direct and indirect effects of entrepreneurship education, risk perception, entrepreneurial attitude, and entrepreneurship training on entrepreneurial intention.

According to Ryu (2018), perceived benefit is defined as users' perception of the positive potential they will receive when using fintech. In line with this, Shinta (2020) shows that perceptions of economic, social, and health risks influence entrepreneurial intention, with desirability and feasibility factors as mediators. The results indicate that lower risk perception is correlated with higher entrepreneurial intention.

From the two definitions presented previously, it can be concluded that in the world of entrepreneurship, perceptions of risk often influence a person's decisions and intentions to enter the business world. Therefore, effective entrepreneurship education can play a key role in changing or shaping these risk perceptions and increasing entrepreneurial intention.

P-ISSN: 2986-5190
E-ISSN: 2986-5700

Volume 4, Nomor 2, June 2026

Entrepreneurial attitude is key to starting and developing a business and facing existing challenges (Octavia et al., 2023). This is in line with Arni et al. (2022), who state that entrepreneurship is not only about business, but also about how we prepare our mentality and attitude in facing uncertainty. Entrepreneurial attitude is a tendency to respond to or accept a stimulus toward an object consistently, and is the ability to respond positively to all opportunities that arise in order to obtain beneficial profits and to apply ways of working by sharpening courage in taking risks, creativity, and innovation in entrepreneurship (Hattu et al., 2021).

From several definitions presented previously, it can be concluded that this attitude is influenced by various internal and external factors. Building a strong entrepreneurial attitude can form the basis for individual success in the business world. Therefore, it is important to integrate entrepreneurship education into various forms of education and to be ready to take risks for entrepreneurial development.

Boulton et al. (2015) explain that entrepreneurship training does not only focus on developing technical skills in business, but also teaches participants to develop innovative and resilient mindsets, which are very important in an era of economic uncertainty and rapid market change. Entrepreneurship training provides opportunities to develop practical skills that enable individuals to start and manage businesses while facing uncertainty and rapid market changes (Carland et al., 2019). Referring to this, good entrepreneurship education can increase individuals' entrepreneurial intentions, especially when facing times of crisis, by providing them with tools to adapt and innovate (Prochotta et al., 2022).

From several definitions presented previously, it can be concluded that training is a form of education that aims to equip individuals with the skills, knowledge, and attitudes needed to begin developing a business.

Entrepreneurial intention is an individual's tendency to engage in entrepreneurial activities with desire, interest, and willingness to start a business, as well as the courage to take risks in starting, developing, and managing a business (Purnama, 2019). Intention includes several aspects of creating one's own business, such as individuals who have high entrepreneurial intention being more likely to pursue business opportunities and act according to their intention to start a business (Hueso et al., 2021). Entrepreneurship education and training programs function to develop entrepreneurial intention by increasing knowledge and skills that support business success (Muñoz et al., 2020).

Based on the definitions, it can be concluded that entrepreneurial intention is a strong internal drive within a person to actively engage in creating and running a business. Entrepreneurial intention will become a valuable asset that can encourage the achievement of success in the business world.

Himechuka (2013, in Prasetya and Ariska, 2021) states that higher education institutions play a role in encouraging entrepreneurial growth in a country through the provision of entrepreneurship education. Innovation in entrepreneurship education is important to equip individuals with the ability to adapt to market and technological changes (Bismala, 2021). This refers to the expectation that through entrepreneurship education, students can develop economic independence by creating new businesses, and that entrepreneurship education must be able to integrate theory with practice so that students can understand real challenges in the business world (Afandi, 2021).

From several definitions presented previously, it can be concluded that this education not only faces various challenges in its implementation; opportunities to optimize entrepreneurship education are also very large, while it also fosters an entrepreneurial mentality, risk perception, entrepreneurial attitude, and entrepreneurship training. Entrepreneurship education is very important in an increasingly dynamic and competitive world because it can make a major contribution to job creation and economic development.

## 2. METHOD

### 2.1. Research Model and Hypotheses

This study uses a quantitative approach with several variables whose effects will be tested using data in numerical form. Quantitative research is research that tests objective theories by analyzing relationships among variables (Creswell & Creswell, 2017). This type of quantitative research always includes descriptive questions regarding dependent and independent variables as well as questions regarding how the dependent and independent variables are related (Creswell & Creswell, 2017). The hypotheses are tested using path analysis. The following is the research design.

