



## The Influence of Education and Mentality on Entrepreneurial Motivation Through Attitudes of FEB UNM Students

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### ABSTRACT

**Main Purpose** – This study aims to analyze the influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial motivation through entrepreneurial attitudes as a mediating variable in students of the Faculty of Economics and Business, Universitas Negeri Makassar

**Method** – A quantitative approach with an explanatory design was used in this study through the distribution of questionnaires to 100 respondents. Samples were selected using proportional random sampling techniques and data were analyzed using the path analysis method

**Main Findings** – The test results showed that entrepreneurship education had a significant effect on entrepreneurial attitudes, but did not have a direct effect on entrepreneurial motivation. On the other hand, the entrepreneurial mindset has been proven to have a significant direct effect on students' entrepreneurial attitudes and motivations. Furthermore, the path analysis proves that entrepreneurial attitudes function as a variable that mediates entrepreneurship education on entrepreneurial motivation.

**Theory and Practical Implications** – Practically, these results indicate that higher education institutions need to reorient the curriculum from theoretical to strengthening psychological aspects and forming positive attitudes of students. Academic policies should better integrate business incubator programs and practical training to stimulate students' real encouragement in entrepreneurship.

**Novelty** – The novelty of this research lies in proving the role of entrepreneurial attitudes as a mediating variable that explains why theoretical education requires the integration of psychological mindsets to be able to drive students' real motivation.

**Keywords:** entrepreneurial attitude, entrepreneurial mentality, entrepreneurial motivation, entrepreneurship education

## 1. INTRODUCTION

In the era of increasingly competitive globalization, the imbalance between the growing number of university graduates and the limited availability of employment opportunities has contributed to the persistence of educated unemployment. Based on data from the Central Statistics Agency (BPS) in August 2025, the Open Unemployment Rate for Bachelor's degree graduates reached 5.12%, while Diploma graduates recorded 4.21%. These figures indicate that a considerable number of higher education graduates have not been fully absorbed into formal employment, reflecting a structural mismatch between the competencies produced by educational institutions and the demands of the labor market. In response to this condition, higher education institutions are increasingly expected to transform students from job seekers into job creators by strengthening entrepreneurial motivation as an essential outcome of the learning process.

To address this challenge, many universities have integrated entrepreneurship education into their curricula to stimulate students' business interest and entrepreneurial orientation. However, the effectiveness of theoretical entrepreneurship instruction remains debatable, particularly when classroom-based learning is confronted with practical business realities. Previous studies have shown that conventional transfer of business knowledge does not automatically develop individuals' mental readiness to bear business risks (Anubhav et al., 2024; Huang et al., 2024; Martínez-Gregorio et al., 2021; Suharti & Sirine, 2018; Zhang et al., 2022). This issue has led to an academic debate because empirical findings remain inconsistent. Some studies report that entrepreneurship education has a positive effect on students' entrepreneurial intention, whereas others find that it does not directly influence students' actual intention to start a business (Bell & Bell, 2020; Ferreira, 2020; Silesky-Gonzalez et al., 2024; Wardana et al., 2020). These inconsistent findings indicate that other internal factors may bridge the relationship between formal entrepreneurship education and students' entrepreneurial motivation.

One important research gap lies in the limited attention given to the psychological foundation of entrepreneurial mentality. Entrepreneurial mentality refers to an adaptive mindset that enables individuals to identify opportunities under conditions of uncertainty (K. et al., 2023; Rizvi et al., 2023). Much of the previous literature has focused on capital readiness and managerial technical aspects (Conz et al., 2023; Hartmann et al., 2022; Indratno & Santoso, 2022), while mental resilience as a fundamental entrepreneurial resource has received less attention. In addition, another research gap concerns the indirect mechanism through which entrepreneurship education influences entrepreneurial motivation. The direct relationship between educational exposure and entrepreneurial action may be too distant, making it necessary to examine intermediary variables. In this context, entrepreneurial attitude, which reflects students' positive or negative evaluation of entrepreneurial activities, may function as a mediating variable that transforms entrepreneurial knowledge into internal motivation

(Amani et al., 2024; Anwar et al., 2021; Otache et al., 2024; Taneja et al., 2024; Wardana et al., 2020).

