



The Influence of Entrepreneurship Education And Adversity Question on Entrepreneur Intention Through Entrepreneurial Attitude on Students in Jombang District

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ABSTRACT

Entrepreneurial intention is a person's encouragement in deciding what they will do and the realization is in the form of an attitude that is done. This study examines the direct and indirect effects of Entrepreneurship Education, Adversity Questions, and Entrepreneur Intention through Entrepreneurial Attitude. The sample of this research is students of private universities in Jombang Regency who have taken entrepreneurship courses such as STIE PGRI, Darul Ulum University, Hasyim'Asyari University, KH.A.Wahab Hasbullah University, PGRI University which amounted to 235 respondents. Data analysis used descriptive analysis, Structural equation model-partial least square (SEM-PLS). The results of this study found that there is a positive and significant effect of Entrepreneurship Education on Entrepreneurial Attitude, Adversity question on Entrepreneurial Attitude, and there is a positive and insignificant effect of Entrepreneurship Education on Entrepreneur Intention, there a positive and significant effect of Adversity Question on Entrepreneur Intention and there is no indirect effect of Entrepreneurship Education, on Entrepreneur Intention through Entrepreneurial Attitude. There is an indirect effect of the Adversity Question on Entrepreneur Intention through Entrepreneurial Attitude.

Keywords;

Entrepreneurship Education, Adversity Question, Entrepreneurial Attitude, Entrepreneur Intention

INTRODUCTION

Indonesia is a country with a large population, according to the Central Bureau of Statistics, in 2022 the population reached 275.77 million people. The majority of Indonesia's population lives in West Java Province, while a small portion lives in North Kalimantan Province. In 2022 unemployment in Indonesia exceeded 8.42 million people, indicating that with a dense population, the unemployment rate in Indonesia is increasing.

Mirawati, (2022) states that the number of job seekers with the jobs provided occurs due to an imbalance due to individual dependence on employment opportunities. Therefore, some graduates choose to be Job Seekers rather than Job Creators, concrete problem-solving must be found, such as through the field of entrepreneurship. According to (Prawoto & Affandi, 2021) Entrepreneurship is the most ideal way to overcome the problem of poverty, about 2% of the absolute number of visionary organizations of the entire population.

According to (Naiborhu & Susanti, 2021), universities provide good policies in the development of business decisions. Research conducted by Guerrero, Rialp, & Urbano; Nabi, Holden & Wamsley; Wu & Wu (Santy et al., 2017) defines entrepreneurial intention as a prospect for someone who plans to start another business or empower the production of new value beyond current associations, this mood is applied from school to expand their entrepreneurial goals. Entrepreneurial intention also begins with mental readiness and specialized knowledge to become an entrepreneur (Aras, 2022). Learning entrepreneurship also helps students form the mindset of becoming an entrepreneur (Prihantoro & Hadi, 2016).

Efforts to realize the entrepreneurial intention of a student to become an entrepreneur in addition to being supported by entrepreneurial education, entrepreneurial desire, and entrepreneurial attitude are also supported by the ability of students to deal with problems. Dr. Paul G Stolz developed





the concept of the term Adversity Questions which means someone who can observe and change difficulties with his ingenuity, with his ingenuity being a challenge to be resolved (Stoltz, n.d. 2000).

Based on the results of previous research, it is found that students' enthusiasm for entrepreneurship in practicing entrepreneurship has almost no intention of starting a business. This is because students feel that if they do business there are many difficulties and obstacles and a sense of worry that they can fail when starting a business (Dwijayanti, 2017). This basic thing cannot be applied to all students, it could be that some other students think that by becoming entrepreneurs they can create greater opportunities.

Ajzen's theory (1987), states that attitudes arise when a person has a positive or negative assessment of their ability to complete a task, or when they have an assessment of a very challenging task. As a result, it is assumed that when a person has a strong attitude towards a challenging obligation, they are more likely to complete the obligation successfully and move on to the next step, which is becoming a business owner.

It is generally known that attitudes influence behavior, and attitudes can be used to predict how people will act. The term "entrepreneurial attitude" describes a person's intention, either positive or negative, to start a new company. Therefore, the basis of entrepreneurial action is entrepreneurial intention. Due to its complexity, entrepreneurship has attracted the attention of many academic fields, including business management, economics, and psychology (Çolakoğlu & Gözükar, 2016).

