

Entrepreneurship Education, Orientation, and Internship Motivation as Antecedents of Higher Students Intention for Entrepreneurship

Original article

DOI: 10.31992/0869-3617-2022-31-11-155-168

Bagus Shandy Narmaditya – Master in economic education, lecturer at Faculty of Economics, ORCID: 0000-0002-4019-8723, bagus.shandy.fe@um.ac.id

Universitas Negeri Malang, Indonesia

Address: Jalan Semarang 5 Malang, 65145, Indonesia

Linda Seprillina – Master in economics, PhD student, ORCID: 0000-0002-0511-7457, linda.seprillina.fe@um.ac.id

Universiti Kebangsaan Malaysia, Bangi, Malaysia

Address: 43600 Bangi, Selangor, Malaysia

Ni'matul Istiqomah – Master in economic education, lecturer at Faculty of Economics, ORCID 0000-0003-2933-981X, nimatul.istiqomah.fe@um.ac.id

Universitas Negeri Malang, Indonesia

Address: Jalan Semarang 5 Malang, 65145, Indonesia

Norfariza Binti Mohd Radzi – PhD, Faculty of Education, ORCID: 0000-0002-9188-2082, norfariza@um.edu.my

Universiti Malaya, Kuala Lumpur, Malaysia

Address: 50603 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia

Agus Wibowo – PhD, Faculty of Economics, ORCID: 0000-0003-0051-1743, agus-wibowo@unj.ac.id

Universitas Negeri Jakarta, Indonesia

Address: Jalan Semarang 5 Malang, 65145, Indonesia

Sheerad Sahid – PhD, Senior lecturer at Faculty of Education, , ORCID: 0000-0003-2401-4629, sheerad@ukm.edu.my

Universiti Kebangsaan Malaysia

Address: 43600 Bangi, Selangor, Malaysia

Abstract. The entrepreneurial intention takes a major role in providing a new business creation. Despite major studies that have shown that entrepreneurship education is influential in driving intentions, few discuss this relationship by involving individual entrepreneurial orientation and internship motivation. This study is designed to investigate determinant factors affecting university students' entrepreneurial intentions. To understand the nexus between entrepreneurship education and college students' entrepreneurial intention, the hypotheses provide the intermediary role of entrepreneurial orientation, and this study presents evidence from Indonesia on the link between internships and

intention for business. Using structural equation modeling (SEM) with partial least squares (PLS), the findings indicate that students' entrepreneurial orientation and entrepreneurship education can drive students' internship motivation and intention for entrepreneurship. Furthermore, it is demonstrated that internship motivation can moderate the link between entrepreneurial orientation, entrepreneurship education, and university students' entrepreneurial intention.

Keywords: entrepreneurial education, entrepreneurial intention, internship motivation, entrepreneurial orientation

Cite as: Narmaditya, B.S., Seprillina, L., Istiqomah, N., Radzi, N.B.M., Wibowo, A., Sahid, S. (2022). Entrepreneurship Education, Orientation, and Internship Motivation as Antecedents of Higher Students Intention for Entrepreneurship. *Vyshee obrazovanie v Rossii = Higher Education in Russia*. Vol. 31, no. 11, pp. 155-168, doi: 10.31992/0869-3617-2022-31-11-155-168

Предпринимательское образование, предпринимательское намерение, предпринимательская ориентация студентов и мотивация к прохождению стажировки: факторы взаимосвязи

Научная статья

DOI: 10.31992/0869-3617-2022-31-11-155-168

Багус Шенди Нармадитья – магистр экономического образования, преподаватель факультета экономики, ORCID: 0000-0002-4019-8723, bagus.shandy.fe@um.ac.id

Государственный университет Маланга, г. Маланга, Индонезия

Адрес: Jalan Semarang 5 Malang, 65145, Indonesia

Линда Сеприллина – магистр экономики, докторант, ORCID: 0000-0002-0511-7457, linda.seprillina.fe@um.ac.id

Национальный университет Малайзии, г. Банги, Малайзия

Адрес: 43600 Bangi, Selangor, Malaysia

Ниматул Истикомма – магистр экономического образования, преподаватель факультета экономики, ORCID 0000-0003-2933-981X, nimatul.istiqomah.fe@um.ac.id

Государственный университет Маланга, г. Маланга, Индонезия

Адрес: Jalan Semarang 5 Malang, 65145, Indonesia

Норфариза Бинти Мохд Радзи – PhD, педагогический факультет, ORCID: 0000-0002-9188-2082, norfariza@um.edu.my

Малайский университет, г. Куала Лумпур, Малайзия

Адрес: 50603 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia

Агус Вибово – PhD, факультет экономики, ORCID: 0000-0003-0051-1743, agus-wibowo@unj.ac.id

Государственный университет Джакарты, г. Джакарта, Индонезия

Адрес: Jalan Semarang 5 Malang, 65145, Indonesia

Ширад Сахид – PhD, ст. преподаватель, педагогический факультет, ORCID: 0000-0003-2401-4629, sheerad@ukm.edu.my