To address the uncertainty regarding the impact of formal entrepreneurship education, this study proposes an integrative approach by examining not only the direct effects of entrepreneurship education and entrepreneurial mentality, but also the mediating role of entrepreneurial attitude. The use of a path analysis model allows this study to explain the psychological process through which students' entrepreneurial motivation is formed. Through this model, it can be examined whether entrepreneurship education and entrepreneurial mentality strengthen entrepreneurial attitude, which in turn enhances entrepreneurial motivation. This approach is important because entrepreneurial motivation is not merely shaped by theoretical knowledge, but also by mental readiness and students' evaluative attitudes toward entrepreneurship.

Based on the background and research gaps discussed above, this study aims to analyze the effects of entrepreneurship education and entrepreneurial mentality on entrepreneurial motivation, both directly and indirectly through entrepreneurial attitude as a mediating variable, among students of the Faculty of Economics and Business, Universitas Negeri Makassar. This study is expected to contribute theoretically to the literature on entrepreneurship and organizational behavior by clarifying the psychological mechanism linking education, mentality, attitude, and motivation. Practically, the findings are expected to provide policy recommendations for university management in developing outcome-based entrepreneurship curricula that emphasize not only theoretical knowledge, but also mental strengthening, experiential learning, and practical business incubation.

## **2. RESEARCH METHODS**

This study employed a quantitative approach with an explanatory research design. This design was considered appropriate because the study aims to explain causal relationships among variables and to test the proposed hypotheses empirically. Specifically, this study examines the influence of entrepreneurship education and entrepreneurial mentality on entrepreneurial motivation, both directly and indirectly through entrepreneurial attitude as a mediating variable. The quantitative approach enables the researcher to measure students' perceptions systematically and analyze the relationships among variables using statistical procedures. The research was conducted at the Faculty of Economics and Business, Universitas Negeri Makassar which was selected because entrepreneurship education has been integrated into the learning process and students are expected to develop entrepreneurial orientation, attitudes, and motivation as part of higher education outcomes.

The population of this study consisted of all active students of FEB UNM who had taken compulsory entrepreneurship courses. This population was considered relevant because students who had received entrepreneurship education were assumed to have sufficient

exposure to entrepreneurial concepts, learning experiences, and business-related knowledge. The sampling technique used in this study was proportional random sampling. This technique was applied to ensure that students from each department within the faculty were proportionally represented in the sample, thereby reducing sampling bias and improving the representativeness of the data. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in 100 respondents. This number was considered adequate for explanatory research using path analysis because it provides sufficient observations to estimate direct and indirect relationships among the research variables.

Data were collected using an online questionnaire distributed to the selected respondents. The questionnaire used a five-point Likert scale, ranging from strongly disagree to strongly agree, to measure respondents' perceptions of the research variables. This scale was chosen because it allows respondents to express the degree of their agreement with each statement and enables the researcher to convert subjective perceptions into measurable quantitative data. The research instrument consisted of four main variables: entrepreneurship education as the first independent variable, entrepreneurial mentality as the second independent variable, entrepreneurial attitude as the mediating variable, and entrepreneurial motivation as the dependent variable. Entrepreneurship education refers to students' perceptions of the learning process, curriculum content, teaching methods, and entrepreneurial knowledge obtained through formal courses. Entrepreneurial mentality reflects students' mindset, resilience, opportunity orientation, and readiness to face uncertainty in entrepreneurial activities. Entrepreneurial attitude represents students' positive or negative evaluation of entrepreneurship as a career choice, while entrepreneurial motivation refers to students' internal drive and willingness to engage in entrepreneurial activities.

