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Nurturing Entrepreneurial Aspirations: The Impact of Perceived Desirability, Feasibility, Action Propensity, and Entrepreneurship Education among University Students

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ABSTRACT

The purpose of this research is to examine and analyze the influence of Perceived Desirability, Perceived Feasibility, Propensity to Act, and Entrepreneurship Education on Entrepreneurial Intention. This study adopts a quantitative approach through a survey method. The population of this research consists of all active students in the Faculty of Economics and Business (FEB) at Universitas Pelita Harapan (UPH) who are enrolled in the management program. The sample selection method employed is purposive sampling, with a sample size of 121 respondents. The data analysis tool used in this research is PLS-SEM. The findings reveal that Perceived Desirability, Perceived Feasibility, Propensity to Act, and Entrepreneurship Education have a significant impact on Entrepreneurial Intention. The study model's R-square score is 0.781, placing it in the substantial category for its ability to predict entrepreneurial intention. This R-square value is higher than the previous research's value of 0.611, suggesting that this research model can be further developed to predict entrepreneurial intention within the context of UPH students.

Keywords: Entrepreneurship; Perceived Desirability; Percieved Feasibility; Entrepreneurship Education; Entrepreneurial Intention

INTRODUCTION

Indonesia is renowned for its status as an archipelago nation with the fourth-largest population globally. According to information provided by the Ministry of Home Affairs (Kemendagri) and reported in Kompas (2021), Indonesia's population had reached a staggering 271,349,889 individuals by December 2020. With such a substantial population, Indonesia faces a range of social challenges, including unemployment, poverty, and other societal issues (Kompas, 2021). These persistent issues have the potential to worsen, particularly considering various global economic conditions and challenges, such as global inflation, free markets, and the unprecedented COVID-19 pandemic that affected numerous countries worldwide. As Kurniawan (2019) asserts, the issue of unemployment heightens the competition for employment opportunities, especially for recent graduates from university or diploma programs who are on the verge of entering the workforce. Consequently, to tackle these challenges effectively, it becomes imperative to help and guidance, instilling the motivation in individuals to actively pursue job opportunities as job seekers and proactively create them as job creators. Enhancing the entrepreneurial intent of the future

generation is one workable response to society's ongoing problems (Liu et al., 2011). This endeavour is especially targeted at college students who need guidance and encouragement to develop an entrepreneurial attitude (Direnzo & Greenhaus, 2011). According to Andrea (2019), encouraging entrepreneurship among college students offers an alternate strategy for lowering unemployment rates and other related problems. Alma (2011) explains that when a country develops, the value of the entrepreneurial world becomes more and more clear, especially as there are more and more people with higher levels of education.

Wahyuni (2008) states that the best strategy is to foster the goal to become an entrepreneur oneself, particularly among students at Universitas Pelita Harapan, to generate and enhance entrepreneurial aspirations among students. More Universitas Pelita Harapan students are planning to launch their own businesses, which has the potential to ameliorate unemployment difficulties and generate new employment prospects (Mustofa, 2014). Therefore, it can also lower the unemployment rate in society, potentially resulting in a fall in poverty levels in Indonesia, by fostering and encouraging students' intents to start and run entrepreneurial firms (Adi, 2015). According to information from the Indonesian Retail Entrepreneurs Association (APRINDO), the retail sector grew by 7–7.5% in the first quarter of 2019 and made up as much as 60% of the country's GDP. According to Hartanto (2022), retail business owners, especially those who own small and medium-sized firms (SMEs), also improve the standard of living in their neighborhoods through creating jobs. To strengthen its economic foundation, Indonesia requires at least 4 million new business owners. At the moment, 3.1% of the nation's population is considered to be entrepreneurs. Although Indonesia's entrepreneurship ratio is higher than the 2% global average, it still needs to rise further if it is to catch up to its neighbors. For instance, Malaysia's rate is currently 5%, whereas Singapore's rate is 7%. The national entrepreneurship count would be 8.06 million people if Indonesia had a population of around 260 million people.