Entrepreneurship Education is an important factor in fostering entrepreneurial experience and skills. In addition to entrepreneurial experience and skills, both have the same opportunity (Darmawan, 2019). These factors can also help students become real students (Alfiyan et al., 2019). Students also gain new knowledge about entrepreneurship education through higher education as a place to provide adequate inspiration about entrepreneurship (Santy et al., 2017). Research on entrepreneurship education theory has been conducted since the early 1990s and has been tested on high school students. Formal entrepreneurship education has been shown to have an impact on student tendencies and student intentions in entrepreneurship. (Welsh et al., 2016).

Entrepreneur Intention is the goal to emerge at the right time and opportunity and be recognized through activity. The Theory of Planned Behavior (TPB) is also a theory of intention, which can be considered from the process of attitude, behavioral control, and subjective norms (Van Gelderen et al., 2008). According to the opinion of Drnovsek et al., (Amelia & Sulistyowatie, 2022) the reflection of a commitment that occurs in everyone in starting a new business is news that requires special treatment in addressing various entrepreneurial processes with entrepreneurial intentions. Based on the literature review above, the hypothesis in this study is as follows:

- H1: There is a Positive and Significant Effect of entrepreneurship education on entrepreneurial attitude
- H2: There is a Positive and Significant Effect of adversity questions on entrepreneurial attitude
- H3: There is a Positive and Significant Effect of entrepreneurship education on entrepreneur intention
- H4: There is a Positive and Significant Effect of adversity question on entrepreneurial intention
- H5: There is a Positive and Significant Effect of entrepreneurial attitude on entrepreneur intention
- H6: There is a positive and significant effect of entrepreneurship education on entrepreneur intention through entrepreneurial attitude.
- H7: There is a Positive and Significant Effect of adversity questions on entrepreneur intention through entrepreneurial attitude.

METHOD

This research uses quantitative methods. The research method uses descriptive research methods and explanatory research. Descriptive research is a type of research that describes the variables and a description of the object of research, while explanatory research is research that uses hypothesis testing to explain the causal relationship between variables so that conclusions are obtained. This study aims to determine the extent of the influence of Entrepreneurship Education, Adversity Questions, on Entrepreneur Intention through Entrepreneurial Attitude can be described as follows

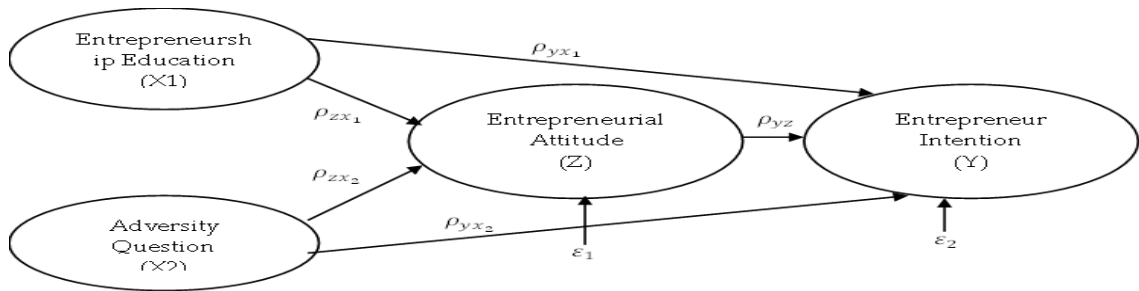


Figure 1. Research Design

The independent variables in this study are Entrepreneurship Education (X1), Adversity Question (X2), the intervening variable Entrepreneur Attitude (Z), and Entrepreneur Intention (Y). The population in this study are students at universities in Jombang Regency. The sample in this study was calculated using the Size Calculator. In this study, the sampling technique used accidental collaboration and purposive sampling where the sample was taken by chance by distributing questionnaires in the form of Google form and considering the criteria related to the research objectives. which is done randomly. data analysis techniques using descriptive statistical analysis, structural equation model-partial least square (SEM PLS).

