

**The Role of Entrepreneurship Orientation and Entrepreneurship Attitudes in
Mediating the Effect of Entrepreneurship Education on
Students' Entrepreneurship Intention**

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This study aims to explain the effect of entrepreneurship education on entrepreneurial orientation, attitude towards entrepreneurship, and entrepreneurial intention. The population of this research is active students at universities in Bali. The sample size used was 200 people with the purposive sampling method. The analytical technique used is Path Analysis using SEM-PLS. The results show that entrepreneurship education positively and significantly affected entrepreneurial intentions. Entrepreneurship education also has a positive and significant effect on entrepreneurial orientation and entrepreneurial attitude. Likewise, the entrepreneurial orientation and attitude of students have a positive and significant effect on entrepreneurial intentions; entrepreneurial orientation and attitude can partially mediate the effect of entrepreneurship education on entrepreneurial intentions.

Keywords: entrepreneurship education, entrepreneurial orientation, entrepreneurial attitude, entrepreneurial intention

INTRODUCTION

The number of existing entrepreneurs determines a nation's progress. Indonesia, with a population of around 260 million, has a new number of 8.06 million entrepreneurs (www.Merdeka.com). This number is still relatively low compared to other Southeast Asian countries, such as Singapore, Malaysia, and Thailand. According to the Minister of State-Owned Enterprises (B.U.M.N.), Mr Erick Tohir, the number of entrepreneurs in Indonesia must continue to be increased. Increasing the number of entrepreneurs makes the economic structure more robust, and people's incomes can increase. The government has contributed to increasing the number of entrepreneurs in Indonesia because of the strategic role of entrepreneurs themselves in developing this nation. One of the programs being implemented is the entrepreneurship education program through higher education, both in vocational and undergraduate programs. Entrepreneurship programs like this solve the economic crisis (Moreno et al., 2016) and improve a nation's welfare (Farinha et al., 2018; Aguirre et al., 2019; Mouraviev & Kakabadse, 2022). Therefore, the State of Indonesia has also launched an entrepreneurship program for the nation's welfare through universities.

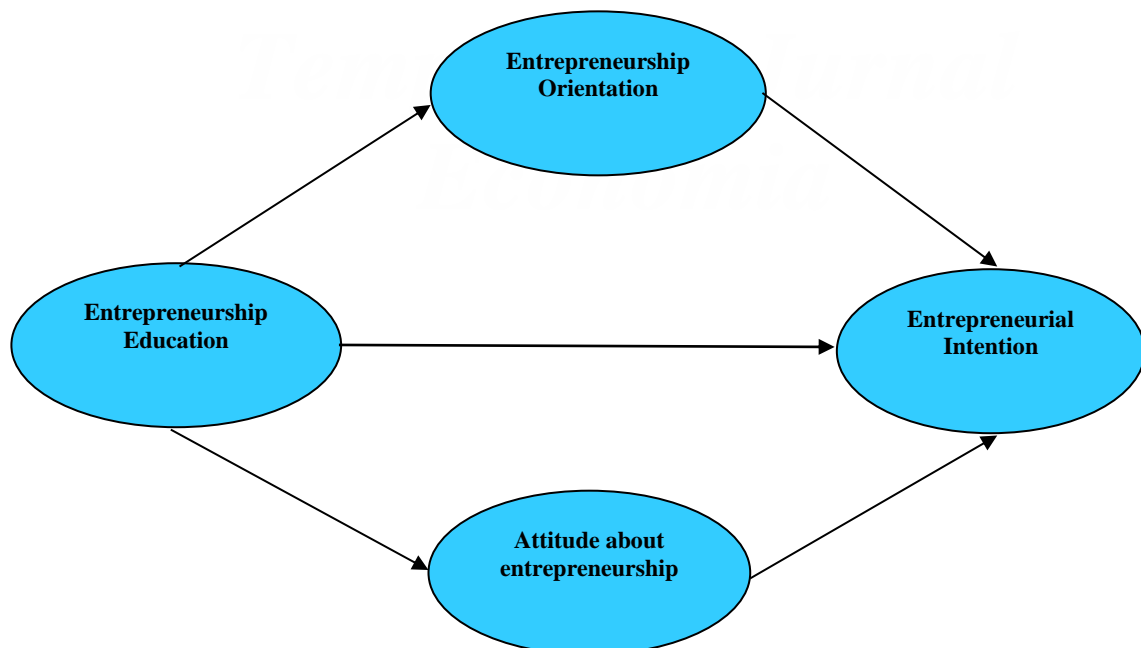
Undergraduate programs in Indonesia have implemented entrepreneurship programs to accelerate the emergence of young entrepreneurs. This is also done in various undergraduate education in Bali. The increasing number of entrepreneurs is undoubtedly able to overcome the existing unemployment. Graduates from undergraduate study programs are expected to become entrepreneurs immediately. So no unemployment occurs. Since the COVID-19 pandemic, unemployment has increased due to layoffs in many sectors, such as the tourism and retail sectors.