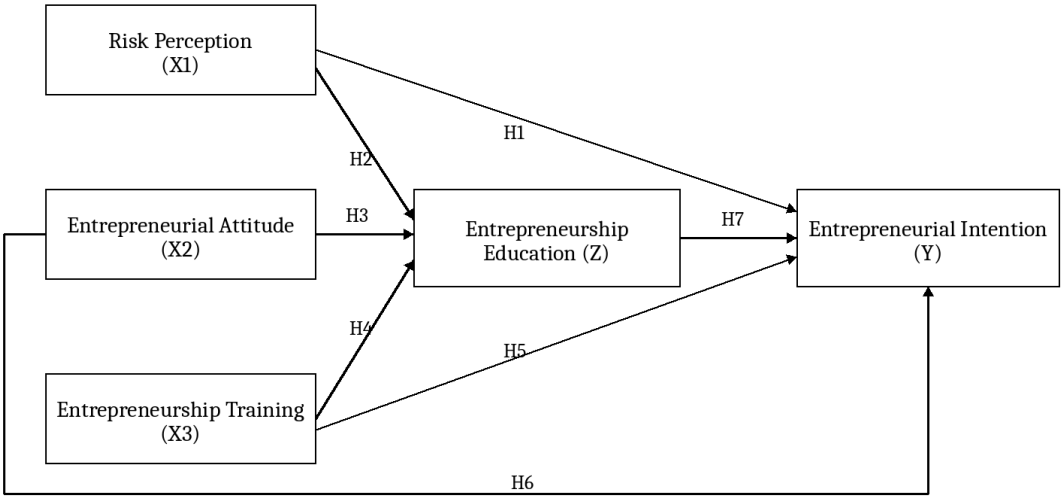


**Figure 1.** Research Design

Based on Figure 1 above, this study is descriptive explanatory research, which means describing the effects among the variables studied. Descriptive means explaining and analyzing the research variables, namely Risk Perception (X1), Entrepreneurial Attitude (X2), Entrepreneurship Training (X3), Entrepreneurship Education (Z), and Entrepreneurial Intention (Y). Explanatory means seeking causal effects among research variables through hypotheses. The causal effects are the direct effects of Risk Perception (X1), Entrepreneurial Attitude (X2), and Entrepreneurship Training (X3) on Entrepreneurship Education (Z), as well as the indirect effects of Risk Perception (X1), Entrepreneurial Attitude (X2), and Entrepreneurship Training (X3) on Entrepreneurial Intention (Y) through Entrepreneurship Education (Z) among students of the Faculty of Economics and Business, Universitas Negeri Makassar.

This research design is also based on COR theory and JD-R theory as well as relevant previous studies. Thus, the researchers can formulate hypotheses of direct and indirect effects in this study. More clearly, these can be seen in the following hypothesis summary table.

**Table 1.** Summary of Hypotheses

| Hypothesis | Description |
|---|---|
| H1 | Risk Perception has a positive and direct effect on Entrepreneurial Intention |
| H2 | Risk Perception has a positive and direct effect on Entrepreneurship Education |
| H3 | Entrepreneurial Attitude has a positive and direct effect on Entrepreneurship Education |
| H4 | Entrepreneurship Training has a positive and direct effect on Entrepreneurship Education |

| | |
|---|---|
| H5 | Entrepreneurship Training has a positive and direct effect on Entrepreneurial Intention |
| H6 | Entrepreneurial Attitude has a positive and direct effect on Entrepreneurial Intention |
| H7 | Entrepreneurship Education has a positive and direct effect on Entrepreneurial Intention |
| H8 | Risk Perception has a positive and indirect effect on Entrepreneurial Intention through Entrepreneurship Education |
| H9 | Entrepreneurial Attitude has a positive and indirect effect on Entrepreneurial Intention through Entrepreneurship Education |
| H10 | Entrepreneurship Training has a positive and indirect effect on Entrepreneurial Intention through Entrepreneurship Education |

Based on Table 1 above, this study has 10 hypotheses. These hypotheses will test the direct effect of Risk Perception (X1) on Entrepreneurial Intention (Y), the direct effect of Risk Perception (X1) on Entrepreneurship Education (Z), the direct effect of Entrepreneurial Attitude (X2) on Entrepreneurship Education (Z), the direct effect of Entrepreneurship Training (X3) on Entrepreneurship Education (Z), the direct effect of Entrepreneurship Training (X3) on Entrepreneurial Intention (Y), Entrepreneurial Attitude (X2) on Entrepreneurial Intention (Y), the direct effect of Entrepreneurship Education (Z) on Entrepreneurial Intention (Y), the indirect effect of Risk Perception (X1) on Entrepreneurial Intention (Y) through Entrepreneurship Education (Z), the indirect effect of Entrepreneurial Attitude (X2) on Entrepreneurial Intention (Y) through Entrepreneurship Education (Z), and the indirect effect of Entrepreneurship Training (X3) on Entrepreneurial Intention (Y) through Entrepreneurship Education (Z).

### 2.2. Population and Sample

The population in this study consists of all active students in the study programs of the Faculty of Economics and Business, Universitas Negeri Makassar (UNM). The sampling technique used was Proportional Random Sampling, calculated using Slovin, resulting in a sample of 101 respondents from the population.