RESULTS AND DISCUSSION

Table 1. Assessment of Cronbach's alpha, Average Variance Extracted

Variable	Croanbach's Alpha	Rho_a	Rho_c	Average Variance Extracted (AVE)
Adversity Question (X2)	0,891	0,898	0,913	0,568
Entrepreneurial Attitude (Z)	0,904	0,913	0,925	0,641
Entrepreneur Education (X1)	0,895	0,912	0,914	0,499
Entrepreneur Intention (Y)	0,871	0,891	0,902	0,608

Based on the results of outer model data analysis or evaluation that measures the validity of question indicators, there are 2 assessments in it, namely if convergent validity on the loading factor value and discriminant validity > 0.70, this is considered to meet the convergent validity value and cross loading value. While the value of rho a and rho c to test the reliability of the question indicator. The Average Variance Extracted (AVE) value has an assessment if <0.005 then it does not meet the convergent validity value as in X1 the value is 0.499 and in X2 the AVE value is 0.568, and in Y the AVE value is 0.608 and Z the AVE value is 0.641, so this is stated that the value between question indicators > 0.05 then it meets the convergent validity value or meets the validity test. Discriminant validity also refers to the Cross Loading criteria, which are explained in Table 3 as follows;

Table 2. Assessment of Discriminant Validity

Variable	Cross Loading			
	Adversity Question (X2)	Entrepreneurial Attitude (Z)	Entrepreneurship Education (X1)	Entrepreneur Intention (Y)
Adversity Question (X2)	0,754			
Entrepreneurial Attitude (Z)	0,862	0,800		
Entrepreneurship Education (X1)	0,634	0,652	0,706	
Entrepreneur Intention (Y)	0,736	0,706	0,540	0,780

Based on Table 2, the correlation value by diagonally analyzing the top correlation value of the variable to the variable itself, for example, the variable (X2) against (X2), (Z) against (Z), (X1) against (X1), (Y) against (Y) and the assessment is that the value cannot be smaller than other values, such as the correlation value of the variable (X2) against (Z) states that (X2) the assessment value is smaller than (Z) it is called tardalleck or lack of former larcker. but if so, the assessment is by eliminating the smallest value on the value of the question indicator even though the loading factor value is > 0.70 because it is not talking about the loading factor value, and after eliminating the small indicator value must still pay attention to the AVE value whose value is smaller than (Z). However, if so, the assessment is to eliminate the smallest value in the value of the question indicator even though the loading factor value is > 0.70 because it does not discuss the loading factor value, and after eliminating the small indicator





value, you must still pay attention to the AVE value whose value is > 0.50, so that the tardalleck phenomenon on the question indicator item can have a smaller value in diagonal analysis.

Inner model value or structural model evaluation that measures question indicators structurally by looking at the R-Square value, path coefficient, t-statistic, and bootstrapping calculation to determine the significance value of direct and indirect effects between variables. This can be explained in Figure 2 and Table 2 as follows;