Therefore, universities in Bali need to design strategies to overcome unemployment, one of which is by strengthening entrepreneurship education so that it can produce many entrepreneurs so that they can absorb unemployed workers. The implementation of policies on entrepreneurship education is usually applied to various educational institutions, significantly higher education institutions. In Bali Province, almost all universities have implemented entrepreneurship education to participate in the success of the government's program to create young entrepreneurs. However, the entrepreneurship education program has yet to succeed optimally. This is shown by the results of preliminary research conducted on thirty students from undergraduate education programs in Bali to find out about students' plans after graduating from college later. Preliminary research results show that only fifteen students have entrepreneurial intentions, while the remaining fifteen students choose to become civil servants (PNS) or private employees after they graduate; only about fifty percent of the total thirty people want to be entrepreneurs.

The results of this initial survey indicate that the entrepreneurship education provided can indeed create students' entrepreneurial intentions. This condition is to the results of research conducted by Sun et al. (2017); Cho and Lee (2018); Hoang et al. (2021), which shows the results that entrepreneurship education can increase students' entrepreneurial intentions significantly. However, there are other researchers, such as Ahmed et al. (2019); Harima et al. (2021); Lopez et al. (2021), which show that even though entrepreneurship education has been given, students still need to have entrepreneurial intentions. Inconsistent research results on the effect of entrepreneurship education on entrepreneurial intentions raise

a research gap that needs to be followed up by adding mediating variables. The relevant mediating variable added between entrepreneurship education and entrepreneurial intention is entrepreneurial orientation. The reason for including the entrepreneurial orientation variable is because it is based on the consideration that the entrepreneurship education obtained by students includes teaching methods for entrepreneurship courses, entrepreneurship materials, and clear entrepreneurship course objectives that can build a higher entrepreneurial mindset or orientation. This kind of influence is to the results of research conducted by Uy et al. (2015); Appiah-Nimo et al. (2018); Mahmood et al. (2020); and Hoang et al. (2021), which shows the results that entrepreneurial orientation can increase entrepreneurial intentions. In addition to the entrepreneurial orientation variable, other variables can encourage students' entrepreneurial intentions, and this variable is also formed from entrepreneurship education. The variable is an attitude toward entrepreneurship. If the entrepreneurship education received by students is getting better, it can increase positive attitudes about entrepreneurship (Yasa et al., 2018; Otache et al., 2019; Wardana et al., 2020; Bui et al., 2020); and positive attitudes about entrepreneurship are also able to increase students' entrepreneurial intentions ((Do and Dadvari, 2017; Mykolenko et al., 2021; Wibowo et al., 2021). Based on the existing background, this study aims to examine and explain the role of orientation. Entrepreneurship and entrepreneurial attitudes mediate the effect of entrepreneurship education on students' entrepreneurial intentions in Bali. Entrepreneurship education can influence the entrepreneurial intentions of a student

FIGURE 1
RESEARCH CONCEPT FRAMEWORK



Based on the existing conceptual framework, the research hypotheses that can be drawn up are as follows.