Before conducting the main analysis, the research instrument was tested for validity and reliability to ensure the quality of the measurement. The validity test was conducted by examining the Corrected Item-Total Correlation value for each questionnaire item. Items with acceptable correlation values were considered valid because they were able to measure the intended construct. Reliability was tested using Cronbach's Alpha coefficient to assess the internal consistency of the items within each variable. A reliable instrument indicates that the measurement items consistently represent the same construct and can be used for further statistical analysis. These preliminary tests were important to ensure that the data collected from respondents were suitable for hypothesis testing and path analysis.

The empirical model in this study was developed using path analysis. Path analysis was selected because the research model involves both direct and indirect relationships among variables. This method allows the researcher to examine whether entrepreneurship education and entrepreneurial mentality directly influence entrepreneurial motivation and whether entrepreneurial attitude mediates these relationships. The model was structured into two

regression equations. The first structural equation examines the effects of entrepreneurship education and entrepreneurial mentality on entrepreneurial attitude. The second structural equation examines the effects of entrepreneurship education, entrepreneurial mentality, and entrepreneurial attitude on entrepreneurial motivation. Through this structure, the study is able to identify not only the direct effects of the independent variables on entrepreneurial motivation but also the indirect effects that operate through entrepreneurial attitude.

The data analysis was conducted using IBM SPSS statistical software. Several stages of analysis were performed, including descriptive analysis, instrument testing, regression-based path analysis, hypothesis testing, and mediation testing. Hypothesis testing was conducted using the t-test to examine the partial effect of each independent variable on the dependent variable. In addition, the coefficient of determination was used to evaluate the extent to which the independent variables explain variations in the mediating and dependent variables. To examine the significance of the indirect effect, this study applied the Sobel test. The Sobel test was used to determine whether entrepreneurial attitude significantly mediates the relationship between entrepreneurship education and entrepreneurial motivation, as well as the relationship between entrepreneurial mentality and entrepreneurial motivation. This test measures the strength of the indirect effect by considering the multiplication of the path coefficients and their standard errors. Therefore, the use of path analysis combined with the Sobel test was considered appropriate for explaining the direct and indirect mechanisms through which entrepreneurship education and entrepreneurial mentality shape students' entrepreneurial motivation.

### **3. RESULT AND DISCUSSION**

The data analysis began with preliminary testing to ensure that the research instruments and statistical model met the required analytical criteria. The validity and reliability testing results indicate that all questionnaire items were valid and reliable. All instrument items obtained validity coefficients greater than the critical value of 0.196, while the Cronbach's Alpha values for all variables exceeded 0.70. These results confirm that the items used to measure entrepreneurship education, entrepreneurial mentality, entrepreneurial attitude, and entrepreneurial motivation were appropriate and internally consistent. In addition, the classical assumption tests showed that the regression model met the normality assumption, did not indicate multicollinearity, and was free from heteroscedasticity. Therefore, the data were considered suitable for further structural testing using path analysis.

The path analysis results show that entrepreneurship education has a positive and significant effect on entrepreneurial attitude, with a path coefficient of 0.385 and a significance value below 0.05. This finding indicates that students' exposure to entrepreneurship learning contributes to the formation of a more favorable attitude toward entrepreneurship.

Entrepreneurship education is therefore not merely a process of transferring business knowledge, but also a learning mechanism that can shape students' perceptions of entrepreneurship as a meaningful, feasible, and desirable career option. When students receive relevant entrepreneurial knowledge, practical examples, and exposure to business-related learning activities, they are more likely to develop positive evaluations of entrepreneurial activities.

Entrepreneurial mentality also has a positive and significant effect on entrepreneurial attitude, with a path coefficient of 0.462 and a significance value below 0.05. This finding indicates that students with a stronger entrepreneurial mentality tend to have more positive attitudes toward entrepreneurship. Mentality in this context reflects resilience, opportunity orientation, confidence in facing uncertainty, and readiness to deal with business challenges. Therefore, entrepreneurial attitude is not only shaped by formal education, but also by students' internal psychological readiness. This result emphasizes that entrepreneurship development in higher education should not only focus on curriculum content, but also on strengthening students' mindset and mental readiness to engage in entrepreneurial activities.