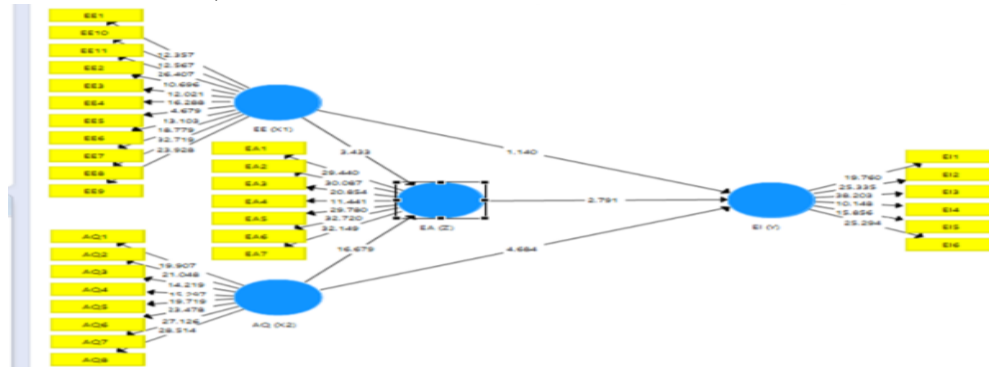


Figure 3. Bootstrapping results of variable indicators

Table 4. Path Coefficient Results

Variable	Original Sample	Sample Mean	Standard deviation (STDEV)	t Statistic	p Value
Adversity Question > Entrepreneurial Attitude (H2)	0,750	0,746	0,045	16,679	0,000
Adversity Question > Entrepreneur Intention (H4)	0,473	0,468	0,101	4,684	0,000
Entrepreneurial Attitude > Entrepreneur Intention (H5)	0,246	0,247	0,088	2,791	0,005
Entrepreneurship Education > Entrepreneurial Attitude (H1)	0,177	0,180	0,051	3,433	0,001
Entrepreneurship Education > Entrepreneur Intention (H3)	0,080	0,081	0,070	1,140	0,255

Based on Figure 2 and Table 2, the path coefficient with assessment states that if the value found in the t statistic is <1.96, the results automatically have no effect, both positive and negative effects. Meanwhile, if the p-value > 0.05, the result is not significant. The findings in this study provide the result that the t-test has a value > 1.96, so it is stated to have a positive influence, and it is concluded that hypotheses 2, 4, 5, and 1 are accepted, this is also evidenced by all p-values <0.05, so it is stated to have significant results. Meanwhile, hypothesis 3 is rejected, as evidenced by the p-value > 0.05, the value is 0.255 which is red. Adversity Question has a significant effect on Entrepreneurial Attitude as well as on Entrepreneur Intention, and Entrepreneurial Attitude has a significant effect on Entrepreneur Intention, and Entrepreneurship Education has a significant effect on Entrepreneurial Attitude but on Entrepreneur Intention has a positive and insignificant effect.

The test intervening variable can be seen in Table 5 from a comparison of the direct effect with the results of bootstrapping calculations, this also looks at the total value of the Indirect effect, if the direct effect is smaller than the total effect, it is proven that the variable Entrepreneurial Attitude as an intervening variable.

Table 4. Test Results of Indirect Effect or Total Effect

Variable	Sample asli (O)	t-statistik	P Value
Adversity Question > Entrepreneurial Attitude > Entrepreneur Intention	0,185	2,724	0,007
Entrepreneurship Education > Entrepreneurial Attitude > Entrepreneur Intention	0,043	2,005	0,046

Based on table 5 on the indirect effect test between variables, states that the indirect and joint relationship of variable X1 to Y through Z has positive and significant results with an original sample of 0.043 and a p-value of 0.046, and the indirect relationship of variable X2 to Y through Z with an original value of 0.185 and a p-value of 0.007, it has positive and significant results as well. While the



R-Square value is to see whether the dependent variable has the power to the accuracy of the prediction. The results prove that the Entrepreneurial Attitude (Z) variable is obtained at 0.762 which indicates that 76.2% can be influenced by the Entrepreneurship Education (X1) and Adversity Question (X2) variables while the remaining 23.8% is influenced by other variables outside the study. The R-Square value of the Entrepreneur Intention (Y) variable is obtained at 0.565 which indicates that the Entrepreneur Intention (Y) variable can be influenced by the Entrepreneurship Education (X1) and Adversity Question (X2) variables, and Entrepreneurial Attitude (Z) by 56.6% while the remaining 43.4% is influenced by other variables outside the study. So, the higher the R-Square value, the greater the ability of the independent variable to explain the dependent variable, and the better the structural equation.

In this study, the first hypothesis is that Entrepreneurship Education has a significant effect on Entrepreneurial attitude. Data processing conducted by researchers has data results and is obtained as in Figure 4.24 t-Value in the first hypothesis of $3.433 > 1.96$ and p-value $0.001 < 0.05$ so it is stated if the first hypothesis is accepted. In this study, the second hypothesis is that the Adversity Question has a significant effect on Entrepreneurial attitude. Data processing conducted by researchers has data results and obtained as in Figure 4.24 t-value in the second hypothesis of $16.679 > 1.96$ and p-value $0.000 < 0.05$ so it is stated if the second hypothesis is accepted. In this study, the third hypothesis is that Entrepreneurship Education has an insignificant effect on Entrepreneur Intention. Data processing conducted by researchers has data results and is obtained as in Figure 4.24 t-value in the third hypothesis of $1.140 < 1.96$ and a p-value of 0.255, so it is stated that the third hypothesis is rejected.