H1: *Entrepreneurship education has a positive and significant effect on entrepreneurial orientation.*

H2: *Entrepreneurship education has a positive and significant effect on entrepreneurial attitudes.*

H3: *Entrepreneurship education has a positive and significant effect on entrepreneurial intentions.*

H4: *Entrepreneurial orientation has a positive and significant effect on entrepreneurial intentions.*

H5: *Entrepreneurial attitude has a positive and significant effect on entrepreneurial intentions.*

H6: *Entrepreneurial orientation can mediate the effect of entrepreneurship education on entrepreneurial intentions.*

H7: *The attitude of being able to mediate the effect of entrepreneurship education on entrepreneurial intentions*

METHOD

When viewed from the nature of the problem, this research is a type of causality research. That is, this study aims to examine the causal relationship between the variables of entrepreneurship education, entrepreneurial orientation, entrepreneurial attitude, and entrepreneurial intention. This research was conducted on undergraduate students at the Faculty of Economics and Business in Bali Province who have taken entrepreneurship courses. The questionnaire was distributed to many WhatsApp groups in a google form. The data collected from as many as 30 respondents were tested for validity and reliability, and the results are presented in Table 1. Table 1 shows that all variables are valid because the correlation value is above 0.30 and reliable. After all, Cronbach’s Alpha value is above 0.6.

Furthermore, data collection was continued by distributing questionnaires in google form to many Whats App groups and collecting as many as 200 respondents according to the formula used to determine the sample size, which is 10 x the number of indicators. A sample of 200 respondents was then analyzed using analytical tools: Path Analysis using SEM-PLS.

**TABLE 1
INSTRUMENT VALIDITY AND RELIABILITY TEST**

Variabel / indicator varabel	Item	r-Correlation	Cronbach’s Alpha α
Entrepreneurship Education (X)	X1		0.721
I assess the method used to teach entrepreneurship courses	X1.1	0.791	
I think the entrepreneurship course material is very relevant	X1.2	0.691	
I think the purpose of the entrepreneurship course is obvious	X1.3	0.715	
I think entrepreneurship courses make me aware of business opportunities	X1.4	0.775	
Entrepreneurship Orientation (Y1)	Y1		0.906
I became creative after taking entrepreneurship courses	Y1.1	0.792	
I became innovative after taking entrepreneurship courses	Y1.2	0.886	
I dare to take risks after taking entrepreneurship courses	Y1.3	0.863	
I can make decisions after taking entrepreneurship courses	Y1.4	0.814	
I became independent after taking entrepreneurship courses	Y1.5	0.912	

Entrepreneurial Attitude (Y2)	Y2		0.821
My dream is to become an entrepreneur	Y2.1	0.622	
Becoming an entrepreneur guarantees my future life	Y2.2	0.749	
Becoming an entrepreneur will allow me to challenge myself	Y2.3	0.800	
Becoming an entrepreneur will empower the life of the future	Y2.4	0.819	
Becoming an entrepreneur will show my true personality	Y2.5	0.853	
Entrepreneurial Intention (Y3)	Y3		0.812
I am preparing to become an entrepreneur	Y3.1	0.773	
I will work hard to become an entrepreneur	Y3.2	0.703	
I intend to become an entrepreneur to challenge myself	Y3.3	0.799	
I'm looking for an opportunity to become an entrepreneur	Y3.4	0.691	
Becoming an entrepreneur is my priority after I graduate	Y3.5	0.686	
The best investment in life is to be an entrepreneur	Y3.6	0.707	

Sumber: processed data, 2022

FINDING AND DISCUSSION

The profiles of 200 respondents are generally presented with several characteristics, including gender, age, semester, college status, and the amount of pocket money per month. The characteristics of the respondents in this study can be described as follows. The characteristics of the respondents are presented in Table 2.