Национальный университет Малайзии, г. Банги, Малайзия

Адрес: 43600 Bangi, Selangor, Malaysia

Аннотация. *Предпринимательское намерение играет важную роль в создании нового бизнеса. Несмотря на крупные исследования, которые показали, что обучение предпринимательству влияет на формирование намерений, мало кто обсуждает эту взаимосвязь, принимая во внимание индивидуальную предпринимательскую ориентацию и мотивацию к прохождению стажировки. Это исследование предназначено для изучения определяющих факторов, влияющих на предпринимательские намерения студентов университетов. Чтобы понять связь между предпринимательским образованием и предпринимательскими намерениями студентов колледжей, гипотезы предусматривают посредническую роль предпринимательской ориентации, и в этом исследовании представлены данные из Индонезии о связи между стажировками и намерениями заниматься бизнесом. Используя моделирование структурными уравнениями (SEM) с частичными наименьшими квадратами (PLS), авторы показывают, что предпринимательская ориентация студентов и предпринимательское образование могут стимулировать мотивацию студентов к прохождению стажировки и формирование намерения заниматься предпринимательством. Кроме того, показано, что мотивация к прохождению стажировки может смягчить связь между предпринимательской ориентацией, предпринимательским образованием и предпринимательскими намерениями студентов университетов.*

Ключевые слова: *предпринимательское образование, предпринимательское намерение, мотивация к прохождению стажировки, предпринимательская ориентация*

Для цитирования: *Narmaditya B.S., Seprillina L., Istiqomah N., Radzi N.B.M., Wibowo A., Sabid S. Entrepreneurship Education, Orientation, and Internship Motivation as Antecedents of Higher Students Intention for Entrepreneurship // Высшее образование в России. 2022. Т. 31. № 11. С. 155-168. DOI: 10.31992/0869-3617-2022-31-11-155-168*

Introduction

The Indonesia's entrepreneurship is a major concern for the government and university because of its strategic role in encouraging economic and social enhancement. Notably, the total of entrepreneurs in Indonesia is insufficient with a percentage of 3.47 percent from the whole population [1]. The number of literatures believe that an increasing number of entrepreneurs can create more job opportunity that potentially diminishes the number of unemployment and promotes economic wellbeing [2; 3]. However, the intention for business among Indonesian is insufficient [4]. This is not surprising due to the cultural believe that being entrepreneurs is unstable career and consider as the last optional career [5].

Concerning those issues, the Indonesian government in cooperation with universities has attempted to enlarge the number of entrepreneurs through various programs, such as entrepreneurship education, internships, and students exchanges [4]. University students have a high potential for entrepreneurship as they

have an ability to cultivate innovation spirit and orientation for entrepreneurship [6]. Students who obtain entrepreneurship education tend to have greater intentions for business [7]. The entrepreneurial intention is essential since some consensus in believing that the intention is influential in the entrepreneur's decision to initiate a new business creation [8; 9]. Some scholars believe that entrepreneurial education drives the willingness of students to designate their career as self-employment after graduation [10; 11]. Therefore, we affirm that entrepreneurial education takes an essential portion in stimulation intention and new business initiation.

Entrepreneurship education as it's confirmed promotes entrepreneurial intention. Some consensus believed that entrepreneurship education is the primary factor for enlarging individuals' entrepreneurial ability [1; 8; 10]. Aforementioned works added that entrepreneurship education can be elaborated with both theoretical matters in the classroom and outdoor involvement such as field practices or internships pro-

gram [12; 13]. However, few studies engage the mediating role of entrepreneurial internships motivation in entrepreneurship education and intention for business. Despite several studies have documented that internship motivation is essential for university students; it has not been proven by experience. In addition to entrepreneurship education, intention for business can be proxied by orientation for entrepreneurship [14]. An entrepreneurial orientation is an enterprise-level deliberate orientation that captures organizational strategy-making practices, managerial philosophies, and entrepreneurial behavior of companies [12]. Through education, it is expected to increase social knowledge so that it can inspire entrepreneurial students to align with profit and people orientation [15].

Despite its significant need, the study of how or what factors influence students' entrepreneurial intentions from the perspectives of students' entrepreneurial orientation and students' motivation to internships has been neglected by scholars. Also, previous literature shows inconsistent research conclusions on the impact of entrepreneurship education on entrepreneurial intentions. It has been shown to have little or no impact on entrepreneurial outcomes such as intention primarily in Indonesia [1; 4]. Possible explanation is the lack of learning models or approaches adopted in universities that focus on theoretical instead of practice fields or internships program. Therefore, this paper will contribute to the literature for developing intention for entrepreneurship by considering several predicted variables.

The paper is organized as follows. Section 2 deals with the underlying theory and hypothesis, while Section 3 presents the methodology adopting to enhance the research. Section 4 comprehensively presents the findings of the study and the conclusion is provided in Section 5.

Literature Review

Entrepreneurship Orientation and Entrepreneurial Intention

The entrepreneurial intention is essential since the fast and growing scholars documented

as a bridge to involve in the entrepreneurship activities [8]. Therefore, notably consideration should be concerned in exploring determinant factors of intention for business. Being an entrepreneur means to seek out opportunity and can learn from the previous mistakes of business [16]. Additionally, entrepreneurs should have creative thinking ideas and capable of understanding the potential markets [17]. Individual entrepreneurial orientation is closely linked with individual intention for starting a business [15]. Individual entrepreneurial orientation has been recognized among scholars as a predictor of intention for business.

The concept of entrepreneurial orientation covers innovation and decision making as the core dimension in entrepreneurship [18]. Individual entrepreneurial orientation is defined as the process of enhancing individual capacity to accomplish entrepreneurial knowledge, enlarge awareness and mental configuration for entrepreneurship. Prior research pointed out that entrepreneurial orientation covers three main components: innovation, risk taking, and proactive strategies [19]. Recent scholars added that orientation for entrepreneurship also enables to involve in internship activities [20]. The internship motivation is being a concern for Indonesian government as its role in complementing theoretical insight from the classroom. Some studies mentioned that internship motivation in entrepreneurship allows students to obtain more practical enhancement that leads to practice [7]. For this matter, the hypothesis is presented as below.