Discussion

Effect of Entrepreneurship Education (X1) on Entrepreneurial Attitude (Z)

The results of data analysis that has been described in the previous chapter, show that entrepreneurship education has a positive and significant effect on entrepreneurial attitudes. So the findings of this study mean that the first hypothesis is accepted. With a path coefficient of 0.177 and a p-value of 0.001. The relationship between the two variables is considered significant because the p-value < 0.05 . This finding indicates that entrepreneurship education in higher education can influence entrepreneurial attitudes in students. The results of this study are in line with previous research conducted by Wirawati et al., (2019) which states that students who get high-quality entrepreneurship learning can have a commensurate entrepreneurial attitude. For example: if in the world of education, students learn debt and credit, then students will act by thinking about risk management before they obtain funds utilizing debt and credit. Entrepreneurship education introduced by universities for students in Jombang district aims to provide knowledge about the entrepreneurship curriculum and also help them understand how to become a good, unique, and creative entrepreneur. The knowledge of entrepreneurship is also felt by students and is realized by the attitude of students who are eager to take entrepreneurship courses and practicums. Another attitude shown by students from studying entrepreneurship is that students gain experience and capital skills for student life in the future.

Entrepreneurship education can also create cognitive, affective, and behavioral knowledge of individuals in particular. This is motivated by universities that provide support to students by preparing supporting facilities such as business laboratories, entrepreneurship weeks, and student business communities. This is also evidenced by the frequency of student question indicators that universities provide them with knowledge about entrepreneurship 68.9% of 235 students or 162 students agreed with the indicator question. The results of this study follow the theory that a person's entrepreneurial spirit can be expressed through innovative and creative behavior to carry out an entrepreneurial activity. An affirmation of the purpose of entrepreneurship learning in higher education is not only to produce a businessman but can include all professions based on the business spirit of the student. That is, entrepreneurship courses, the curriculum which initially focused on a functional control orientation such as human resources, marketing, finance, and operations management to focus on developing the entrepreneurial spirit, so the challenge is how the academic community teaches skills, attributes, and entrepreneurial behavior.

Effect of Adversity Question (X2) on Entrepreneurial Attitude (Z)

The results showed that the adversity question on entrepreneurial attitudes had positive and significant results, with a coefficient value of 0.750 and a p-value of 0.000, the relationship between the two variables was considered significant because the p-value < 0.05 . The results of this study are in line with the results of previous research conducted by Rakhmadiningrum et al., (2021) which states that





the Adversity Question has a relationship with entrepreneurial attitudes. This is indicated by an entrepreneurial attitude in the form of a great desire to excel and not stop trying before achieving their desires. Adversity questions and entrepreneurial attitudes in students in the Jombang district indicate that the adversity questions that students have a good influence on the attitude of students in making entrepreneurial decisions. This is supported by the statement of the lecturer of the entrepreneurship course "that Higher Education at STIE Jombang prepares student competence by teaching how to sell their goods to foreign countries. This platform can help students develop these student competencies, such as the Fiver platform, Shutterstock, Getty Image, Adobe Image, upwork, and fastwork. These platforms can teach students how to promote their own and other people's work.

The platform mentioned earlier helps students develop more cognitively and creatively without limits. STIE Jombang students are more likely to be interested in practicing how to promote well and correctly from the platform rather than just selling around campus. According to Mrs. Chusna, a lecturer in entrepreneurship courses at STIE Jombang "Adversity Question owned by students is fairly low, especially if students are only given teaching using theoretical methods and practical methods only". For example, a colonial way of selling on campus and offering products to friends. This method for students is a basic way that cannot affect students' Adversity Questions. So one way to make students want to do business is to utilize technology and invite business that is adjusted to the field of competence that students have. In addition, the low Adversity Question is also influenced by millennial generation factors that are already instant and available so that students do not feel challenged in facing life in the future.

Effect of Entrepreneurship Education (X1) on Entrepreneur Intention (Y)

The results of this study indicate that entrepreneurship education on entrepreneurial intention has positive and insignificant results, with a coefficient value of 0.080 and a p-value of 0.255, the relationship between the two variables is considered insignificant because the p-value < 0.05 . The results of this study are not in line with research conducted by Aras, (2022) which states that there is a positive and significant influence. Entrepreneurship education on entrepreneurial intentions in students means that the knowledge provided in college can add skills that can turn entrepreneurial intentions into entrepreneurial activities, although entrepreneurship education is not an absolute thing in influencing intentions education has its way of motivating students to start doing business.