The second structural model reveals an important finding regarding the formation of entrepreneurial motivation. Entrepreneurship education does not have a significant direct effect on entrepreneurial motivation, as indicated by a significance value greater than 0.05. This finding suggests that formal entrepreneurship education alone may not be sufficient to directly stimulate students' motivation to start a business. Although students may receive entrepreneurial knowledge through formal courses, such knowledge does not automatically translate into motivational readiness. This result supports the argument that entrepreneurship education requires psychological and attitudinal mechanisms before it can influence students' actual motivation. Therefore, the effectiveness of entrepreneurship education should not be evaluated only from the extent to which students understand entrepreneurial concepts, but also from how far the learning process is able to shape their entrepreneurial attitudes.

In contrast, entrepreneurial mentality has a positive and significant direct effect on entrepreneurial motivation, with a path coefficient of 0.324 and a significance value below 0.05. This finding shows that students' internal readiness, resilience, and ability to perceive opportunities play an important role in encouraging entrepreneurial motivation. Students with a stronger entrepreneurial mentality are more likely to develop the confidence and internal drive needed to pursue entrepreneurial activities. This implies that entrepreneurial motivation is strongly associated with psychological readiness rather than knowledge acquisition alone. Therefore, higher education institutions need to create learning experiences that strengthen students' courage, adaptability, creativity, and ability to respond to uncertainty.

Entrepreneurial attitude also has a positive and significant effect on entrepreneurial motivation, with a path coefficient of 0.518 and a significance value below 0.05. This result confirms that students who hold positive evaluations of entrepreneurship are more likely to

develop stronger motivation to engage in entrepreneurial activities. Entrepreneurial attitude serves as an important psychological bridge between knowledge, mindset, and motivation. When students perceive entrepreneurship as attractive, valuable, and feasible, their motivation to become entrepreneurs tends to increase. This finding highlights the importance of attitude formation in entrepreneurship education because students' motivation may emerge more strongly when they first develop positive perceptions and emotional acceptance of entrepreneurship.

The mediation analysis using the Sobel test provides further insight into the indirect mechanism among the variables. The indirect effect of entrepreneurship education on entrepreneurial motivation through entrepreneurial attitude was found to be significant, as indicated by a significance value of 0.002. This finding indicates that entrepreneurial attitude fully mediates the relationship between entrepreneurship education and entrepreneurial motivation. In other words, entrepreneurship education does not directly increase students' entrepreneurial motivation, but it can do so when the educational process successfully forms a positive entrepreneurial attitude. This result demonstrates that attitude is a key mechanism through which entrepreneurship education becomes meaningful for students' motivational development.

Entrepreneurial attitude also partially mediates the relationship between entrepreneurial mentality and entrepreneurial motivation. This indicates that entrepreneurial mentality influences motivation both directly and indirectly through attitude. Students with strong entrepreneurial mentality may already possess internal motivation to engage in business activities, but this motivation becomes stronger when supported by a positive attitude toward entrepreneurship. Thus, mentality and attitude operate together in shaping students' entrepreneurial motivation. This finding strengthens the view that entrepreneurial motivation is a multidimensional psychological outcome that cannot be explained solely by formal education or cognitive knowledge.

Overall, the findings demonstrate that entrepreneurial attitude is the central mechanism in explaining students' entrepreneurial motivation. Entrepreneurship education contributes to motivation only when it is able to shape students' attitudes, while entrepreneurial mentality has both direct and indirect effects. These findings provide an important implication for higher education institutions. Entrepreneurship education should be designed not only to deliver theoretical knowledge, but also to build positive attitudes, strengthen entrepreneurial mentality, and provide experiential learning that exposes students to real business challenges. For university management, the findings suggest the need to develop entrepreneurship curricula that integrate classroom learning, mentoring, business incubation, project-based learning, and psychological strengthening. Such an approach may help students move beyond understanding entrepreneurship as a concept toward developing genuine motivation to become entrepreneurs.