In terms of entrepreneurship, Indonesia continues to lag behind more developed nations like Singapore and others worldwide. The percentage of entrepreneurs in Singapore has already surpassed 8.76% of the country's total population. While entrepreneur rates in other developed countries have reached between 14 percent and 15 percent of their populations, Indonesia's rate is still at 3.47 percent. According to Erick Thohir (2020), South Korea serves as a convincing example because, despite not previously cracking the top ten, South Korean companies are currently among the world's top three. Nearly 20 years ago, the country had very few internationally recognizable brands. In the entrepreneurship category of the US News and World Report's "Best Countries" (2019) ranking, Indonesia and the Philippines occupied the second-lowest position in 2018. They both received a score of 0.7 on a scale of 1 to 10. A higher score signifies a more conducive entrepreneurial environment. Globally, Indonesia was ranked 50th out of 80 surveyed countries. Indonesia's low placement in the entrepreneurship ranking can be attributed to its consistently low scores across all indicators, all of which were below 2 on a scale of 1 to 10. A robust legal framework and technological expertise, both scoring 0.3 and 0.5, respectively, are two factors contributing to these low rankings. Conversely, the indicator "global

connectedness" awarded Indonesia its highest score of 1.8, highlighting its strong global connectivity.

LITERATURE REVIEW AND HYPOTHESES

1. The definition of **Entrepreneurial Intention** is the continuous pursuit and identification of new business opportunities and the creation of new value for growth, which can be considered a characteristic of entrepreneurs (Cho & Lee, 2018). Entrepreneurial intention refers to an individual's desire to engage in business activities through the creation of new products and the willingness to seize opportunities despite the associated risks (Hernawati & Yuliniar, 2019). It represents an individual's aspiration, ambition, hope, or plan for engaging in entrepreneurial activities. Entrepreneurial intention becomes evident when individuals attempt to comprehend and plan, even in the face of challenges. Entrepreneurial intention is a critical key for initiating entrepreneurship and a substantial asset for overcoming barriers in establishing new businesses (Shi et al., 2020). The stronger the interest an individual has in entrepreneurship, the more robust their entrepreneurial intention becomes (Badri & Hachicha, 2019). In this research, Entrepreneurial Intention signifies a person's firm determination to become an entrepreneur or engage in entrepreneurial activities (Andretta & McKay, 2020).

2. Perceived Feasibility indicates the extent to which an individual believes they can gather resources (human, social, financial) to establish a new venture (Ranga et al., 2019). Bui et al. (2020) explained that perceived feasibility significantly influences Entrepreneurial Intention because a person's decision to engage in entrepreneurship depends on their confidence in their ability to manage the resources at their disposal. Harianti et al. (2020) elaborated that the higher an individual's belief in their entrepreneurial capabilities, the stronger their interest in realizing a business venture. The greater the perceived feasibility, the stronger the desire to achieve the desired outcomes (Hisrich et al., 2017). In other words, perceived feasibility can provide guidance or direction for the future business endeavor. Kasmir and Jakfar (2016) clarified that perceived feasibility by business practitioners involves an in-depth study of an activity, venture, or business to determine whether it is viable or not. Individuals with a perception of feasibility are those who have confidence and belief in their ability to engage in entrepreneurship and believe that success and failure result from their own actions (Kurjono et al., 2020).

3. Propensity to Act. In the research conducted by Riyanti et al. (2016), it is explained that entrepreneurial students exhibit a high level of personality traits and attitudes that drive their entrepreneurial interest, such as innovation, need achievement, risk-taking, locus of control, and a propensity to act in the business context. Entrepreneurial students have a personality characterized by taking responsibility for the success or failure of their ventures, rather than relying on luck (Azeez et al., 2019). Students play a crucial role as agents of change, signifying their capacity to influence the direction Indonesia will take in the future (Supriyanto, 2016). The actions taken by students during entrepreneurship learning seminars signify the spirit of millennials to continually

progress. This spirit serves as a foundation for fostering new aspirations and motivating the emergence of new entrepreneurship initiatives, ultimately leading to the creation of new business opportunities (Sandiaga Uno, 2018). From the above understanding, it can be concluded that Propensity to Act is significantly important for running a business and can be cultivated as a habit among students to initiate entrepreneurial endeavors.