### 2.3. Data Collection

Data collection was conducted by determining the research subjects, namely all students of the Faculty of Economics and Business, Universitas Negeri Makassar, using a questionnaire. The questionnaire used was a closed questionnaire administered through digital media, commonly referred to as Google Forms, while the scale used was the Likert scale. Scoring used a Likert scale with 5 alternative responses, namely: Strongly Disagree: 1, Disagree: 2, Moderately Agree: 3, Agree: 4, and Strongly Agree: 5. The data were then analyzed using the Statistical Package for The Social Science application, now better known as Statistical Product And Service Solutions (SPSS) version 27. The data analysis used in this study consisted of descriptive statistical data analysis, classical assumption tests, and path analysis.

## 3. RESULTS AND DISCUSSION

### 3.1. Hypothesis Testing

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

P-ISSN: 2986-5190
E-ISSN: 2986-5700

Volume 4, Nomor 2, June 2026

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

| Variable | Unstandardized Coefficients | Unstandardized Coefficients | Standardized Coefficients | | |
|---|---|---|---|---|---|
| **Variable** | **B** | **Std. Error** | **Beta** | **t** | **Sig.** |
| (Constant) | ,152 | 1,282 | | ,119 | ,906 |
| Risk Perception | ,177 | ,057 | ,097 | 3,091 | ,003 |
| Entrepreneurial Attitude | ,291 | ,070 | ,236 | 4,163 | ,000 |
| Entrepreneurship Training | ,485 | ,082 | ,355 | 5,894 | ,000 |
| Entrepreneurship Education | 1,266 | ,200 | ,373 | 6,347 | ,000 |
| R square | 0,928 | | | | |
| e1 | 0,268 | | | | |

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

e1= 1-R = = 0,268

Y = β4 X1 + β2 X2 + β3 X3 + β7Z + e2

Y = 0,097 X1 + 0,236 X2 + 0,355 X3 + 0,373 Z + 0,268

The coefficient of determination of 0,268 indicates the direct effect of Risk Perception, Entrepreneurial Attitude, Entrepreneurship Training, and Entrepreneurship Education on variable Y, Entrepreneurial Intention, of 26,8%, while 73,2% is influenced by other variables outside the model or this study.

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

| Variable | Unstandardized Coefficients | Unstandardized Coefficients | Standardized Coefficients | | |
|---|---|---|---|---|---|
| **Variable** | **B** | **Std. Error** | **Beta** | **t** | **Sig.** |
| (Constant) | ,597 | ,649 | | ,919 | ,361 |
| Risk Perception | ,033 | ,029 | ,061 | 1,133 | ,260 |
| Entrepreneurial Attitude | ,127 | ,033 | ,349 | 3,832 | ,000 |
| Entrepreneurship Training | ,218 | ,036 | ,540 | 6,117 | ,000 |
| R square | 0,782 | | | | |
| e1 | 0,466 | | | | |

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

e2 = 1- R = = 0,466

Z = β4 X1 + β5 X2 + β6 X3 + e1

Z = 0,061 X1 + 0,349 X2 + 0,540 X3 + 0,466

The coefficient of determination of 0,466 indicates the direct effect of Risk Perception, Entrepreneurial Attitude, and Entrepreneurship Training on the Entrepreneurship Education variable of 46,6%, while 53,4% is influenced by other variables outside the model or this study.

Risk Perception has a positive and significant effect on Entrepreneurial Intention through Entrepreneurship Education.

Indirect effect: = X1 → Z → Y

= β4 × β7

= 0,061 × 0,373

= 0,022

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

Indirect effect: = X2 → Z → Y

= β5 × β7
= 0,349 × 0,373
= 0,130

Entrepreneurship Training has a positive and significant effect on Entrepreneurial Intention through Entrepreneurship Education.

Indirect effect: = X3 → Z → Y
= β6 × β7
= 0,540 × 0,373
= 0,201

H1: The effect of Risk Perception on Entrepreneurial Intention has a significance value of 0,003 < 0,05 and a Beta value of 0,097. Based on these results, it can be concluded that H1 is accepted.

H2: The effect of Risk Perception on Entrepreneurship Education has a significance value of 0,260 > 0,05 and a Beta value of 0,061. Based on these results, it can be concluded that H2 is rejected.

H3: The effect of Entrepreneurial Attitude on Entrepreneurship Education has a significance value of 0,000 < 0,05 and a Beta value of 0,349. Based on these results, it can be concluded that H3 is accepted.

H4: The effect of Entrepreneurship Training on Entrepreneurship Education has a significance value of 0,000 < 0,05 and a Beta value of 0,540. Based on these results, it can be concluded that H4 is accepted.

H5: The effect of Entrepreneurship Training on Entrepreneurial Intention has a significance value of 0,000 < 0,05 and a Beta value of 0,355. Based on these results, it can be concluded that H5 is accepted.

H6: The effect of Entrepreneurial Attitude on Entrepreneurial Intention has a significance value of 0,000 < 0,05 and a Beta value of 0,236. Based on these results, it can be concluded that H6 is accepted.