TABLE 2
CHARACTERISTICS OF RESPONDENTS

No	Variable	Classification	Number of people	Percentage (%)
1	gender	Male	57	28.5
		Female	143	71.5
		Total	200	100
2	Age	19	4	2
		20	68	34
		21	102	51
		22	22	11
		23	2	1
		24	2	1
		Total	200	100

3	Semester	4	13	6.5
		6	154	77.0
		8	31	15.5
		10	1	0.5
		Total	200	100
4	College Status	State University	187	93.5
		Private University	13	6.5
		Total	200	100
5	Monthly Allowance	Rp 1 - 2 million	188	94.0
		➤ Rp. 2 – 3 million	9	4.5
		➤ Rp. 3 – 4 million	1	0.5
		➤ 4 million	2	1.0
		Total	200	100

Source: Primary data processed, 2022

There are more female respondents than male respondents, namely 143 women and 57 male respondents. Age ranges from 19 years to 24 years, with the following distribution. There were 4 people aged 19 years, 68 people aged 20 years, 122 people aged 21 years, 22 as many as 22, 23, and 24 years old every 2 people. As for the origin of the colleges, 187 people are from State Universities (P.T.N.), and the rest are from Private Universities (P.T.S.) as many as 13 people; and the size of the respondent's pocket money is dominated by students with a monthly allowance of Rp. 1 – 2 million.

PLS-SEM Analysis Results

This study uses a two-stage approach to measuring the model before it is used for hypothesis testing, aiming to verify the validity and reliability of a research model. First, by analyzing the convergent validity and then the discriminant validity.

Outer Model Test

Convergent Validity

The outer model test is carried out to ensure the research indicators are suitable for use as their role in measuring research variables, so to see whether a model is valid to be the basis for research, three criteria must be met, namely: (1) all loading indicators must be above 0.65 (2) Composite Reliability (C.R.) must be above 0.8, and (3) Average Variance Extracted (AVE) for each construct must exceed 0.5.

TABLE 3
MODEL SIZE RESULTS

Construct	Indicator	Outer Loading	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurship Education (X)	X1.1	0.851	0.909	0.716
	X1.2	0.891		
	X1.3	0.778		
	X1.4	0.860		
Entrepreneurship Orientation (Y1)	Y1.1	0.873	0.943	0.767
	Y1.2	0.892		
	Y1.3	0.887		
	Y1.4	0.879		
	Y1.5	0.847		

Entrepreneurial Attitude (Y2)	Y2.1	0.763	0.903	0.651
	Y2.2	0.805		
	Y2.3	0.853		
	Y2.4	0.820		
	Y2.5	0.791		
Entrepreneurial Intention (Y3)	Y3.1	0.878	0.929	0.686
	Y3.2	0.864		
	Y3.3	0.46		
	Y3.4	0.859		
	Y3.5	0.739		
	Y3.6	0.773		

Source: Data processed, 2022

Based on Table 3 shows that all outer loading indicators have values above 0.65 with a range between 0.763 to 0.892, meaning they are at the recommendation limit. The Composite Reliability (C.R.) value is in the range between 0.903 to 0.943, all of which are above 0.8, meaning all constructs formed has good consistency as a research model, the third is the Average Variance Extracted (AVE) value where all of them are valued above 0.5, with a range from 0.651 to 0.767 so it can be concluded that the research model in this study has good validity.

Discriminant Validity

To evaluate discriminant validity, a research model is suggested to ensure that the root value of a latent variable's Average Variance Extracted (\sqrt{AVE}) must be more significant.

TABLE 4
CORRELATION BETWEEN LATENT VARIABLES

Construct	Entrepreneurship education	Entrepreneurship Orientation	Entrepreneurial Attitude	Entrepreneurial intention
Entrepreneurship education	1.000	0.664	0.659	0.700
Entrepreneurial orientation	0.664	1.000	0.717	0.703
Entrepreneurial attitude	0.659	0.717	1.000	0.797
Entrepreneurial intention	0.700	0.703	0.797	1.000

Source: Data processed, 2022

TABLE 5
AVE. ROOT VALUE

Construct	Root value AVE
Entrepreneurship education	0.846
Entrepreneurial orientation	0.874
Entrepreneurial attitude	0.807
Entrepreneurial intention	0.828