4. Entrepreneurship Education. Shinta Wahyu Hati (2017) elucidates that entrepreneurship education constitutes a learning process aimed at instilling an understanding of entrepreneurial values and attitudes, fostering self-directed creativity, and providing the foundation and experiential learning required for entrepreneurship. Nurmansyah (2017) describes entrepreneurship education as a learning process designed to transform the attitudes and mindsets of learners regarding their career choices as entrepreneurs. The development of entrepreneurial traits can be achieved through entrepreneurship education, leading to the creation of innovative and new businesses (Hong et al., 2020). Iswahyudi and Iqbal (2018) expound that efforts to enhance competency and development are facilitated through the resources provided in entrepreneurship education, with the goal of nurturing successful entrepreneurs. Rosyanti and Irianto (2019) explain that entrepreneurship education serves as a deliberate means for enhancing knowledge, intention, and competency among learners, enabling them to harness their potential through creative, innovative, and risk-taking behavior. Based on the insights of these experts, it can be concluded that entrepreneurship education is an educational program capable of enhancing learners' knowledge and competency in entrepreneurship while transforming their attitudes and mindsets to consider a career path as entrepreneurs.

5. Perceived Desirability and Entrepreneurial Intention. Perceived desirability is a fundamental driver of entrepreneurial intention. It serves as the initial spark that ignites a student or aspiring entrepreneur's interest in entrepreneurship. Without this genuine attraction to entrepreneurship, starting and sustaining a business venture can be challenging. When someone sees entrepreneurship as desirable, it becomes a powerful motivator, prompting them to explore opportunities, set goals, and actively pursue their entrepreneurial dreams (Mukharomah, 2017). Moreover, a positive perception of desirability strongly correlates with a higher level of entrepreneurial intention. Individuals who genuinely aspire to be entrepreneurs are more likely to make concrete plans and take steps toward starting and managing their businesses. This intention becomes a guiding force that directs their efforts and decisions toward entrepreneurship. Furthermore, perceived desirability fosters persistence, commitment, creativity, innovation, and a willingness to take calculated risks among entrepreneurs. They are driven by the belief that entrepreneurship is personally fulfilling and worth the effort. This passion inspires them to find unique solutions and sets them apart in a competitive market (Yunilasari & Rahardjo 2016). Based on the research and theory presented, the first hypothesis proposed in the current study is: perceived desirability has a positive influence on entrepreneurial intention.

6. Percieved Feasibility and Entrepreneurial Intention. Perceived feasibility holds a pivotal role in shaping entrepreneurial intention, as evidenced by studies such as Davids (2017) and Mukharomah (2017). This concept, often referred to as perceived feasibility, is a fundamental

cornerstone upon which entrepreneurial aspirations are built. Importantly, it exerts a notable and positive influence on the development of entrepreneurial intention, as highlighted by Mukharomah's research findings. In the realm of entrepreneurship, prior to embarking on a business venture, it is essential to undertake a comprehensive feasibility assessment, a practice advocated by experts like Kasmir and Jakfar (2017). This assessment serves several vital objectives, including risk mitigation, simplifying the planning process, facilitating the execution of business operations, enhancing supervision, and enabling effective control measures. Furthermore, these objectives underscore a crucial observation: the more feasible a business opportunity appears to an aspiring entrepreneur, the greater their inclination towards entrepreneurial pursuits. This aligns with the notion that perceived feasibility significantly bolsters entrepreneurial intention, as individuals are more likely to commit to entrepreneurship when they believe in the viability and potential success of their ventures.In conclusion, perceived feasibility is an integral factor that not only plays a central role in entrepreneurial intention but also serves as a guiding force for individuals aspiring to become entrepreneurs. When the feasibility of a business opportunity is perceived favorably, it cultivates a stronger intent to pursue entrepreneurial endeavors. Based on the research and theory presented, the second hypothesis proposed in the current study is: perceived feasibility has a positive influence on entrepreneurial intention.