H7: The effect of Entrepreneurship Education on Entrepreneurial Intention has a significance value of 0,000 < 0,05 and a Beta value of 0,373. Based on these results, it can be concluded that H7 is accepted.

H8: The effect of Risk Perception on Entrepreneurial Intention through Entrepreneurship Education has a Beta value of 0,119. Based on these results, it can be concluded that H8 is accepted.

H9: The effect of Entrepreneurial Attitude on Entrepreneurial Intention through Entrepreneurship Education has a Beta value of 0,366. Based on these results, it can be concluded that H9 is accepted.

H10: The effect of Entrepreneurship Training on Entrepreneurial Intention through Entrepreneurship Education has a Beta value of 0,556. Based on these results, it can be concluded that H10 is accepted.

### 3.2. Path Analysis

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

**Table 4.** Path Analysis Results

| Effect Between Variables | Effect Direct | Effect Indirect | Total Effect Between Variables |
|---|---|---|---|
| Effect X1 → Y | 0,097 | - | 0,097 |
| Effect X2 → Y | 0,236 | - | 0,236 |
| Effect X3 → Y | 0,355 | - | 0,355 |
| Effect X1 → Z | 0,061 | - | 0,061 |
| Effect X2 → Z | 0,349 | - | 0,349 |

| | | | |
|---|---|---|---|
| Effect X3 → Z | 0,540 | - | 0,540 |
| Effect Z → Y | 0,373 | - | 0,373 |
| Effect X1 → Z → Y | 0,097 | 0,159 | 0,267 |
| Effect X2 → Z → Y | 0,236 | 0,086 | 0,190 |
| Effect X3 → Z → Y | 0,355 | 0,201 | 0,556 |

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

$Y = \beta 1\ X1 + \beta 2\ X2 + \beta 3\ X3 + \beta 7 Z + e2$

$Y = 0{,}097\ X1 + 0{,}236\ X2 + 0{,}355\ X3 + 0{,}373\ Z + 0{,}268$

$Z = \beta 4\ X1 + \beta 5\ X2 + \beta 6\ X3 + e1$

$Z = 0{,}061\ X1 + 0{,}349\ X2 + 0{,}540\ X3 + 0{,}466$

The following presents the results of the path analysis in diagram form.

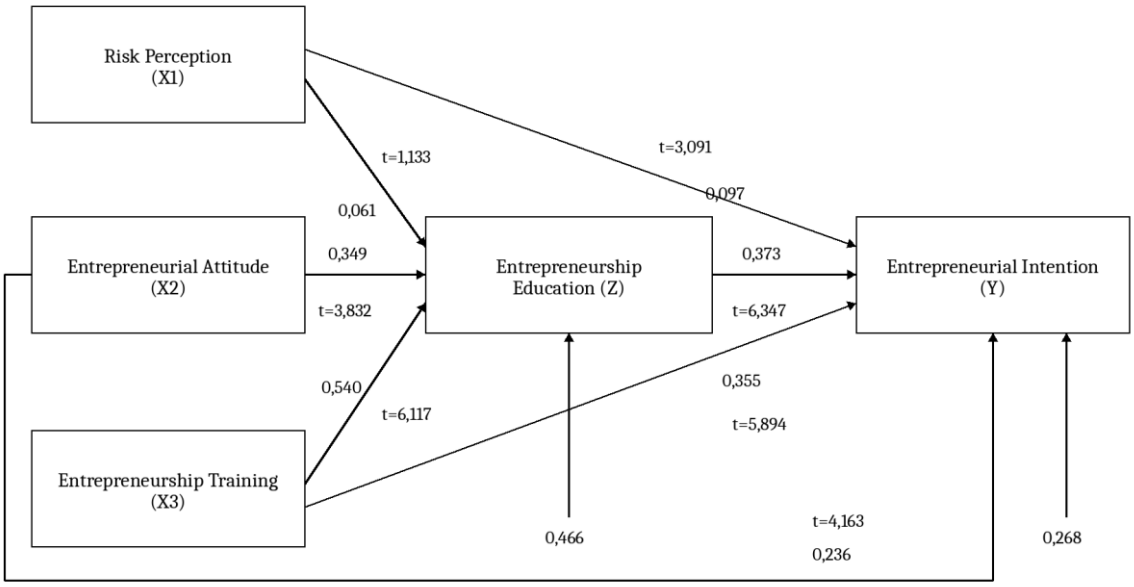


**Figure 2.** Path Analysis Results Model

Figure 2 above explains the standardized beta and the magnitude of the indirect and direct effects of each variable.

Coefficient of determination: R = 1- P e * P e ..... P .

The interpretation of the coefficient of determination (R) is as follows:

R = 1- (0,2682) (0,4662) = 1- 0,015= 0,984

Based on the coefficient of determination above, the direct and indirect effects are 0,984 or 98,4%; in other words, the information contained in the data (98,4%) is explained by the model. Meanwhile, (1,6%) is explained by variables outside the model or this study.