H1. Entrepreneurial orientation drives students' entrepreneurial intention.

H2. Entrepreneurial orientation promotes internships motivation.

Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship education has been recognized as a driver for individual entrepreneurial involvement. A prior study remarked that entrepreneurial education facilitates students to

acquire a learning experience in entrepreneurship that is expected to enhance the intention for business [7]. The association between entrepreneurship education and intention can also be performed by the theory of planned behavior [21]. An *entrepreneurial intention* is a perception of a person's positive intentions, attitudes, preferred subjective norms of behavioral control for entrepreneurial behavior. In this case, the main goal of entrepreneurship education is assisting individuals with the ability and knowledge to deal with entrepreneurial practice as well as create attitudes, norms, and behavior in entrepreneurship [22]. An empirical study found that entrepreneurship education plays a great role in fostering students' intention. Additionally, a preliminary paper revealed that courses, extracurricular engagements, and financial support associated with entrepreneurial universities have different effects on intentions [23]. In the Indonesia context, entrepreneurship education at the college level is also relatively recent [13]. The entrepreneurship education in the campus previously solely provided in economics students but this is being an essential course that needs to be followed among university students.

Entrepreneurial intention is described as a person's efforts and actions to provide the creation of a new business or increase the added value of the current business. Latest papers in the Indonesian settings remarked that insufficient entrepreneurial intentions are often associated with entrepreneurship education that focuses on theory rather than practice through internship programs [1; 13]. The ability and willingness to run a business raised among students after joining entrepreneurial activities. In addition, an enlarging of students' intention to start a business can be initiated after involving in training programs [24]. Furthermore, entrepreneurship education also stimulates students to involve in internship program and boost their motivation. Some papers noted that entrepreneurship education can promote motivation to involve in internship program [25; 26]. To support this relation, the social cognitive theory (SCT) can also

provide a comprehend understanding for the relationship between entrepreneurship education and intention for business [27]. Entrepreneurship education not only increases the intention for entrepreneurship, but also motivation for entrepreneurship. SCT provides an interesting explanation of the impact of entrepreneurship education on motivation. As one of the predictors of cognitive aspects, entrepreneurship education not only forms a mindset [1], but also builds motivation to involve in entrepreneurial activities during the internship programs. Thus, the hypothesis is performed as follows.

H3. Entrepreneurship education influences students' entrepreneurial intention.

H4. Entrepreneurship education influences internship motivation.

The Mediating Role of Internship Motivation

A study mentioned that entrepreneurship is an intentional and planned behavior. In doing so, the individual involvement in internship activities will promote intention for business [21]. Students' engagement in internship activities during study will have an impact to the entrepreneurial knowledge of students. Internship program allows students to obtain practical experience in the field toward entrepreneurship that supports the theoretical knowledge acquired in the classroom. Concerning Indonesia, the internship activities are recent promoted by government in cooperation with universities, small and medium business and firms. This program is intended to promote the number of entrepreneurs in Indonesia and to complement the lack of education that is solely focusing on students' cognitive skills. The link between entrepreneurship education and internship motivation can be in line to support the enhancement of students' entrepreneurial intention. A preliminary study mentions that there is a positive influence between entrepreneurship education and internship motivation. In addition to entrepreneurship education, internship motivation can predict the connectivity between entrepreneurial orientation and intention for

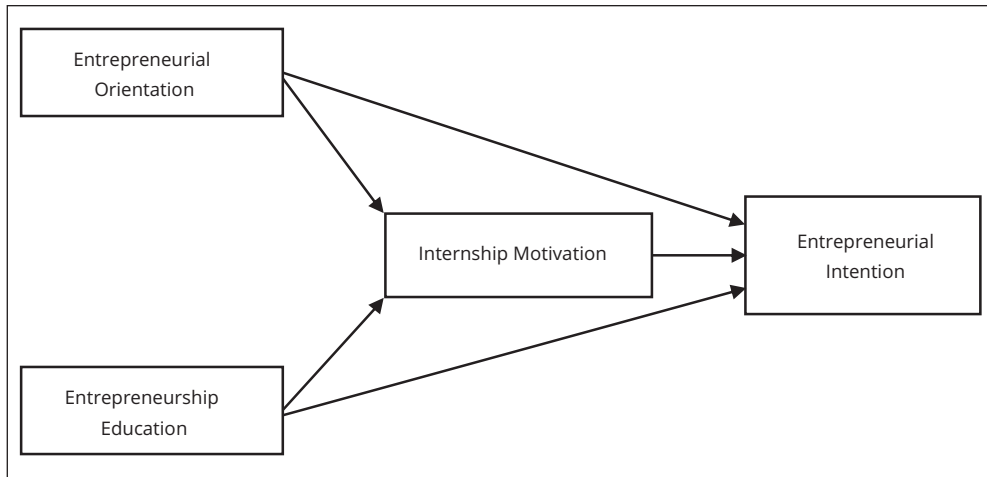


Fig. 1. Research Framework

business, including *Merdeka Belajar – Kampus Merdeka* (MBKM). This recent program covers several activities including students exchange, work practice, internship, research, independent project, and entrepreneurship. Therefore, the hypothesis is provided as follows. Concerning entrepreneurship education, independent learning offers students more practice in the business world and the industrial world. This phenomenon is clearly relevant to the study on entrepreneurship education, which states that real practice will significantly increase students' intentions to become entrepreneurs, compared to the conventional model [1; 4].