7. **Propensity to Act and Entrepreneurial Intention**. The study by Bui et al. (2020) sheds light on a critical issue: the limited entrepreneurial spirit among students, particularly when it comes to engaging in innovative activities and practical experiences. The findings indicate that students often exhibit reluctance and even aversion to entrepreneurial tasks, perceiving them as unappealing and unenjoyable. This reluctance can create a barrier to their active participation in entrepreneurial activities, inhibiting the cultivation of a robust entrepreneurial mindset. In contrast, entrepreneurs must possess not only the propensity to take action but also a strong and innate entrepreneurial spirit. This spirit serves as the driving force that allows them to navigate the challenges of entrepreneurship with enthusiasm and a sense of purpose. Entrepreneurs are typically unburdened by the practicalities of running a business and are instead fueled by their passion and belief in the value of their ventures, as emphasized by Azeez et al. (2019). Expanding on these findings, it becomes evident that the propensity to act is a pivotal determinant of entrepreneurial intention. When students develop a propensity to take action and nurture their entrepreneurial spirit, they are more likely to overcome hesitations and actively pursue entrepreneurial endeavors. This newfound enthusiasm and confidence contribute significantly to the growth of their entrepreneurial intentions. In summary, the study underscores the importance of addressing the lack of entrepreneurial spirit among students and highlights the positive impact of cultivating a propensity to act. Fostering an entrepreneurial spirit can inspire students to approach entrepreneurship with greater passion, determination, and an unwavering intention to succeed. Based on the research and theory presented, the third hypothesis proposed in the current study is: propensity to act has a positive influence on entrepreneurial intention.

8. **Entrepreneurship Education and Entrepreneurial Intention**. Entrepreneurship Education plays a profoundly influential role in shaping Entrepreneurship Intention within the realm of

entrepreneurship, as demonstrated by the research of Nowiński and Haddoud (2018). Genoveva (2019) further elucidates that the Theory of Planned Behavior (TPB) provides a robust foundation for the development of Entrepreneurship Intention, as individuals' intent to behave is strengthened by their level of interest. This insight underscores the positive impact of Entrepreneurship Education on the formation of Entrepreneurship Intention. Additionally, Voda and Florea (2019) provide clarity on the objectives of Entrepreneurship Education. It serves the crucial purpose of assisting students in developing competencies and skills that are invaluable for entrepreneurship. By imparting knowledge, fostering skills, and instilling a proactive mindset, Entrepreneurship Education equips students with the tools necessary to embark on entrepreneurial ventures.In summary, Entrepreneurship Education plays a pivotal role in influencing and nurturing Entrepreneurship Intention. It does so by providing students with the knowledge, skills, and motivation needed to pursue entrepreneurial endeavors effectively. This educational approach not only equips individuals with the capabilities required for entrepreneurship but also strengthens their intent to engage in entrepreneurial activities.

METHODOLOGY

The research seeks to understand how perceived desirability influences Pelita Harapan University students' intention to become entrepreneurs. It also explores how Perceived Feasibility impacts their Entrepreneurial Intention, investigates the positive effect of Propensity to Act on their intention, and examines how Entrepreneurship Education influences students' intention to engage in entrepreneurship. The population of the study conducted comprises all active students in the Faculty of Economics and Business (FEB), majoring in Management at Pelita Harapan University (UPH). Data was collected using an online questionnaire distributed through non-probability purposive sampling. Purposive sampling was utilized because the criteria for the sample selection are students who were enrolled from 2016 to 2018 and are currently active in the Faculty of Economics and Business (FEB), majoring in Management at Pelita Harapan University (UPH). According to Kwong and Wong (2019), a sample size of 100 to 200 is considered sufficient for creating good parameters for PLS-SEM. Hair et al. (2017) recommended a sample size of 100 to 200 respondents for estimating interpretation in Structural Equation Modeling (SEM), and therefore, a total of 121 respondents were successfully obtained. The research study used interval scales in the form of popular Likert scales ranging from 1 to 5. The reason for using Likert scales is to analyze the strengths and weaknesses of the research subjects and what individuals think about specific variables (Likert scales range from 1 (strongly disagree) to 5 (strongly agree). The measurement indicators for each variable were adopted from Mukharomah (2017), Venkateswarlun et. al., (2019), Warmiyati et al., (2016), Hati (2017), and Yulinar (2019).

RESULTS

A. Profile Respondents

The research was conducted with 118 respondents who completed a Google Form questionnaire. These respondents represent 65.5% of the total population of 188 management students. The majority of respondents were aged 18-24 years (76.9%), male (63.6%), and from the 2018 intake (71.1%). Additionally, marketing concentration students were the most dominant among the respondents (33.1%).

B. Outer Model (Indicator Reliability, Construct Reliability, Construct Validity, Discriminant Validity)

Hair et al. (2017) state that indicators with outer loading values below 0.708 should only be eliminated if the AVE value is less than 0.5. Therefore, indicators with outer loading values less than 0.708 are not required to be removed if the AVE value already satisfies the condition of being greater than or equal to 0.5. The composite reliability values of all variables were above 0.7, which is an ideal value to ensure the reliability and validity of the research results. In PLS-SEM, it is crucial to consider the higher-order composite reliability values to ensure the validity and reliability of the research findings. Table 1 shows that all outer loading values are higher than 0.7, except for PD3, which falls below the threshold (eliminated).