### 3.3. DISCUSSION

**Effect of Risk Perception on Entrepreneurial Intention among Students of the Faculty of Economics and Business, Universitas Negeri Makassar**

The results of this study state that there is a negative and significant relationship between Risk Perception and Entrepreneurial Intention among students of the Faculty of Economics and Business, Universitas Negeri Makassar. One of the main factors that prevents students from starting a business is that they think more about losses than opportunities (Martini et al., 2020). Risk perception has a negative relationship with entrepreneurial intention among students. When students perceive entrepreneurial risk as too high, they tend to avoid starting a business even

though they have adequate knowledge and skills (Nosita, 2019). When students perceive entrepreneurial risk as too high, they tend to avoid starting a business. In this case, students' confidence in their competent knowledge and skills makes them have less entrepreneurial intention.

The researchers' finding regarding the relationship between these variables is that students of the Faculty of Economics and Business, Universitas Negeri Makassar have a high level of anxiety about losses; high risk perception can reduce entrepreneurial intention. Therefore, it is important for the university to provide training on entrepreneurial risk management and to change students' views of risk in entrepreneurship.

**Effect of Risk Perception on Entrepreneurship Education among Students of the Faculty of Economics and Business, Universitas Negeri Makassar**

The results of this study state that there is a positive and significant relationship between Risk Perception and Entrepreneurship Education among students of the Faculty of Economics and Business, Universitas Negeri Makassar. A barrier for students to engage in entrepreneurship is a high perception of risk regarding potential threats or failures that may arise in running a business (Stangrecka and Bagieńska, 2021). In this case, effective entrepreneurship education can reduce fear of risk and increase readiness to take business opportunities (Pegi, 2022). Students with lower risk perceptions tend to be more open to business opportunities and have more entrepreneurial ideas. Conversely, students with high risk perceptions tend to be more cautious and tend to postpone decisions to start a business.

The researchers' finding regarding the relationship between these variables is that students of the Faculty of Economics and Business, Universitas Negeri Makassar feel that financial risk will destroy their careers if the business fails and prefer to work in the formal sector rather than take the risk of becoming entrepreneurs. However, students who participate in entrepreneurship education are taught the appropriate use of capital and in-depth market analysis or courses that provide entrepreneurship and so forth.

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

The results of this study state that there is a positive and significant relationship between Entrepreneurial Attitude and Entrepreneurship Education among students of the Faculty of Economics and Business, Universitas Negeri Makassar. A person's opinions and beliefs about an object followed by certain feelings become motivation for that person to behave (Prasetya and Ariska, 2021). This attitude influences an individual's decision to start and run a business. Students with a good entrepreneurial attitude will find it easier to absorb entrepreneurship material, participate more actively in entrepreneurship education, and be more confident in starting a business after graduation, with the aim of forming an entrepreneurial mentality accompanied by the ability to identify and utilize business opportunities (Pegi, 2022). Thus, there is a positive relationship between Entrepreneurial Attitude and Entrepreneurship Education.

A high level of Entrepreneurial Attitude will shape Entrepreneurship Education more optimally. A statement item regarding the closest family members thinking about and supporting the start of a business, so that among various choices they would prefer to become an entrepreneur, is one example of the relationship between these two variables, resulting in a significant effect.

**Effect of Entrepreneurial Attitude on Entrepreneurial Intention among Students of the Faculty of Economics and Business, Universitas Negeri Makassar**

The empirical results show that there is a positive and significant effect of Entrepreneurial Attitude on Entrepreneurial Intention among students of the Faculty of Economics and Business, Universitas Negeri Makassar. This is in line with the findings of Ramdani et al. (2023), which show that a positive entrepreneurial attitude can encourage students to be more interested in starting a business after graduation. Students who participate in entrepreneurship training programs

show a more proactive attitude and have greater intention to start their own businesses. In addition, support from the surrounding environment, both family and friends, also strengthens their intention to become entrepreneurs (Pohan, 2022). Entrepreneurial attitude has a positive effect, although some students still feel hesitant to start a business because of limited capital and experience. External factors such as access to resources and business opportunities also play an important role in transforming attitudes into concrete entrepreneurial action, indicating that there is a positive relationship between Entrepreneurial Attitude and Entrepreneurial Intention.

**Effect of Entrepreneurship Training on Entrepreneurship Education among Students of the Faculty of Economics and Business, Universitas Negeri Makassar**

The empirical results state that there is a positive and significant relationship between Entrepreneurship Training and Entrepreneurship Education among students of the Faculty of Economics and Business, Universitas Negeri Makassar. Training cannot simply be ignored, especially when entering an era of increasingly tight, sharp, and severe competition in this century (Marganingsih and Pelipa, 2017). In addition, entrepreneurship education has a significant impact on improving technical, managerial, and innovation capabilities among students who participate in this program (Ratten, 2024).