H5. Internship motivation and entrepreneurial intention.

H6. Internship motivation mediates the relationship between entrepreneurial orientation and intention.

Method

Research Model

This research framework to be investigated is based on hypothesis illustrated in *Figure 1*. The adoption of quantitative approach with cross-sectional allows to obtain an in-depth analysis of several predictive variables that can encourage university students' entrepreneurial intention in Indonesia. Respondents in this pa-

per were collected from undergraduate students from both national and private universities in East Java of Indonesia who have participated in entrepreneurial activities and internship programs managed by universities and the Indonesian government. The basic rationale is that the universities in Indonesia are located in East Java of Indonesia. The questionnaires provided to approximately 417 university students on July to September 2021, and found 400 valid questionnaires that be used for the analysis. The questionnaires were prepared in English version and it was translated to Bahasa Indonesia, considering the participants for this research were Indonesian students. The item of questions was provided using Google form and expanded adopting WhatsApp and Telegram. The ethical issue in this study was performed by the committee of ethic of the Universitas Negeri Malang in Indonesia.

Measures

In this research, we adopted instruments for measuring variables involved with some adjustments in the Indonesian setting. First, entrepreneurial intentions (EI), this study adopted five questionnaires (e.g., "I am ready to do anything to be an entrepreneur", "my professional goal is to become an entrepreneur") from Meoli et al. [28], while entrepreneurship education was es-

Table 1

The demographic respondent

S/No.	Dimension	Frequency	%
1.	Gender		
	Female	220	55.00
	Male	180	45.00
2.	Starting study		
	2018	236	59.00
	2019	164	41.00
3.	Parents' occupation		
	Entrepreneur	150	37.50
	Teacher/Lecturer	20	12.50
	Farmers	123	30.75
	Civil Servants	107	19.25
4.	Subject		
	Management	126	31.50
	Economic Education	157	39.25
	Accounting	117	29.25

timated using five items from Kusumojanto et al. [4] (e.g., education in school drives skill and ability related to entrepreneurship, the education activities incorporate entrepreneurship matter and allow students opportunities to begin a business). Moreover, the entrepreneurial orientation was estimated using the five items (e.g., “I desire to be self-employed”, “I plan to initiate my own business after graduation”) from Abbas et al. [29]. To estimate internship motivation, this paper adopted the items from Bolton and Lane [19] (e.g., “I obtained some knowledge and insight from internship program”). Each construct in the research was scored according to a Five-point Likert Scale from “strongly disagree” (1) to “strongly agree” (5). After estimating the scores for each construct, we further applied Structural Equation Modeling Partial Least Squares (SEM-PLS) to know the relationship between variables. Before conducting structural analysis, there are two stages that should be followed: first, measurement model to calculate validity and reliability of the indicators forming the latent construct; second, structural model analysis to investigate the relationship between variables covering collinearity test, path coefficient, R-square (R^2), effect size (f^2), and predictive relevance (Q^2).

Results and Discussions

Demographic Respondents

Table 1 informs that the respondents in this study were dominated by women (55.00 percent) while only 45.00 percent were male. Judging from the semester, respondents were dominated by the 2018 batch (59.00 percent) while the least were from the 2019 batch (41.00 percent). Furthermore, respondents with parents as entrepreneurs ranked first with 150 people (37.50 percent), while the least number were respondents with parents as teachers/lecturers (12.50 percent). Table 1 also informs that the majority of respondents are from economics education majors (39.25 percent), while the least are from accounting majors (29.25 percent). The complete demographics of research respondents can be seen in Table 1.

The first procedure of calculation is the outer model test. This stage provides criteria that a variable meets convergent validity if the loading factor > 0.70 [30]. Table 2 informs that the value of the loading factor (λ) of the Entrepreneurial Intentions (EI) variable is in the range of 0.838 to 0.882 > 0.70 so that all variables to meet convergent validity. Entrepreneurship Education (EE) variable has a value of between 0.837-0.907 > 0.70 to achieving convergent va-

Table 2

The model estimation

Item	Code	λ	α	CR	AVE
Entrepreneurial Intentions (EI)	EI1	0.838	0.888	0.923	0.749
	EI2	0.882			
	EI4	0.880			
	EI5	0.861			
Entrepreneurship Education (EE)	EE2	0.905	0.923	0.942	0.765
	EE3	0.870			
	EE4	0.907			
	EE5	0.837			
Entrepreneurial Orientation (EO)	EO1	0.844	0.879	0.912	0.674
	EO2	0.767			
	EO3	0.817			
	EO4	0.856			
	EO5	0.818			
Internship Motivation (IM)	IM1	0.838	0.930	0.945	0.742
	IM3	0.873			
	IM4	0.849			
	IM5	0.861			
	IM6	0.893			
	IM7	0.852			

Noted: Loading (λ); Cronbach's Alpha (α); Composite Reliability (CR); Average Variance Extracted (AVE).

Table 3

Discriminant Validity

Variable	EE	EI	EO	IM
EE	0.874			
EI	0.722	0.865		
EO	0.730	0.677	0.821	
IM	0.237	0.369	0.425	0.861

Source: Authors (2021).

lidity. Furthermore, the Entrepreneurial Orientation (EO) and Internship Motivation (IM) variables have a value between 0.817-0.893 (> 0.70) so that they meet convergent criteria. Furthermore, this study also estimates the internal reliability that is showed by the score of 0.888 to 0.930 to achieving this consistency.