Table 1. Indikator Reliability, Construct reliability, and Construct Validity

Construct	Indicator	Factor Loadings	AVE	Composite Reliability
Entrepreneurial Education	ED1	0,761	0,608	0,897
	ED2	0,832		
	ED3	0,789		
	ED4	0,762		
	ED5	0,752		
Entrepreneurship Intention	EI1	0,798	0,636	0,886
	EI2	0,844		
	EI3	0,758		
	EI4	0,811		
	EI5	0,772		
Propensity to Act	PA1	0,739	0,529	0,906
	PA2	0,774		
	PA3	0,698		
	PA4	0,630		
	PA5	0,770		
	PA6	0,707		
	PA7	0,765		
Perceived Desirability	PD1	0,880	0,637	0,874
	PD2	0,851		
	PD4	0,828		

Construct	Indicator	Factor Loadings	AVE	Composite Reliability
	PD5	0,800		
Perceived Feasibility	PF1	0,649	0,541	0,887
	PF2	0,723		
	PF3	0,774		
	PF4	0,853		
	PF5	0,813		
	PF6	0,560		

Source: Data processed (2022)

Table 2 indicates that there is no indication of discriminant validity issues in the HTMT0.85 category or the HTMT <0.85 category. However, discriminant validity is evident between Perceived Desirability and Entrepreneurship Education, Perceived Feasibility and Entrepreneurship Education, as well as between Propensity to Act and Entrepreneurship Education, and Propensity to Act and Perceived Feasibility in the HTMT0.85 category. Furthermore, in the HTMT0.90 category, discriminant validity is also observed between Perceived Desirability and Entrepreneurship Education, Perceived Feasibility and Entrepreneurship Education, as well as between Propensity to Act and Entrepreneurship Education, and Propensity to Act and Perceived Feasibility (Henseler et al., 2015).

Table 2. HTMT

	Entrepreneurship Education	***Entrepreneurial Intention***	***Perceived Desirability***	***Perceived Feasibility***	***Propensity to Act***
Entrepreneurship Education					
Entrepreneurial Intention	0,696				
Perceived Desirability	0,966	0,651			
Perceived Feasibility	0,896	0,704	0,820		
Propensity to Act	0,916	0,768	0,850	0,918	

Source: Data processed (2022)

C. Inner Model (VIF, Rsquare, fsquare, Qsquare, Hypothesis Testing)

The data from the SmartPLS processing results indicate that the VIF (Variance Inflation Factor) values are all below 3,3. As a result, each variable is considered to have successfully passed the multicollinearity test, in accordance with the criteria outlined by Hair et al. (2019). In structural modeling, R2 is often used as the primary metric for assessing the model's predictive ability. Also known as the coefficient of determination, R2 measures the degree of in-sample prediction for all endogenous constructs. It should be noted that R2 is a measure of predictive ability only for the specific sample of data used in calculating the results and cannot be inferred to the population. The

minimum value for R2 is 0, but this is rarely seen in practice. As with multiple regression, the more independent variables (constructs) included in the structural model, the higher the R2, assuming that these independent variables are indeed related to the dependent variable constructs. However, it is important to keep in mind that the maximum value for R2 is 1, and extremely high values are infrequent (Hair et al., 2020). The R2 coefficient ranges from 0 to 1, with higher values indicating a greater level of explanatory power. In the context of research, it is generally accepted that R2 values of 0.75, 0.50, and 0.25 can be respectively categorized as substantial, moderate, and weak (Hair et al., 2019).

Table 3. R-Square

Construct	R-Squared	Category
Entrepreneurial Intention	0,781	Substansial

Source: Data processed (2022)

Based on the results of this research, it can be concluded that the R-squared value of 0.781 means that around 78.1 percent of why people have the intention to become entrepreneurs can be explained by the factors like Entrepreneurship Education, Perceived Desirability, Perceived Feasibility, and Propensity to Act. These factors have a strong influence on people's entrepreneurial intentions. The remaining 21.9% is influenced by other factors not included in this study. A high R-squared value indicates that a significant portion of the variation in Entrepreneurial Intention is captured by the independent variables, suggesting that they play a substantial role in explaining individuals' intentions to pursue entrepreneurship.