Other entrepreneurial ideas that are also a supporting tool for entrepreneurial intentions are developing and applying Digital Marketing Science, this science can help students take the right steps to promote products and introduce products through paid advertisements. This idea is unfortunate because it is applied in private universities in Jombang so this study can be declared insignificant in influencing students' intentions for entrepreneurship. This finding also reinforces research conducted by Kusmintarti et al., (2017) which states that there is no significant difference between students who have taken or have not taken entrepreneurship courses in terms of business ambitions in the future. This could be because the application of business learning only focuses on theory and lacks innovation in its application.

Effect of Adversity Question (X2) on Entrepreneur Intention (Y)

The results of this study indicate if the Adversity Question on Entrepreneurial Intention has a positive and significant influence with a coefficient value of 0.473 and a p-value of 0.000, the relationship between the two variables is considered significant because the p-value < 0.05 . The results of this study are in line with research conducted by Sandi, (2017) which states that there is a positive and significant relationship between the Adversity question to entrepreneurial intention. This finding indicates that the adversity question posed by students in the Jombang district has a good influence on a student's intention in entrepreneurship.

If this internal factor is successful in motivating entrepreneurial students, it also directly increases stronger intentions and is supported by great determination to achieve entrepreneurial success. For example, if the student succeeds in marketing products in larger quantities than the previous day. The second factor in addition to internal factors there are external factors that arise in the family. This family factor can create a sense of responsibility to lift the family economy by being more serious about working. The results of sharing sessions with students prove that these students often help their families sell and enjoy entrepreneurship, as seen from these students who are alert and responsive when asked how to process business. This factor is also evidence that external factors can



influence business intentions in students. While internal factors adversity question supports an effort to face difficulties. The knowledge gained from tertiary institutions such as management science, business organization science, and responsibility science is also an asset for living the next life.

Effect of Entrepreneurial Attitude (Z) on Entrepreneur Intention (Y)

The results of this study indicate that if the entrepreneurial attitude towards entrepreneurial intention has a positive and significant effect with a coefficient value of 0.246 and a p-value of 0.005, the relationship between the two variables is considered significant because the p-value <0.05. The results of the study are in line with research conducted by Arifah et al., (2020) which states that there is a positive and significant relationship between entrepreneurial attitudes and entrepreneurial intentions. These findings indicate that the entrepreneurial attitude of students in the Jombang district is influenced by the entrepreneurial intentions of these students and the effect is great because for students the attitude is the result of an intention to do everything. The tangible result of an entrepreneurial attitude is having a personal business or family business. Students in the Jombang district dominate a variety of businesses owned such as culinary businesses, especially PGRI University students, dominating students who apply the form of intention shown by entrepreneurial attitudes. Another form of entrepreneurial attitude apart from the personal business that is run there are also students in the Jombang district who have implemented the MBKM entrepreneurship program. This proves that no matter how great the efforts of universities in bringing up entrepreneurial intentions are not comparable to the attitudes that are directly applied by each individual. The results of this study follow the theory of planned behavior (TPB) if an intention is considered as a result of an attitude, perceived behavioral control, and a subjective norm. The study conducted by Marco, et al (1988) investigated entrepreneurial intention, which has a narrow meaning because entrepreneurial intention refers to the intention to establish one's own business in the future rather than as a type of attitude or interest. The terms entrepreneurship, setting up a business, and doing business will be used as synonyms. They sampled business students at four universities in the Netherlands and concluded with implications for career choice and education. The results of this study are in line with research conducted by Arifah et al., (2020) which states that entrepreneurial attitudes have a positive and significant effect on entrepreneurial intentions of 0.188 with a significance of 0.004 <0.05.