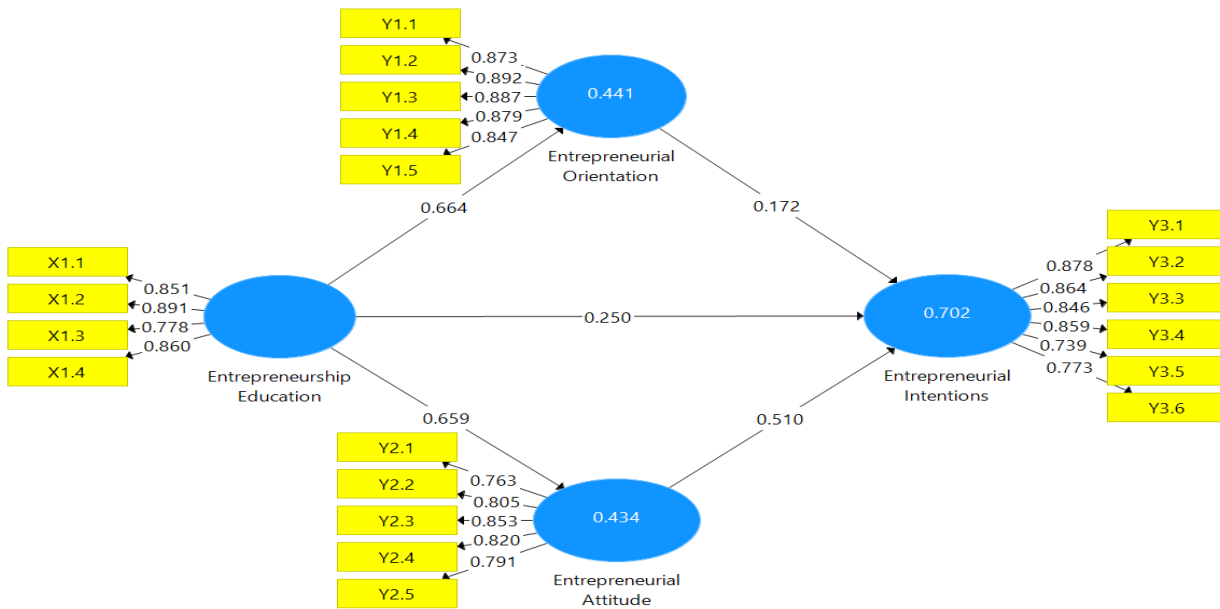
Source: Data processed, 2022

Discriminant validity is considered good if the AVE (\sqrt{AVE}) root value in Table 5 is more significant than 0.5. The research model proposed in this study can be considered good, where the smallest AVE value is 0.807

Inner Model Test

Structural models focus on hypothesized relationships or pathways between latent variables. The results of the inner model test can be seen in Figure 2.

**FIGURE 2
STRUCTURAL MODEL**



The structural model was evaluated using R-square for the dependent construct and t-test and the significance of the coefficients of structural path parameters.

Coefficient of Determination (R²)

In this study, bootstrap will be carried out, producing two measurements of the structural model: the value of t (t-test) and R2, which will be interpreted the same as multiple regression analysis in general. The predictive power of a research model can be seen by looking at the R2 value generated by the bootstrapping process in Table 6. the R2 value for each exogenous variable contained in the model will be presented.

**TABLE 6
COEFFICIENT OF DETERMINATION**

Construct	R ²
Entrepreneurial orientation	0.441
Entrepreneurial attitude	0.434
Entrepreneurial intention	0.702
Note: only the endogenous (dependent) variable has a value of R ²	

Source: Data processed, 2022

Based on Table 6, it can be explained that the highest R2 value is found in the entrepreneurial intention variable of 0.702, which means that as much as 70.20% of the entrepreneurial intention variable can be explained by the constructs contained in the model, namely entrepreneurship education, entrepreneurial orientation, and entrepreneurial attitude. In contrast, the lowest value is found in the entrepreneurial attitude variable with an R2 of 0.434, which means that 43.40% of the entrepreneurial attitude variable can be explained by the constructs that influence the variable, entrepreneurship education. From the examination of the R2 value, it can be concluded that, in general, the predictive ability of this research model is sufficient, as seen from the two variables that have an R2 value close to almost 50%. One variable with a high value, above 50%, is the entrepreneurial intention variable.