Q-Square is not solely a measure of out-of-sample prediction, but it combines both aspects of out-of-sample prediction and in-sample explanatory power. If $Q2 > 0$, it indicates that the model has predictive relevance, while if $Q2 < 0$, it indicates that the model has limited predictive relevance. As a general guideline, Q2 values greater than 0, 0.25, and 0.50 indicate a small, medium, and large level of predictive relevance, respectively, for the PLS-path model. (Hair et al., 2019; 2020). The PLSpredict method helps to generalize the predictive capability of the PLS regression model beyond the sample data used to estimate the model. This allows for the model to be used to make predictions on new data, which is a critical aspect of the model's practical applicability in real-world settings.

Table 4. Q-Square (in-sample prediction) and Q-Square_predict (out-of-sample prediction).

Variabel	Q2	Q2_Predict	Category
Entrepreneurial Intention	0.470	0.450	Medium

Source: Data processed (2022)

The hypothesis testing stage of a research study involves measuring the level of significance and the relationship between variables. To do this, researchers typically analyze the T-Statistics and P-Values, which must meet certain criteria for statistical significance. Specifically, the T-Statistic value should be greater than 1.65 (one tailed type), while the P-Value should be less

than 0.05. Table 4 displays the results of the hypotheses constructed in this research study. A more detailed discussion of these findings will be provided in the following section.

Table 4. Hypothesis Testing

Hypotheses	Regression Path	Coefficient	T-Statistic	P-value	Conclusions
H1	Perceived Desirability has a positive influence on Entrepreneurial Intention.	0.471	3.832	0.000	supported
H2	Perceived Feasibility has a positive influence on Entrepreneurial Intention	0.214	2.629	0.004	supported
H3	Propensity to Act has a positive influence on Entrepreneurial Intention.	0.254	2.734	0.000	supported
H4	Entrepreneurship Education has a positive influence on Entrepreneurial Intention	0.038	0.334	0.369	Not supported

Source: Data processed (2022)

Discussion and Managerial Implication

Perceived Desirability and Entrepreneurial Intention. The first hypothesis suggests that perceived desirability has a positive influence on entrepreneurial intention in the original sample, with a coefficient of 0.471, a t-statistic value of 3.832, and a p-value less than 0.05. This means that perceived desirability has a positive and significant effect on entrepreneurial intention. An increase in perceived desirability is associated with a 0.471 increase in entrepreneurial intention. The conclusion drawn from this is that the research results align with previous studies conducted by Mukharomah (2017) and Yunilasari and Rahardjo (2016), both of which also found that perceived desirability has a positive influence on entrepreneurial intention. In the original sample, the coefficient was 0.471, the t-statistic was 3.832, and the p-value was 0.000, indicating a significant positive impact. Based on descriptive statistics, it is noted that the indicator PD1, "I feel a desire to become an entrepreneur," is the highest among UPH students, indicating that they have a desire to start a business after graduation, regardless of their concentration. However, they lack support from UPH and their environment in terms of resources to start a business. The indicator PD3, "I feel I have the resources to start a business," is the lowest, particularly for management students across all concentrations. Therefore, UPH, as an educational institution, needs to consider and enhance resources not only through Sparklabs facilities but also through partnerships for management students from all concentrations who aspire to start businesses. This could be achieved through seminars that facilitate interactions between investors and students, fostering meaningful discussions beyond campus competitions. Improvement in students' entrepreneurial intentions can occur when they believe there are resources available to support their business ventures.