The researchers' finding regarding the relationship between these variables is that students of the Faculty of Economics and Business, Universitas Negeri Makassar have confidence in starting a business and have a better understanding of basic entrepreneurship concepts. This is in line with previous findings by Ibrahim et al. (2022), which show that entrepreneurship training can improve students' entrepreneurial competence, especially in terms of creativity and innovation. This indicates a positive relationship between entrepreneurship training and entrepreneurship education.

**Effect of Entrepreneurship Training on Entrepreneurial Intention among Students of the Faculty of Economics and Business, Universitas Negeri Makassar**

The empirical results state that there is a positive and significant relationship between Entrepreneurship Training and Entrepreneurship Education among students of the Faculty of Economics and Business, Universitas Negeri Makassar. Entrepreneurial intention is influenced by various factors, such as attitudes toward entrepreneurship, subjective norms, and risk perception. Entrepreneurship training, as an educational effort, can increase the knowledge and skills needed to support entrepreneurial intention (Kautonen et al., 2015). Most students show low intention toward entrepreneurship, but after participating in training, there is a significant increase in their intention to start a business. This is consistent with the study by Cahyani et al. (2023), which shows that entrepreneurship training can increase students' motivation and intention to become entrepreneurs.

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

The empirical results show that there is a positive and significant effect of Entrepreneurship Education on Entrepreneurial Intention among students of the Faculty of Economics and Business, Universitas Negeri Makassar. This is in line with the findings of Susanti (2021), who concluded that entrepreneurship education can arouse students' intention and motivation to start a business. Entrepreneurship education has a significant impact on entrepreneurial intention, particularly in reducing fear and hesitation in starting a business (Ratten, 2024). Thus, Entrepreneurship Education has a significant effect on increasing entrepreneurial intention among students of the Faculty of Economics and Business, Universitas Negeri Makassar.

**Effect of Entrepreneurial Attitude on Entrepreneurial Intention through Entrepreneurship Education among Students of the Faculty of Economics and Business, Universitas Negeri Makassar**

The empirical results show that there is a positive and significant effect of Entrepreneurial Attitude on Entrepreneurial Intention through Entrepreneurship Education among students of the Faculty of Economics and Business, Universitas Negeri Makassar. This is in line with the findings of Cahyani et al. (2023), who state that entrepreneurship education functions not only to increase knowledge but also to influence students' attitudes toward the business world. In addition, entrepreneurship education also helps develop practical skills that increase students' confidence in starting their businesses. Through this education, students acquire knowledge and practical skills that can reduce the fear and hesitation that often arise when starting a new business. Ratten (2024) emphasizes that entrepreneurship education functions to facilitate changes in students' attitudes, which in turn increase their intention to become entrepreneurs. The results show that entrepreneurial attitude has a significant effect on the entrepreneurial intention of students of the Faculty of Economics, UNM.

**Effect of Entrepreneurship Training on Entrepreneurial Intention through Entrepreneurship Education among Students of the Faculty of Economics and Business, Universitas Negeri Makassar**

The empirical results show that there is a positive and significant effect of entrepreneurship training on Entrepreneurial Intention through Entrepreneurship Education among students of the Faculty of Economics and Business, Universitas Negeri Makassar. This is in line with the study by Cahyani et al. (2023), which shows that entrepreneurship training can increase confidence and entrepreneurial intention. Entrepreneurship training that includes practical aspects such as business planning, marketing, and financial management has been shown to help students understand the challenges faced by entrepreneurs and provide them with the tools needed to start a business. Effective entrepreneurship training can increase students' confidence and provide them with the tools needed to achieve success in the business world (Kautonen et al., 2015). This shows that entrepreneurship training has a significant positive effect on the entrepreneurial intention of students of the Faculty of Economics, UNM. In addition, entrepreneurship education is proven to serve as an intervening variable that strengthens this effect.

**Effect of Risk Perception on Entrepreneurial Intention through Entrepreneurship Education at Universitas Negeri Makassar**

The empirical results show that there is a positive and significant effect of Risk Perception on Entrepreneurial Intention through Entrepreneurship Education among students of Universitas Negeri Makassar. Attitude toward behavior refers to the extent to which individuals have positive or negative views of the entrepreneurial profession, individuals' perceptions of perceived social norms that influence them to perform or not perform entrepreneurial behavior, and perceptions of the ease/difficulty of becoming an entrepreneur (Wibowo, 2017). This becomes one of the main objectives of education, namely to reduce fear of risk and increase students' courage toward entrepreneurial intention (Kim and Parker, 2021). This shows that risk perception functions as a variable that can inhibit entrepreneurial intention, but this negative effect can be reduced if students receive effective entrepreneurship education.