In addition to the loading factor, convergent validity is also seen from the discriminant validity of each variable. The indicator that the variable meets discriminant validity when the cross-loading value is upper than 0.70 [30]. Table 3 illustrates the output of discriminant validity, in which the cross-loading value of the EE, EI, EO

and IM variables (> 0.70), so that it meets the convergent validity.

This study also involves the discriminant estimation using heterotrait-monotrait (HTMT) ratio. According to the statistical outcome of the HTMT in Table 4, each variable has a ratio value of < 0.90 so that it meets discriminant validity [31].

The next estimation is the collinearity test which aims to know whether or not the existence of collinearity among variables. The criteria for achieving collinearity when the Variance Inflation Factor (VIF) is lower than 5.00 [30]. From Table 5, it can be seen that the VIF of vari-

Table 4

Heterotrait-Monotrait Ratio

Variable	EE	EI	EO	IM
EE				
EI	0.792			
EO	0.806	0.760		
IM	0.252	0.403	0.464	

Source: Authors (2021).

Table 5

Nilai Variance Inflation Factor (VIF)

Variable	EE	EI	EO	IM
EE		2.169		2.139
EI				
EO		2.499		2.139
IM		1.238		

Source: Authors (2021).

Table 6

Goodness Evaluation

Variable	α	CR	AVE	Evaluation
EE	0.923	0.942	0.765	good
EI	0.888	0.923	0.749	good
EO	0.879	0.912	0.674	good
IM	0.930	0.945	0.742	good

Source: Authors (2021).

ables involved in this study is less than 5.00, indicating to meet the collinearity.

Furthermore, R-Square (R^2) estimation to comprehend whether or not each endogenous latent variable has predictive power to the construct. The R^2 calculation remarks that that IM has a value of 0.192, indicating that 19.2 percent of the IM variant can be explained by EO and EE with a weak predictive level. Accordingly, EI has an R^2 value of 0.587, implicating that the EI variant can be explained by EO, EE, and IM with a moderate level of prediction. The statistical calculation of f^2 test shows that that EO and EE have an effect on IM with a medium level (f^2 value = 0.183). Indeed, EO, EE and IM have an effect on EI with a medium level (value $f^2=0.390$). Furthermore, the value of FEE, PG, EL and EI is greater than 0, proving that the model has predictive relevance [30].

The evaluation of the goodness of fit (GoF) of the construct is provided in Table 6. It remarks the criteria to achieve GoF when Cronbach's Alpha (α) is higher than 0.70, CR > 0.70, and AVE > 0.50. From the table, it can be known that the values accomplished the criteria. In this study, the hypothesis estimation used Bootstrap resampling method. The test statistic used in this study is the t-count ≥ 1.645 with a significance level of 5%, and the p-value must be smaller than 0.05 [30]. As shown in Table 7, it is known that of the seven proposed hypotheses, seven were confirmed (Fig. 2 and Table 6).

Discussions

The first hypothesis aims to explore the relationship between entrepreneurial orientation and students' entrepreneurial intention. The

Table 7

Path Coefficients and Results of Hypotheses Testing

Hypothesis	Relationship	B	SE	T-value	Confidence Interval (BC)		Decision
					LL	UL	
H ₁	EO → EI	0.243	0.054	4.519	0.162	0.334	Supported
H ₂	EO → IM	0.539	0.064	8.414	0.436	0.651	Supported
H ₃	EE → EI	0.511	0.059	8.719	0.412	0.599	Supported
H ₄	EE → IM	0.157	0.074	2.117	0.285	0.336	Supported
H ₅	IM → EI	0.145	0.036	4.058	0.086	0.203	Supported
Indirect effect							
H ₆	EO → IM → EI	0.023	0.012	1.943	0.043	0.205	Supported
H ₇	EE → IM → EI	0.078	0.021	3.779	0.044	0.113	Supported

Source: Authors (2021).

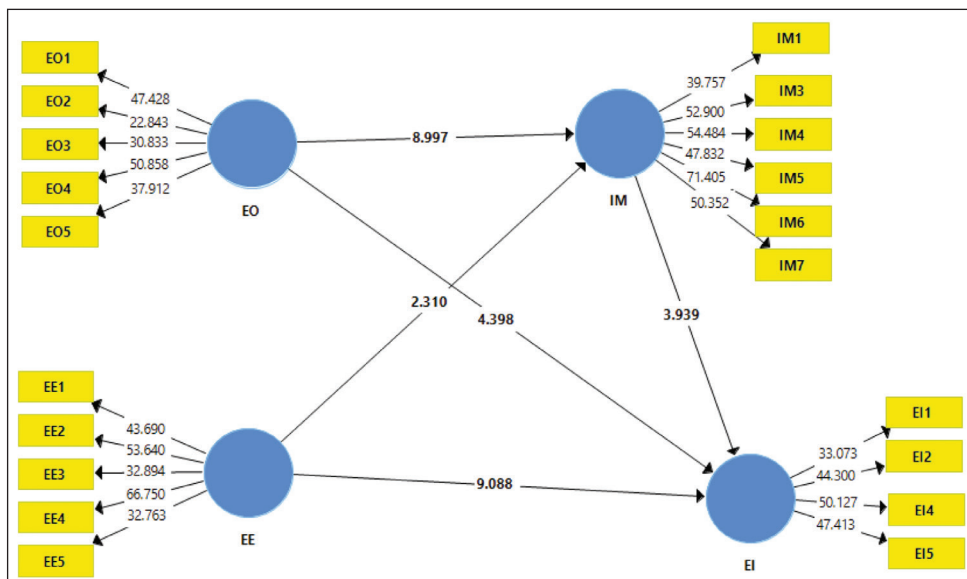


Fig 2. Structural Model

findings confirmed this relation and supported some preliminary studies [12; 13]. Entrepreneurial orientation covers three main components: innovativeness, risk taking and proactiveness [32]. This indicates that students who have this ability are more likely have a greater intention for business. The fundamental explanation to support the finding is that universities in Indonesia have concerned in stimulating students' mindset to be entrepreneurs as the promising career instead of being employer. In addition to the first hypothesis, this research sought to examine the nexus between entrepreneurial orien-

tation and internship motivation among college students in Indonesia.