The findings of this study reveal an important theoretical anomaly in the relationship between entrepreneurship education and entrepreneurial motivation. Although entrepreneurship education is generally assumed to stimulate students' motivation to become entrepreneurs, the results indicate that its direct effect on entrepreneurial motivation is not significant. This finding suggests that formal exposure to entrepreneurship courses does not automatically translate into students' psychological readiness or motivational drive to start a business. In the context of FEB UNM students, entrepreneurship education appears to operate more as a cognitive input than as a direct motivational trigger. Students may acquire knowledge about business planning, management principles, market analysis, and entrepreneurial concepts, yet this knowledge may remain at the level of academic comprehension when it is not accompanied by affective internalization and experiential engagement. This argument is consistent with previous studies showing that entrepreneurship education does not always produce a direct effect on entrepreneurial intention or motivation, particularly when psychological mechanisms such as attitude, self-efficacy, and mindset are not adequately considered (Anwar et al., 2021; Martínez-Gregorio et al., 2021; Wardana et al., 2020; Zhang et al., 2022). Therefore, the absence of a direct effect indicates that entrepreneurship education may be insufficient when it is delivered mainly as theoretical instruction rather than as a transformative learning process.

This finding can be interpreted through the distinction between knowing entrepreneurship and becoming entrepreneurial. Entrepreneurship education may increase students' awareness and understanding of business concepts, but motivation requires a deeper psychological process involving value formation, emotional acceptance, perceived feasibility, and personal relevance. When entrepreneurship learning is dominated by classroom-based activities, such as lectures, assignments, and business plan preparation, students may understand entrepreneurship as a subject to be completed rather than as a career path to be pursued. Experiential entrepreneurship education literature emphasizes that entrepreneurial learning becomes more effective when students are exposed to practice-based activities, real business problems, reflective learning, and direct entrepreneurial experiences (Bell & Bell, 2020; Ferreira, 2020; Silesky-Gonzalez et al., 2024). In such conditions, education does not necessarily generate the courage to take risks, the confidence to face uncertainty, or the desire to initiate business action. This explains why entrepreneurship education in this study requires entrepreneurial attitude as a mediating mechanism before it can influence motivation. Entrepreneurial attitude functions as the evaluative bridge that transforms educational exposure into motivational readiness.

The full mediating role of entrepreneurial attitude provides a critical theoretical contribution. It shows that entrepreneurship education influences entrepreneurial motivation only when students first develop a positive evaluation of entrepreneurship. This finding is consistent with the Theory of Planned Behavior, which emphasizes that intention and behavior

are shaped by attitudes toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). In this study, entrepreneurship education does not directly produce motivation because information alone is not sufficient to generate entrepreneurial intention or action. Instead, education becomes meaningful when it changes students' perception of entrepreneurship from a risky and uncertain activity into a feasible, valuable, and desirable career option. Previous studies also confirm that entrepreneurial attitude plays an important role in linking entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial intention among university students (Amani et al., 2024; Anwar et al., 2021; Otache et al., 2024; Taneja et al., 2024; Wardana et al., 2020). Thus, entrepreneurial attitude acts as a psychological conversion mechanism that translates cognitive learning into affective and motivational outcomes. This indicates that the effectiveness of entrepreneurship education should not be assessed merely by the extent to which students understand entrepreneurial theories, but by the extent to which learning experiences reshape their beliefs, preferences, and emotional orientation toward entrepreneurship.

The finding also suggests that the current model of entrepreneurship education may still be constrained by a pedagogical gap. If entrepreneurship courses emphasize theoretical content without sufficient experiential learning, mentoring, market exposure, and business experimentation, students may fail to develop the affective commitment required to become entrepreneurs. This condition creates a gap between curriculum intention and motivational outcome. Universities may design entrepreneurship courses to encourage job creation, but when learning activities remain passive and cognitive, the curriculum may produce students who know how to describe entrepreneurship but are not motivated to practice it. Recent studies on entrepreneurship education in higher education also emphasize the importance of technology-enabled learning, experiential methods, opportunity recognition, and self-efficacy development in strengthening entrepreneurial outcomes (Anubhav et al., 2024; Huang et al., 2024; Martínez-Gregorio et al., 2021; Otache et al., 2024; Zhang et al., 2022). Therefore, the insignificant direct effect of entrepreneurship education should not be interpreted as evidence that entrepreneurship education is unimportant. Rather, it indicates that entrepreneurship education must be redesigned to activate students' attitudes before it can strengthen entrepreneurial motivation.