## 4. CONCLUSIONS AND SUGGESTIONS

### 4.1 Conclusions

Based on the results and discussion, it can be concluded that, directly and indirectly, Risk Perception, Entrepreneurial Attitude, and Entrepreneurship Training have a significant effect on Entrepreneurial Intention through Entrepreneurship Education among students of the Faculty of Economics and Business, Universitas Negeri Makassar. Overall, the results of this study show

direct and indirect effects of 0,984 or 98,4%, which means that the information contained in the data, amounting to 70,4%, is explained by this research model. Meanwhile, (1,6%) is explained by variables outside the model or this study. This shows that the higher the risk perception, entrepreneurial attitude, and entrepreneurship training, the more students are affected in terms of entrepreneurial intention as an intermediary variable and as a formative factor of entrepreneurship education among students of the Faculty of Economics and Business, Universitas Negeri Makassar.

### 4.2 Suggestions

Based on the results of this study, the researchers provide the following suggestions: this study can become a source of information or reference for readers in directing and guiding students regarding the development of students' entrepreneurial skills. Students are expected to deepen their skills related to business management so that they do not focus only on the products produced, but must also be able to carry out product marketing activities and make decisions based on business evaluation with the aim of developing the business. Finally, future researchers should strive to deepen and broaden this study both in terms of variables and the development of research methods.

## REFERENCES

Afandi, M. (2021). Implementasi Pendidikan Kewirausahaan (Entrepreneurship) di Sekolah Dasar/Madrasah Ibtidaiyah. AR-RIAYAH : Jurnal Pendidikan Dasar, 5, 51. https://doi.org/10.29240/jpd.v5i1.2671

Arni, Y., Siswandari, S., Akhyar, M., & Asrowi, A. (2022). Pendidikan kewirausahaan.

Bismala, L. (2021). Peranan Pendidikan Kewirausahaan Dalam Meningkatkan Kompetensi Kewirausahaan Mahasiswa. Jurnal Entrepreneur Dan Entrepreneurship, 10. https://doi.org/10.37715/jee.v10i1.1576

Boulton, J., Allen, P. M., & Bowman, C. (2015). Embracing Complexity: Strategic Perspectives for an Age of Turbulence. https://api.semanticscholar.org/CorpusID:142414344

Bulinska-Stangrecka, H., & Bagieńska, A. (2021). The Role of Employee Relations in Shaping Job Satisfaction as an Element Promoting Positive Mental Health at Work in the Era of COVID-19. International Journal of Environmental Research and Public Health, 18. https://doi.org/10.3390/ijerph18041903

Cahyani, U., Rahayu, E., & Rasjid, A. (2023). Pengaruh Pelatihan Kewirausahaan terhadap Intensi Berwirausaha pada Mahasiswa Program Studi Manajemen Fakultas Ekonomi Universitas Palembang. Universitas Palembang.

Carland, M. A., Thura, D., & Cisek, P. (2019). The Urge to Decide and Act: Implications for Brain Function and Dysfunction. Neuroscientist, 25(5), 491–511. https://doi.org/10.1177/1073858419841553

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Dewi, T., & Subroto, W. T. (2020). Pengaruh pembelajaran kewirausahaan, motivasi berwirausaha dan status sosial ekonomi orang tua terhadap Intensi berwirausaha mahasiswa angkatan 2016 Program Studi Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Surabaya. Jurnal Pendidikan Ekonomi (JUPE), 8(2), 62–69.

Hattu, A. P., Fanggidae, R. E., & Nursiani, N. P. P. (2021). Pengaruh sikap kewirausahaan, norma subyektif, dan efikasi diri terhadap perilaku berwirausaha (studi pada agropreneur di Kota Kupang). Prosiding BIEMA (Business Management, Economic, and Accounting National Seminar), 2, 1053–1069.

Hueso, J., Jaén, I., & Liñán, F. (2021). From personal values to entrepreneurial intentions: A systematic literature review. International Journal of Entrepreneurial Behaviour & Research, 27, 205–230. https://doi.org/10.1108/IJEBR-06-2020-0383

Ibrahim, W. N. A., Asimiran, S., Abdullah, A., & Yusop, Z. (2022). A thematic review on the pattern on trends on entrepreneurial research in Technical and Vocational Education and Training (TVET) from 2010 to 2020. Journal of Positive School Psychology, 6(2), 3420–3433.

Kautonen, T., Van Gelderen, M., & Fink, M. (2015). Robustness of the theory of planned behavior in predicting entrepreneurial intentions and actions. Entrepreneurship Theory and Practice, 39(3), 655–674.

Kim, N. K. N., & Parker, S. C. (2021). Entrepreneurial homeworkers. Small Business Economics, 57, 1427–1451.

Marganingsih, A., & Pelipa, E. D. (2017). Pengaruh Pelatihan Keterampilan Berwirausaha Terhadap Hasil Belajar Mahasiswa. VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan, 8(2), 83–93.