Hypothesis Testing

The significance of the estimated parameters provides beneficial information about the relationship between the research variables. The basis used in testing the hypothesis is the value in the output path coefficients presented in Table 7.

TABLE 7
PATH COEFFICIENT

Hypot hesis	Correlation between Variables	Path Coefficient	t- <i>statis tic</i>	p- <i>values</i>	Inform ation
H1	Entrepreneurship education → entrepreneurial intentions	0.250	2.948	0.003	accepte d
H2	Entrepreneurship → education entrepreneurial orientation	0.664	17.035	0.000	accepte d
H3	Entrepreneurship education → entrepreneurial attitude	0.659	14.332	0.000	accepte d
H4	Entrepreneurial orientation → entrepreneurial intention	0.172	2.507	0.013	accepte d
H5	Entrepreneurial attitude → entrepreneurial intention	0.510	7.005	0.000	accepte d
H6	Entrepreneurship education → entrepreneurial orientation → entrepreneurial intentions	0.114	2.522	0.012	accepte d
H7	Entrepreneurship education → entrepreneurial → attitude entrepreneurial intentions	0.336	6.265	0.000	accepte d

Source: Data processed, 2022

Hypothesis testing is done by using t-statistics and looking at the p-value. If the p-value < 0.05, then the hypothesis is accepted. Table 7 shows that entrepreneurship education on entrepreneurial intentions has a t-statistic value of 2,948 with a p-value of 0.003 < 0.05, so H1 is accepted. This means that the better the entrepreneurship education, the higher the students' entrepreneurial intention. Entrepreneurship education on entrepreneurial orientation has a t-statistic value of 17,035 with a p-value of 0.000 < 0.05, so H2 is accepted. This means that the better the entrepreneurship education, the higher the entrepreneurial orientation of students in Bali. Entrepreneurship education on entrepreneurial attitudes has a t-statistic value of 14,332 with a p-value of 0.000 < 0.05, so H3 is accepted. This means that the better the entrepreneurship education, the more positive the students' entrepreneurial attitude. Furthermore, entrepreneurial orientation affects entrepreneurial intentions with a t-statistic value of 2,507. with a p-value of 0.013 < 0.05, then H4 is accepted. The entrepreneurial attitude towards entrepreneurial intentions has a t-statistic value of 7.005 with a p-value of 0.000 < 0.05, and then H5 is accepted. This means that the more positive the entrepreneurial attitude, the higher the entrepreneurial intention of students. Entrepreneurship education on

entrepreneurial intentions through entrepreneurial orientation has a t-statistic value of 2,522 with a p-value of $0.012 < 0.05$, so H6 can be accepted. This means that entrepreneurial orientation can mediate the effect of entrepreneurship education on entrepreneurial intentions. Likewise, entrepreneurship education on entrepreneurial intentions through entrepreneurial attitudes has a t-statistic value of 6265 with a p-value of $0.000 < 0.05$, so H7 is acceptable. This means that entrepreneurial attitudes can mediate the effect of entrepreneurship education on entrepreneurial intentions.

DISCUSSION

The Effect of Entrepreneurship Education on Entrepreneurial Intentions

Based on the analysis of the influence of entrepreneurship education on students' entrepreneurial intentions, the beta coefficient value is 0.250 with a significance level of $0.003 < 0.05$, which means H_0 is rejected, and H_1 is accepted. These results mean that the entrepreneurship education variable has a positive and significant effect on the entrepreneurial intentions of students in Bali. This means that the better the entrepreneurship education, which is indicated by the teaching methods of entrepreneurship courses, entrepreneurship course materials, the objectives of the entrepreneurship courses, and providing awareness to students about business opportunities, the higher the entrepreneurial intentions of students will be.