The preliminary calculation showed that it has positive relation between entrepreneurial orientation and internship motivation. Entrepreneurial orientation promotes individual's ability to obtain knowledge and understanding on entrepreneurship. In doing so, understanding entrepreneurship will drive or motivate students to involve in internship activities. This result supports previous study to incorporate with this relationship [25]. The findings remark that entrepreneurship education can explain

university students' entrepreneurial intention. This finding is an agreement with major studies which mentioned that entrepreneurship is teachable [33; 34]. Additionally, a prior study mentioned that university students have a high potential for entrepreneurship as they have an ability to cultivate innovation spirit and orientation for entrepreneurship [6].

Entrepreneurship education enables students to have an ability and understanding in entrepreneurship to promote intention for business [17]. The fundamental explanation for the finding is that entrepreneurship education has been developed to incorporate with practical activities instead of focusing on cognitive aspects. In addition to boost the intention for entrepreneurship, this study also noted the significant connectivity between entrepreneurship education and individual internship motivations. The finding supported some studies which suggested this matter. The reason behind this result is that the information and practical knowledge obtained during the class also engage students in internship program [35; 36]. To support this finding, internship activities provide students an insight into the business activities [24]. The connectivity between these two also supports the Indonesian government program for internship in various sectors including in business practices.

The next result noted that individual internship motivation has a positive impact to students' entrepreneurial intention. Internship activities enable students to have a great and direct experience in the field primarily related to business activities. This is essential for supporting individual intention for business. Entrepreneurship is an intentional and planned behavior [21]. Students' engagement in internship activities during study will have an impact to the entrepreneurial knowledge of students. Internship program allows students to obtain practical experience in the field toward entrepreneurship that supports the theoretical knowledge acquired in the classroom. Furthermore, the results also confirmed the mediating role of internship education in explaining the nexus between entrepreneurial orientation and students' intention for business.

The explanation behind this finding is that students' orientation for entrepreneurship can be promoted through education and internship program. A prior study mentioned that there is a need for a collaboration between university and industry [38]. Recent scholars added that orientation for entrepreneurship also enables to involve in internship activities that can promote to intention [37]. The connectivity between entrepreneurship education and internship motivation can be in line to support the enhancement of students' entrepreneurial intention [26]. A prior study recommended to involve in the field practice through internship program, which will lead to intention [39]. Indeed, a prior study suggested that the internship program in small business and firms can promote students to be entrepreneurs instead of job seeker [35].

Conclusion

This study aims to scrutinize the causality between entrepreneurial orientation, education and intention for entrepreneurship among Indonesian college students as well as investigate the role of internship motivation. The findings indicate that students' entrepreneurial orientation and entrepreneurship education can drive students' internship motivation and intention for entrepreneurship. Furthermore, it is demonstrated that internship motivation can moderate the nexus between entrepreneurial orientation, entrepreneurship education and university students' entrepreneurial intention. The study provides some implications. First, this research provides valuable input on Social Cognitive Theory [27], particularly in relation to the independent learning program in Indonesia. The independent learning program provides opportunities for students to access more entrepreneurial education practices, especially in the business and industrial world, compared to the conventional model. Second, this study presents practical implication to design entrepreneurship education that is suitable with real business situation and internship activities so that it will gain benefits for students.

This study examines the impact of entrepreneurial orientation and education on intention

that is theoretically justified in the existing literature on providing helpful input towards a better understanding of apprentice role motivation. The findings also show that internship motivation only has a robust influence on entrepreneurial intention directly, but is equally important in enhancing entrepreneurial orientation and entrepreneurial education in developing stronger intention among students. The researcher suggests that entrepreneurship education and internship programs are important because of their role in increasing intention. The internship model is recommended to provide direct interaction for students to gain in-depth understanding and experience. This study has limitations on its geographical location in East Java Indonesia and should elaborate further. Furthermore, the link between entrepreneurship education and orientation is not covered in this study and can be carried out in further research. In addition, further study can explore the role of entrepreneurship training to predict students' entrepreneurial intention. Lastly, an experimental study can be conducted to compare students' entrepreneurial intention, before and after internship programs.