Martini, R., Agustin, R., & Sari, K. R. (2020). Accrual Discretion Policy on Excess/Less Budget Financing at the Provincial Level. TEST Engineering & Management, 82(9925), 9925–9935.

Muñoz, P., Kimmitt, J., & Dimov, D. (2020). Packs, troops and herds: Prosocial cooperatives and innovation in the new normal. Journal of Management Studies, 57(3), 470–504.

Natasha, J., & Puspitowati, I. (2022). Pengaruh pendidikan kewirausahaan dan efikasi diri kewirausahaan terhadap intensi berwirausaha: sikap kewirausahaan sebagai variabel mediasi. Jurnal Manajerial Dan Kewirausahaan, 4(2), 399–408.

Nosita, F. (2019). Faktor-Faktor Yang Mempengaruhi Intensi Berwirausaha Pada Mahasiswa Stie Pancasetia Banjarmasin. Jurnal Ilmiah Ekonomi Bisnis, 5(3), 327–336. https://doi.org/10.35972/jieb.v5i3.298

Nugroho, S., & Sulistyowati, S. N. (2020). Pengaruh self efficacy terhadap Intensi berwirausaha mahasiswa STKIP PGRI Jombang. Jurnal Pendidikan Ekonomi, 14(2), 275–280.

Octavia, S., Prasetio, A. E., & Lubis, A. L. P. (2023). Pengembangan Kewirausahaan Pemuda di Era Digital. Jurnal Manajemen Riset Bisnis Indonesia, 12(1).

Pegi, P. (2022). Pengaruh Kepribadian, Lingkungan Keluarga dan Pendidikan Kewirausahaan terhadap Intensi Berwirausaha dalam Perspektif Manajemen Bisnis Islam (Studi Pada Mahasiswa Fakultas Ekonomi dan Bisnis Islam UIN RIL angkatan 2017). UIN RADEN INTAN LAMPUNG.

Pohan, P. S. (2022). Pengaruh Pendidikan Kewirausahaan, Kreativitas, dan Motivasi Berwirausaha Terhadap Intensi Berwirausaha pada Mahasiswa Program Studi Manajemne Universitas Pembangunan Panca Budi.

Prasetya, H., & Ariska, R. A. (2021). Pengaruh sikap dan pendidikan kewirausahaan pada Intensi berwirausaha. EKOBIS: Jurnal Ilmu Manajemen Dan Akuntansi, 9(1), 81–89.

Prochotta, A., Berger, E., & Kuckertz, A. (2022). Aiming for legitimacy but perpetuating clichés - Social evaluations of the entrepreneurial identity. Entrepreneurship and Regional Development. https://doi.org/10.1080/08985626.2022.2100488

Purnama, A. A. (2019). Self-Instruction Training untuk Meningkatkan Resiliensi Siswa Sekolah Menengah Atas. Prophetic: Professional, Empathy, Islamic Counseling Journal, 2(1), 127–142.

Putri, R. N., & Ash Shidiqie, J. S. (2023). Analisis faktor yang mempengaruhi tingkat pengangguran terbuka di Indonesia tahun 2015-2020. Jurnal Kebijakan Ekonomi Dan Keuangan, 1(2), 220–225. https://doi.org/10.20885/jkek.vol1.iss2.art9

Ramdani, G., Sadiah, A., & Srigustini, A. (2023). Pengaruh Entrepreneurial Mindset Terhadap Intensi Berwirausaha Dan Implikasinya Terhadap Keputusan Berwirausaha. Jurnal Ekonomi Kreatif Dan Manajemen Bisnis Digital, 1(3), 497–513. https://doi.org/10.55047/jekombital.v1i3.476

Ratten, V. (2024). Entrepreneurial Business Venturing. Springer.

Ryu, H.-S. (2018). What makes users willing or hesitant to use Fintech?: the moderating effect of user type. Industrial Management & Data Systems, 118(3), 541–569.

Shinta, S. (2020). Analisis pengaruh persepsi risiko terhadap Intensi berwirausaha generasi milenial dengan keinginan dan kelayakan sebagai variabel mediasi. Universitas Pelita Harapan.

Srirejeki, K., Faturahman, A., & Supeno, S. (2017). Perspektif Theory of Planned Behavior Kaitannya dengan Intensi Berwirausaha: Peran Gender sebagai Moderator. Jurnal Akuntansi Dan Bisnis, 17(1), 19–25.

Susanti, A. (2021). Pengaruh pendidikan kewirausahaan, motivasi berwirausaha dan lingkungan keluarga terhadap Intensi berwirausaha mahasiswa (pada akademi kesejahteraan sosial ibu kartini). E-Bisnis: Jurnal Ilmiah Ekonomi Dan Bisnis, 14(2), 80–88.

Wibowo, A. (2017). Dampak pendidikan kewirausahaan bagi mahasiswa. Asian Journal of Entrepreneurship and Family Business, 1(1), 1–14.