Indirect Effect of Entrepreneurship Education (X1) on Entrepreneur Intention (Y) through Entrepreneurial Attitude (Z)

In this study, testing the sixth hypothesis provides results if the entrepreneurial attitude variable has an influence on entrepreneurship education on entrepreneurial intention, the results show that entrepreneurial attitude has a significant effect in mediating entrepreneurship education on entrepreneurial intention. The results of this study have also been described in the third hypothesis shows that entrepreneurship education has a positive and insignificant effect on entrepreneurial intentions. So the correlation of hypotheses three and six means that the entrepreneurial attitude variable has a comprehensive influence in mediating the entrepreneurship education variable and entrepreneurial intention, and it is also important to have an entrepreneurial attitude so that without an entrepreneurial attitude, entrepreneurship education cannot affect entrepreneurial intention. Entrepreneurial attitudes can affect entrepreneurship education on entrepreneurial intentions as a whole because the manifestation of the theory of education provided by universities on individual entrepreneurial intentions is proven by an actualization or attitude in real terms. Student competence can be improved with structured efforts from entrepreneurship education, and the application of entrepreneurship education is not only a theory but also an effort to shape attitudes. Individuals tend to try harder to achieve their goals, especially if they want to become a successful entrepreneur. Competition in entrepreneurship is very tight and it is also necessary to understand the basics of entrepreneurship education material. This can be a provision for students to maintain their business, with independence can also form the spirit of meeting needs and can rely on their abilities and strengths. (Rahayu et al., 2023)).

Indirect effect of Adversity Question (X2) on Entrepreneur Intention (Y) through Entrepreneurial Attitude (Z)

In this study, testing the seventh hypothesis gives results if the relationship shows the entrepreneurial attitude variable influences adversity question on entrepreneurial intention, the results show that entrepreneurial attitude has a significant influence in mediating adversity question on entrepreneurial intention. The results of this study have also been described in the fourth hypothesis





shows that the adversity question has a positive and significant influence on entrepreneurial intention. So the correlation of hypotheses four and seven means that the entrepreneurial attitude variable has an incomplete influence in mediating the adversity question variable and entrepreneurial intention, and also the presence or absence of the entrepreneurial attitude variable, the adversity question can affect entrepreneurial intention. The results of this study are also in line with research conducted by Firmansyah et al., (2016) state that there is a positive and significant effect of adversity questions on entrepreneurial intentions through entrepreneurial attitudes. In observations made by researchers, some students in Jombang district have low entrepreneurial adversity question because it is based on several factors. First, the average individual comes from an economically established family so many conveniences can be accessed. Second, the social life of students in the Jombang district mostly comes from an instant and materialistic social environment so this condition makes students want to feel successful with low fighting power, this contradiction makes the decline in the spirit of being an entrepreneur. So the presence or absence of an entrepreneurial attitude can partially affect the effect of the Adversity Question on entrepreneurial intentions. The results of this study are also in line with research conducted by Barao et al., (2022) which states that the F count of the significance value of $0.000 < 0.05$ so that it can be concluded that the adversity question (X1), self-efficacy (X2) and Need for achievement (X3) simultaneously significant effect on entrepreneurial intentions (Y) students.

CONCLUSION

Entrepreneurship Education (X1) has a positive and significant influence on entrepreneurial attitude (Z). Adversity Question (X2) has a positive and significant influence on Entrepreneurial attitude (Z). Entrepreneurship Education (X1) has a positive and insignificant influence on Entrepreneur Intention (Y). Adversity Question (X2) has a positive and significant influence on Entrepreneur Intention (Y). Entrepreneurial attitude (Z) has a positive and significant effect on Entrepreneur Intention (Y). This study also successfully tested the mediating role of entrepreneurial attitude on the relationship between entrepreneurship education and adversity question on entrepreneurial intention. In addition, the role of entrepreneurial attitudes is also proven that the entrepreneurial attitude variable has an incomplete effect in mediating the adversity question variable and entrepreneurial intention, and also the presence or absence of the entrepreneurial attitude variable, the adversity question can affect entrepreneurial intention. For other researchers, this research is limited to five private universities that focus on the faculty of economics only. Other faculties such as the faculty of engineering and the faculty of education also focus on entrepreneurship studies but researchers do not include them in the study. Therefore, it is limited to only the faculty of economics that focuses on entrepreneurship courses in Jombang Regency. This study examines the relationship between entrepreneurship education and entrepreneurial intention as well as the mediating effect of attitude.

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