Percieved Feasibility and Entrepreneurial Intention. The second hypothesis indicates that perceived feasibility has a positive impact on entrepreneurial intention in the original sample, with a coefficient of 0.214, a t-statistic value of 2.629, and a p-value less than 0.05. This implies that perceived feasibility has a positive and significant influence on entrepreneurial intention. An increase in perceived feasibility is associated with a 0.214 increase in entrepreneurial intention. The conclusion drawn from this aligns with previous research conducted by David (2017), Mukharomah (2017), and Kasmir and Jakfar (2017), all of which found that perceived feasibility plays a fundamental role in determining entrepreneurial intention. For instance, David (2017) study highlighted the crucial role of perceived feasibility in shaping entrepreneurial intention. Mukharomah (2017) emphasized that the perceived feasibility or perceived feasibility is a foundational factor underlying entrepreneurial intention. Kasmir and Jakfar (2017) suggested that the higher the perceived feasibility of a business venture by entrepreneurs, the greater their interest in becoming entrepreneurs. Therefore, this research provides strong evidence that perceived feasibility significantly and positively influences entrepreneurial intention. Based on descriptive statistics, it is observed that indicators PF4, "I feel I have the practical skills to start a business," and PF6, "I feel confident in my success," are the highest among UPH students across all concentrations. This indicates that students have the desire to start a business and believe in their individual abilities and skills for success. However, the lack of supportive resources poses a challenge to starting a business. This challenge is evident in the lowest-scoring indicator, PF1, "I feel prepared to start a business." Consequently, if students have access to supportive resources, their desire to start a business is likely to increase. The research findings have significant implications for UPH (Universitas Pelita Harapan) and other educational institutions. To nurture entrepreneurial intentions in students, UPH should adopt a holistic approach, focusing on skills, resources, and partnerships. Enhancing available resources, fostering industry partnerships, and promoting entrepreneurship awareness are key strategies to empower students in their entrepreneurial pursuits.

Propensity to Act and Entrepreneurial Intention. The third hypothesis suggests that propensity to act has a positive influence on entrepreneurial intention in the original sample, with a coefficient of 0.254, a t-statistic value of 2.734, and a p-value less than 0.05. This indicates that propensity to act has a positive and significant effect on entrepreneurial intention. An increase in propensity to act is associated with a 0.254 increase in entrepreneurial intention. The conclusion drawn from this aligns with previous research conducted by Bui et al. (2020) and Azeez et al. (2019), both of which found that propensity to act positively impacts entrepreneurial intention. Bui et al. (2020) revealed that students' entrepreneurial spirit and willingness to innovate were lacking, and students felt hesitant and unenthusiastic about entrepreneurial activities. This reluctance made them less likely to take action in entrepreneurial endeavors, leading to a lack of entrepreneurial spirit. Azeez et al. (2019) emphasized that entrepreneurs need to take action and possess an entrepreneurial mindset to stay motivated in their ventures and increase their interest in starting and running businesses. As such, this research provides clear evidence that propensity to act significantly and positively influences entrepreneurial intention. Based on descriptive statistics, it is evident that

indicator PA2, "I have a hard-working personality," is the highest among UPH students. This indicates that students at UPH have a belief in themselves and a personality trait of perseverance, being determined to overcome any risks and challenges they face. They are aware that starting a business is difficult but are willing to take on the responsibility and risks associated with it. However, students do face doubts regarding the availability of supportive resources for starting a business, as reflected in the lowest-scoring indicator, PA5, "I can solve problems in the process of starting a business." Therefore, UPH should recognize that its students have the determination and personality traits required for successful entrepreneurship. However, students also need practical assistance and resources, not just education and knowledge, to overcome their doubts and effectively engage in entrepreneurial activities. The managerial implications stemming from the research findings can be summarized in several key strategies that Universitas Pelita Harapan (UPH) should consider. UPH should acknowledge the hard-working personality and determination present in its students, recognizing these as valuable traits for entrepreneurship. However, to further empower these students, practical support is essential. UPH can initiate programs and initiatives aimed at providing students with tangible resources, such as access to funding, mentorship from experienced entrepreneurs, and practical training programs. These resources will equip students with the tools they need to turn their entrepreneurial aspirations into reality. In addition to resource support, UPH should focus on building students' confidence in their problem-solving abilities, a critical skill in entrepreneurship. Practical workshops, case studies, and real-world projects can play a pivotal role in this regard. By immersing students in hands-on experiences that require them to address real challenges, UPH can nurture their problem-solving skills and boost their self-assurance in tackling entrepreneurial obstacles. Furthermore, the integration of practical entrepreneurship education into the curriculum remains paramount. This approach bridges the gap between theoretical knowledge and practical application, ensuring that students are well-prepared for the complexities of entrepreneurship. UPH should continue to emphasize the importance of experiential learning, providing students with opportunities to apply their knowledge in real entrepreneurial settings.