References

- Handayati, P., Wibowo, A., Narmaditya, B.S., Kusumojanto, D.D., Setiawan, A.B., Tung, D.T. (2021). The University Students' Enterprises Development: Lesson from Indonesia. *Cogent Education*. Vol. 8, no. 1, pp. 1973286, doi: 10.1080/2331186X.2021.1973286
- Shafiu, A.M., Manaf, H.A., Muslim, S. (2020). Utilization Entrepreneurship for Job Creation, Poverty Reduction and National Development. *The Journal of Social Sciences Research*. Vol. 6, no. 1, pp. 97-102, doi: 10.32861/jssr.61.97.102
- Gamede, B.T., Uleanya, C. (2020). Roles of Entrepreneurship as a Tool to Improve Economic Development: Case of Job Creation in Developing Nations. *Journal of Entrepreneurship Education*. Vol. 23, no. 6, pp. 1-14. Available at: <https://www.abacademies.org/articles/roles-of-entrepreneurship-as-a-tool-to-improve-economic-development-case-of-job-creation-in-developing-nations-9519.html> (accessed 25.10.2022).
- Kusumojanto, D.D., Wibowo, A., Kustiandi, J., Narmaditya, B.S. (2021). Do Entrepreneurship Education and Environment Promote Students' Entrepreneurial Intention? The Role of Entrepreneurial Attitude. *Cogent Education*. Vol. 8, no. 1, doi: 10.1080/2331186X.2021.1948660
- Baharuddin, G., Ab Rahman, A. (2021). What Is the Most Effective Antecedent for Developing Entrepreneurial Intention Among Muslim Youth in Indonesia? *Entrepreneurial Business and Economics Review*. Vol. 9, no. 1, pp. 75-88, doi: 10.15678/EBER.2021.090105
- Huang, Y., An, L., Wang, J., Chen, Y., Wang, S., Wang, P. (2021). The Role of Entrepreneurship Policy in College Students' Entrepreneurial Intention: The Intermediary Role of Entrepreneurial Practice and Entrepreneurial Spirit. *Frontiers in Psychology*. Vol. 12, article no. 585698, doi: 10.3389/fpsyg.2021.585698
- Ratten, V., Usmanij, P. (2020). Entrepreneurship Education: Time for a Change in Research Direction? *The International Journal of Management Education*. Vol. 19, no. 1, article no. 100367, doi: 10.1016/j.ijme.2020.100367
- Jena, R.K. (2020). Measuring the Impact of Business Management Student's Attitude Towards Entrepreneurship Education on Entrepreneurial Intention: A Case Study. *Computers in Human Behavior*. Vol. 107, article no. 106275, doi: 10.1016/j.chb.2020.106275
- Alshebami, A., Al-Jubari, I., Alyoussef, I., Raza, M. (2020). Entrepreneurial Education as a Predictor of Community College of Abqaiq Students' Entrepreneurial Intention. *Management Science Letters*. Vol. 10, no. 15, pp. 3605-3612, doi: 10.5267/j.msl.2020.7.018
- Paray, Z.A., Kumar, S. (2020). Does Entrepreneurship Education Influence Entrepreneurial Intention Among Students in HEI's? The Role of Age, Gender and Degree Background. *Journal of International Education in Business*. Vol. 13, no. 1, pp. 55-72, doi: 10.1108/JIEB-02-2019-0009
- Tomy, S., Pardede, E. (2020). An Entrepreneurial Intention Model Focusing on Higher Education. *International Journal of Entrepreneurial Behavior & Research*. Vol. 26, no. 7, pp. 1423-1447, doi: 10.1108/IJEER-06-2019-0370
- Martins, I., Perez, J.P. (2020). Testing Mediating Effects of Individual Entrepreneurial Orientation on the Relation Between Close Environmental Factors and Entrepreneurial Intention. *International Journal of Entrepreneurial Be-*