The practical implication of this finding is highly relevant for FEB UNM and other higher education institutions facing the challenge of educated unemployment. Entrepreneurship education should move beyond one-way classroom instruction and become a structured process of attitude transformation. Students need to experience entrepreneurship as a realistic and socially valued career path through experiential learning, business simulations, project-based ventures, mentoring, incubation programs, and interaction with successful entrepreneurs. These activities can help students internalize entrepreneurial values, reduce fear of failure, and develop a stronger belief that entrepreneurship is attainable. Prior studies

have shown that experiential learning, entrepreneurial self-efficacy, and entrepreneurial attitude are important mechanisms in shaping students' entrepreneurial intentions and readiness (Bell & Bell, 2020; Ferreira, 2020; Taneja et al., 2024). If entrepreneurship education remains limited to theoretical explanation, its contribution to reducing educated unemployment may be weak. However, when education is designed to shape entrepreneurial attitude, it can become a strategic instrument for transforming students from job seekers into job creators. This supports Wardana et al. (2020), who emphasized that the effect of entrepreneurship education may become non-linear when psychological and emotional mechanisms are not considered.

In contrast, entrepreneurial mentality has a direct and significant effect on entrepreneurial attitude and entrepreneurial motivation. This finding indicates that students' internal psychological configuration plays a stronger and more immediate role in shaping entrepreneurial readiness. Entrepreneurial mentality reflects the ability to recognize opportunities, tolerate uncertainty, persist under pressure, learn from failure, and respond creatively to changing conditions. Unlike entrepreneurship education, which often begins from external knowledge transfer, entrepreneurial mentality emerges from internal readiness and personal orientation toward risk, challenge, and opportunity. Students with a strong entrepreneurial mentality are more likely to perceive business uncertainty not as a threat, but as a space for growth and value creation. This interpretation is supported by studies emphasizing that entrepreneurial mindset, self-management, psychological resilience, and entrepreneurial attitude are important in strengthening entrepreneurial behavior and business sustainability (Hartmann et al., 2022; K. et al., 2023; Rizvi et al., 2023). This explains why entrepreneurial mentality can directly stimulate motivation without depending entirely on an educational pathway.

The significance of entrepreneurial mentality also confirms that entrepreneurial motivation is not merely a rational response to knowledge, but a psychological outcome shaped by resilience, self-belief, and opportunity-oriented thinking. Students who possess a growth mindset are more likely to interpret business failure as feedback, market competition as a challenge, and limited resources as a stimulus for creativity. These psychological characteristics strengthen both their attitude toward entrepreneurship and their motivation to engage in business activity. In this sense, mentality serves as an internal driver that reduces perceived barriers and increases perceived control. This finding reinforces the trait-based and psychological perspectives in entrepreneurship, which argue that individual psychological attributes are important predictors of entrepreneurial behavior and resilience (Conz et al., 2023; Hartmann et al., 2022; Rizvi et al., 2023; Suharti & Sirine, 2018). Therefore, entrepreneurial mentality should be understood as a strategic psychological resource that enables students to convert uncertainty into entrepreneurial opportunity.

The partial mediating role of entrepreneurial attitude in the relationship between entrepreneurial mentality and entrepreneurial motivation provides a more nuanced explanation. Entrepreneurial mentality can directly influence motivation because students with strong internal readiness already possess confidence and persistence to pursue entrepreneurial goals. However, the effect becomes stronger when this mentality is accompanied by a positive attitude toward entrepreneurship. This means that mentality provides psychological energy, while attitude provides evaluative direction. Mentality helps students endure uncertainty, whereas attitude helps them perceive entrepreneurship as meaningful and desirable. Previous studies have also shown that attitude and self-efficacy function as important psychological channels through which entrepreneurial education, mindset, and experiential learning influence entrepreneurial intention and motivation (Amani et al., 2024; Anwar et al., 2021; Otache et al., 2024; Taneja et al., 2024; Wardana et al., 2020). The combination of both creates a stronger motivational foundation. Therefore, entrepreneurial motivation should be understood as the result of interaction between internal psychological strength and positive evaluative perception.