The results of this study, at the same time, strengthen the results of previous research conducted by Bui et al. (2020), which states that entrepreneurship education plays an essential role in building students' entrepreneurial intentions. Similar results have also been obtained previously by Sun et al. (2017), which state that good entrepreneurship education can build higher entrepreneurial intentions. The results of this study are also strengthened by the results of research from Hoang et al. (2021) found that the entrepreneurship education variable had a positive and significant effect on the entrepreneurial intention variable.

The Effect of Entrepreneurship Education on Entrepreneurship Orientation

The effect of entrepreneurship education on entrepreneurial orientation gives the following results: the beta coefficient value of 0.664 with a significance level of $0.000 < 0.05$, which means H_0 is rejected, and H_1 is accepted. These results mean that the entrepreneurship education variable positively and significantly affects entrepreneurial orientation. So, the better the entrepreneurship education that students receive, which is indicated by the teaching methods of entrepreneurship courses, entrepreneurship course materials, the objectives of entrepreneurship courses, and providing awareness of business opportunities, it can increase their entrepreneurial orientation.

This study's results align with the results of a previous study conducted by Rosique-Blasco et al. (2016); Cho and Lee (2018), which states that the entrepreneurship education variable has a positive and significant effect on entrepreneurial orientation. The results of this study were strengthened by the research of Marques et al. (2018); and Galvao et al. (2020), who found the results of the entrepreneurial education variable having a positive and significant effect on entrepreneurial orientation so it can be concluded that good entrepreneurship education has a positive and significant effect on entrepreneurial orientation.

The Effect of Entrepreneurship Education on Entrepreneurial Attitudes

Based on the analysis of the influence of entrepreneurship education on student entrepreneurship attitudes, the beta coefficient value is 0.659 with a significance level of $0.000 < 0.05$, which means H_0 is rejected, and H_1 is accepted. These results mean that entrepreneurship education positively and significantly affects students' entrepreneurial attitudes. This means the better the entrepreneurship education shown by the teaching methods of entrepreneurship courses, entrepreneurship course materials, the objectives of entrepreneurship courses, and providing awareness of business opportunities, the more positive the attitude towards entrepreneurship can be increased.

The results of this study, at the same time strengthen the results of previous research conducted by Zhang et al. (2019) regarding the role of entrepreneurship education in increasing students' positive attitudes about entrepreneurship. The research also strengthens these results by Sun et al. (2017) and Yasa

et al. (2018), who found that entrepreneurship education has a positive and significant effect on entrepreneurial attitudes. To build a positive attitude in students about entrepreneurship, a good entrepreneurship education must be built.

The Effect of Entrepreneurial Orientation on Entrepreneurial Intentions

The effect of entrepreneurial orientation on entrepreneurial intentions shows a beta coefficient value of 0.172 with a significance level of $0.003 < 0.05$, which means H_0 is rejected and H_1 is accepted. These results mean that entrepreneurial orientation positively and significantly affects entrepreneurial intentions. This means that the higher the entrepreneurial orientation, which is indicated by being creative, innovative, daring to take risks, making decisions, and independent, the higher the entrepreneurial intention of students in Bali.

The results of this study support the results of previous research conducted by Elenurm (2012), regarding entrepreneurial orientation being able to increase entrepreneurial intentions. Furthermore, Naveed et al. (2021), researching the influence of entrepreneurial orientation on entrepreneurial intentions, also found the same results: entrepreneurial orientation had a positive and significant effect on entrepreneurial intentions. (2020); Kumar et al. (2021); Chafloque-Cespedes et al. (2021); Adams et al. (2021) stated that the entrepreneurial orientation possessed by students was able to increase their entrepreneurial intentions. It can be concluded that entrepreneurial orientation has a positive and significant influence on entrepreneurial intentions; this means that the higher the entrepreneurial orientation possessed by students, the higher the entrepreneurial intention.

The Effect of Entrepreneurial Attitudes on Entrepreneurial Intentions

The results of the analysis of the influence of entrepreneurial attitudes on entrepreneurial intentions obtained a beta coefficient of 0.510 with a significance level of $0.000 < 0.05$, which means H_0 is rejected, and H_1 is accepted. These results mean that the entrepreneurial attitude variable has a positive and significant effect on the entrepreneurial intentions of students in Bali. This means that, the more positive the entrepreneurial attitude of students is shown by having aspirations to be entrepreneurs, being an entrepreneur guarantees the future, being an entrepreneur provides an opportunity to challenge oneself, being an entrepreneur empowers the future, shows identity, and is always interested in becoming an entrepreneur. Able to increase students' intention to become entrepreneurs.