Entrepreneurship Education and Entrepreneurial Intention. The fourth hypothesis states that entrepreneurship education does not have a positive influence on entrepreneurial intention. This is supported by the original sample, with a coefficient of 0.038, a t-statistic value of 0.334, and a p-value of 0.369. These results do not meet the recommended criteria, which are typically a t-statistic greater than 1.65 and a p-value less than 0.05. Consequently, it can be concluded that this hypothesis contradicts findings from previous research by Nowiński & Haddoud (2018), Genoveva (2019), and Voda and Florea (2019), which suggested a positive impact of entrepreneurship education on entrepreneurial intention. Prior studies indicated that entrepreneurship education aims to help students develop competencies and skills beneficial for entrepreneurship. However, in the case of the fourth hypothesis, the research findings do not align with previous research, as they failed to establish a connection between entrepreneurship education and entrepreneurial intention. Therefore, this fourth hypothesis is not supported and is rejected. One possible reason for this rejection could be that the respondents in the study represented a

mixture of students from various concentrations at UPH. The inclusion of respondents from all concentrations might have influenced the results. Most of the survey respondents came from the retail and marketing concentrations, where knowledge of entrepreneurship may not be as comprehensive as in the entrepreneurship concentration, as these students may have focused primarily on marketing-related subjects. Based on descriptive statistics, the indicator ED1, "Entrepreneurship education at UPH increases my understanding of entrepreneurs' character," scored the highest. This indicates that education about entrepreneurship is appealing to students and can enhance their desire to become entrepreneurs. However, a significant obstacle they face is their lack of confidence in available resources, coupled with their ability and knowledge in creating and managing businesses. It's worth noting that the respondents participated in the study during the period of the COVID-19 pandemic, when remote learning was prevalent. During this time, students might have struggled to grasp the nuances of entrepreneurship education while studying from home. This could be a contributing factor to their responses regarding their knowledge of business models and practices. The perceived lack of knowledge about entrepreneurship is evident in the lowest-scoring indicator, ED3, "Entrepreneurship education at UPH increases my understanding of practical management." Therefore, UPH, as an educational institution, should consider this as an area of special concern. Enhancing the learning process to improve students' knowledge of creating business models, initiating, and managing businesses is essential. The findings suggest that UPH should carefully evaluate its entrepreneurship education program. While entrepreneurship education can be appealing to students and increase their understanding of entrepreneurial character, there are clear challenges in translating this knowledge into practical management skills. UPH can consider to review and enhance its entrepreneurship education curriculum to ensure that it provides students with not only theoretical knowledge but also practical skills in creating, starting, and managing businesses. Practical aspects such as business modeling, financial management, and problem-solving should be emphasized. UPH should consider adapting its teaching methods to make entrepreneurship education more effective in a virtual environment. This might involve innovative online learning tools, interactive workshops, and case studies that engage students effectively. UPH can provide additional resources and support to students pursuing entrepreneurship. This may include access to entrepreneurship centers, mentorship programs, and funding opportunities to encourage practical entrepreneurship projects. By addressing these issues and aligning the entrepreneurship education program with students' needs and challenges, UPH can better prepare its students for entrepreneurial success and bridge the gap between education and practical application in the field of entrepreneurship.

CONCLUSION

In conclusion, the research result presented here shed light on the entrepreneurial intentions and capabilities of Universitas Pelita Harapan (UPH) students. It is evident that UPH students possess a strong desire to become entrepreneurs, along with a belief in their own abilities and a resilient, hard-working personality. However, the critical challenge lies in the perceived lack of

resources and preparedness for entrepreneurship. To capitalize on these promising traits and empower UPH students in their entrepreneurial pursuits, it is crucial for the university to take a multifaceted approach. UPH should not only acknowledge and nurture the determination and personality traits of its students but also provide them with tangible resources, mentorship, and practical training. Bridging the gap between theoretical knowledge and real-world application through an enhanced curriculum and experiential learning is paramount. Furthermore, UPH should adapt to the changing educational landscape by leveraging innovative online tools and platforms to make entrepreneurship education more effective and accessible in a virtual environment. In essence, UPH has a golden opportunity to harness the entrepreneurial potential within its student body. By addressing the resource gap and equipping students with both knowledge and practical skills, UPH can foster a generation of entrepreneurs who are not only eager but also well-prepared to tackle the challenges of the business world. This holistic approach will not only benefit individual students but also contribute to the broader entrepreneurial ecosystem, ultimately making UPH a beacon of entrepreneurial excellence.

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