These findings offer an important institutional implication. Universities should not position entrepreneurship merely as a formal subject within the curriculum, but as an ecosystem that develops both entrepreneurial attitude and entrepreneurial mentality. FEB UNM needs to integrate mental strengthening activities into entrepreneurship education through experiential and reflective learning. Students should be given opportunities to manage real business projects, interact with entrepreneurs, participate in business competitions, access seed funding, and receive continuous mentoring. Such activities can strengthen students' resilience, self-efficacy, opportunity recognition, and willingness to face business uncertainty. This is in line with recent entrepreneurship education literature, which highlights the importance of experiential learning, entrepreneurial self-efficacy, opportunity recognition, and technology-supported learning environments in improving entrepreneurial outcomes among students (Anubhav et al., 2024; Bell & Bell, 2020; Huang et al., 2024; Otache et al., 2024; Silesky-Gonzalez et al., 2024). In this regard, the university's role is not only to transfer entrepreneurial knowledge, but also to construct an entrepreneurial environment that enables students to experience the emotional, social, and practical realities of entrepreneurship.

Overall, the findings of this study indicate that the formation of entrepreneurial motivation among students is a staged psychological process. Entrepreneurship education contributes to motivation only when it first shapes entrepreneurial attitude, while entrepreneurial mentality has both direct and indirect effects because it is rooted in students' internal readiness. This study therefore contributes to entrepreneurship literature by demonstrating that motivation cannot be explained solely through educational exposure or curriculum participation. Instead, entrepreneurial motivation emerges from the interaction

between knowledge, mentality, and attitude. This conclusion is consistent with contemporary entrepreneurship studies emphasizing that entrepreneurial intention and motivation are shaped by a combination of education, mindset, self-efficacy, attitude, and experiential learning processes (Amani et al., 2024; Anwar et al., 2021; Martínez-Gregorio et al., 2021; Taneja et al., 2024; Wardana et al., 2020; Zhang et al., 2022). For higher education institutions, this means that entrepreneurship programs should be designed as transformative learning systems that combine theoretical knowledge, attitude formation, psychological strengthening, and experiential business practice. Such an approach is more likely to produce graduates who are not only knowledgeable about entrepreneurship, but also mentally prepared, emotionally committed, and motivated to create sustainable business ventures.

## **CONCLUSION**

This study concludes that entrepreneurship education does not directly increase students' entrepreneurial motivation, although it significantly shapes entrepreneurial attitude. Entrepreneurial mentality, on the other hand, directly strengthens both entrepreneurial attitude and entrepreneurial motivation. The key finding of this study is that entrepreneurial attitude fully mediates the relationship between entrepreneurship education and entrepreneurial motivation, showing that classroom-based entrepreneurial knowledge is not sufficient to encourage students to start a business unless it first develops a positive evaluation of entrepreneurship and psychological readiness to face entrepreneurial challenges. These findings suggest that entrepreneurship education at the Faculty of Economics and Business, Universitas Negeri Makassar, should move beyond theoretical instruction and be directed toward an outcome-based learning model that strengthens attitude formation, entrepreneurial mentality, experiential learning, and real business practice. Universities need to support this process through business incubation, mentoring, access to seed funding, and collaboration with business practitioners, while policymakers should encourage entrepreneurship programs that connect academic learning with industry experience and regional economic needs. For students and society, stronger entrepreneurial motivation can help transform graduates from job seekers into job creators and contribute to reducing educated unemployment. This study is limited to 100 respondents from one faculty and relies on self-reported questionnaire data, which may limit generalizability and create potential response bias. Future research should involve broader samples across universities and combine quantitative surveys with qualitative interviews to obtain a deeper understanding of the factors that shape students' entrepreneurial motivation.

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