The results of this study, at the same time strengthen the results of previous research conducted by Farooq et al. (2018), which states that entrepreneurial attitudes play an essential role in increasing entrepreneurial intentions. Other researchers have also obtained similar results, namely Choukir et al. (2019), which state that a positive entrepreneurial attitude can build high student entrepreneurial intentions. The research results also strengthen the results of this study from Peng et al. (2021) and Yasir et al. (2021), which found that the entrepreneurial attitude variable has a positive and significant effect on the entrepreneurial intention variable.

The Role of Entrepreneurial Orientation in Mediating the Effect of Entrepreneurship Education on Entrepreneurial Intentions

Entrepreneurship education influences entrepreneurial intentions through entrepreneurial orientation; the beta coefficient is 0.114 with p-values of $0.012 < 0.05$. This means that entrepreneurial orientation can mediate the effect of entrepreneurship education on entrepreneurial intentions. The mediating role played by the entrepreneurial orientation variable is a partial mediation because before there was an entrepreneurial orientation variable, the effect of entrepreneurship education on entrepreneurial intentions was positive and significant. After there is an entrepreneurial orientation variable, the effect of entrepreneurship education on entrepreneurial intentions through entrepreneurial orientation remains significant.

The Role of Entrepreneurial Attitudes in Mediating Entrepreneurship Education on Entrepreneurial Intentions

The analysis results show that entrepreneurship education influences entrepreneurial intentions through entrepreneurial attitudes obtaining a beta coefficient of 0.336 with p-values of $0.000 < 0.05$. This means that entrepreneurial attitudes can mediate the effect of entrepreneurship education on entrepreneurial intentions. The mediating role played by the entrepreneurial attitude variable is a partial mediation because before there was an entrepreneurial attitude variable, the influence of entrepreneurship education on entrepreneurial intentions was positive and significant. After there is an entrepreneurial attitude variable, the influence of entrepreneurship education on entrepreneurial intentions through entrepreneurial attitudes remains significant.

CONCLUSION

After going through the analysis and testing of hypotheses, conclusions can be drawn. 1) The better the entrepreneurship education, the higher the entrepreneurial intention of students in Bali. 2) The better the entrepreneurship education, the higher the entrepreneurial orientation possessed by students in Bali. 3) The better the entrepreneurship education, the more positive the entrepreneurial attitude of students in Bali. 4) The higher the entrepreneurial orientation, the higher the students' entrepreneurial intention. 5) The more positive the attitude about entrepreneurship, the higher the Student's entrepreneurial intention. 6). Entrepreneurial orientation can mediate the effect of entrepreneurship education on entrepreneurial intentions. 7). Likewise, entrepreneurial attitudes can mediate the effect of entrepreneurship education on entrepreneurial intentions.

This research has developed a conceptual model of the relationship between the variables of entrepreneurship education, entrepreneurial orientation, entrepreneurial attitude, and entrepreneurial intention. Likewise, universities in Bali that have one of the goals of helping to create entrepreneurship can use the results of this research as a basis for building strategies for creating entrepreneurship education which includes learning methods, entrepreneurship materials provided, identification of entrepreneurship course objectives, and broadening students' horizons. About the existence of business opportunities that are improving and have an impact on increasing the entrepreneurial orientation, entrepreneurial attitude, and entrepreneurial intentions of students.

This research was only conducted on undergraduate students in Bali, so the results cannot be generalized. In the future, research can be continued by conducting studies from the perspective of lecturers who provide entrepreneurship courses so that a more comprehensive perspective is used to develop entrepreneurial education strategies. Likewise, the variables determining entrepreneurial intentions can be expanded not only from the entrepreneurial education variable but can be added to the variables of family support and financial support.

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