- bavior & Research*. Vol. 26, no. 4, pp. 771-791, doi: 10.1108/IJEER-08-2019-0505
13. Saptono, A., Wibowo, A., Widyastuti, U., Narmaditya, B.S., Yanto, H. (2021). Entrepreneurial Self-Efficacy Among Elementary Students: The Role of Entrepreneurship Education. *Heliyon*. Vol. 7, no. 9, article no. e07995, doi: 10.1016/j.heliyon.2021.e07995
 14. Khodadadi, M., Motefakeri, H., Soleimani, B. (2020). The Effect of Individual Entrepreneurial Orientation (IEO) and Entrepreneurial Intention and Self-Fulfillment with the Mediating Role of Entrepreneurial Skills. *Applied Research in Sport Management*. Vol. 8, no. 3, pp. 37-47. Available at: <https://www.sid.ir/paper/243439/en> (accessed 25.10.2022).
 15. Mahfud, T., Triyono, M.B., Sudira, P., Mulyani, Y. (2020). The Influence of Social Capital and Entrepreneurial Attitude Orientation on Entrepreneurial Intentions: The Mediating Role of Psychological Capital. *European Research on Management and Business Economics*. Vol. 26, no. 1, pp. 33-39, doi: 10.1016/j.iedeen.2019.12.005
 16. Biberhofer, P., Lintner, C., Bernhardt, J., Rieckmann, M. (2019). Facilitating Work Performance of Sustainability-Driven Entrepreneurs Through Higher Education: The Relevance of Competencies, Values, Worldviews and Opportunities. *The International Journal of Entrepreneurship and Innovation*. Vol. 20, no. 1, pp. 21-38, doi: 10.1177/1465750318755881
 17. Ratten, V. (2020). Coronavirus (Covid-19) and Entrepreneurship: Changing Life and Work Landscape. *Journal of Small Business & Entrepreneurship*. Vol. 32, no. 5, pp. 503-516, doi: 10.1080/08276331.2020.1790167
 18. Kraus, S., Breier, M., Jones, P., Hughes, M. (2019). Individual Entrepreneurial Orientation and Intrapreneurship in the Public Sector. *International Entrepreneurship and Management Journal*. Vol. 15, no. 4, pp. 1247-1268, doi: 10.1007/s11365-019-00593-6
 19. Bolton, D.L., Lane, M.D. (2012). Individual Entrepreneurial Orientation: Development of a Measurement Instrument. *Education+ Training*. Vol. 54, no. 2/3, pp. 219-233, doi: 10.1108/00400911211210314
 20. Chou, C.M., Shen, C.H., Hsiao, H.C., Chen, S.C. (2017). Tertiary Students' Entrepreneurial Career Intentions of Entrepreneurship-Embedded Internship Programs. *Studies in Higher Education*. Vol. 42, no. 11, pp. 2116-2133, doi: 10.1080/03075079.2015.1125596
 21. Krueger, N.F., Reilly, M.D., Carsrud, A.L. (2000). Competing Models of Entrepreneurial Intentions. *Journal of Business Venturing*. Vol. 15, no. 5-6, pp. 411-432, doi: 10.1016/S0883-9026(98)00033-0
 22. Shah, I. A., Amjed, S., Jaboo, S. (2020). The Moderating Role of Entrepreneurship Education in Shaping Entrepreneurial Intentions. *Journal of Economic Structures*. Vol. 9, no. 1, pp. 1-15, doi: 10.1186/s40008-020-00195-4
 23. Arranz, N., Ubierna, F., Arroyabe, M.F., Perez, C., de Arroyabe Fdez., J.C. (2017). The Effect of Curricular and Extracurricular Activities on University Students' Entrepreneurial Intention and Competences. *Studies in Higher Education*. Vol. 42, no. 11, pp. 1979-2008, doi: 10.1080/03075079.2015.1130030
 24. Voloshina, T.A. (2018). Entrepreneurship Education and Training Programs in Denmark: Key factors. *Vysshee obrazovanie v Rossii= Higher Education in Russia*. Vol. 27, no. 2, pp. 123-129. Available at: https://vovr.elpub.ru/jour/article/view/1281?locale=en_US (accessed 25.10.2022).
 25. Zreen, A., Farrukh, M., Nazar, N., Khalid, R. (2019). The Role of Internship and Business Incubation Programs in Forming Entrepreneurial Intentions: An Empirical Analysis from Pakistan. *Central European Management Journal*. Vol. 27, no. 2, pp. 97-113, doi: 10.7206/jmba.ce.2450-7814.255
 26. Huda, K.N. (2020). Towards Developing a Pro-Entrepreneurship Internship Program: An Appraisal of Southern University Model. *Shanlax International Journal of Education*. Vol. 8, no. 3, pp. 10-18, doi: 10.34293/education.v8i3.2670
 27. Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*. Vol. 52, no. 1, pp. 1-26, doi: 10.1146/annurev.psych.52.1.1
 28. Meoli, A., Fini, R., Sobrero, M., Wiklund, J. (2020). How Entrepreneurial Intentions Influence Entrepreneurial Career Choices: The Moderating Influence of Social Context. *Journal of Business Venturing*. Vol. 35, no. 3, article no. 105982, doi: 10.1016/j.jbusvent.2019.105982
 29. Abbas, M.G., Wang, Z., Ullah, H., Mohsin, M., Abbas, H., Mahmood, M.R. (2022). Do Entrepreneurial Orientation and Intellectual Capital Influence SMEs' Growth? Evidence from Pakistan. *Environmental Science and Pollution Research*. Vol. 29, no. 17, pp. 25774-25789, doi: 10.1007/s11356-021-17542-y

30. Hair, J.F., Howard, M.C., Nitzl, C. (2020). Assessing Measurement Model Quality in PLS-SEM Using Confirmatory Composite Analysis. *Journal of Business Research*. Vol. 109, pp. 101-110, doi: <https://doi.org/10.1016/j.jbusres.2019.11.069>
31. Henseler, J., Ringle, C.M., Sarstedt, M. (2015). A New Criterion for Assessing Discriminant Validity in Variance-Based Structural Equation Modeling. *Journal of the Academy of Marketing Science*. Vol. 43, no. 1, pp. 115-135, doi: [10.1007/s11747-014-0403-8](https://doi.org/10.1007/s11747-014-0403-8)
32. Miller, D. (2011). Miller (1983) Revisited: A Reflection on EO Research and Some Suggestions for the Future. *Entrepreneurship Theory and Practice*. Vol. 35, no. 5, pp. 873-894, doi: [10.1111/j.1540-6520.2011.00457.x](https://doi.org/10.1111/j.1540-6520.2011.00457.x)
33. Abdelkarim, A. (2019). Toward Establishing Entrepreneurship Education and Training Programmes in a Multinational Arab University. *Journal of Education and Training Studies*. Vol. 7, no. 1, pp. 1-9, doi: [10.11114/jets.v7i1.3833](https://doi.org/10.11114/jets.v7i1.3833)
34. Silveyra, G., Herrero, Á., Pérez, A. (2021). Model of Teachable Entrepreneurship Competencies (M-TEC): Scale Development. *The International Journal of Management Education*. Vol. 19, no. 1, article no. 100392, doi: [10.1016/j.ijme.2020.100392](https://doi.org/10.1016/j.ijme.2020.100392)
35. Botha, M., Bignotti, A. (2016). Internships Enhancing Entrepreneurial Intent and Self-Efficacy: Investigating Tertiary-Level Entrepreneurship Education Programmes. *The Southern African Journal of Entrepreneurship and Small Business Management*. Vol. 8, no. 1, pp. 1-15. Available at: <https://hdl.handle.net/10520/EJC196435> (accessed 25.10.2022).
36. Aamir, S., Atsan, N.F., Erdem, A.F. (2019). A Review of Entrepreneurship Education Research. *Education+ Training*. Vol. 61, no. 9, pp. 1078-1099, doi: [10.1108/ET-02-2019-0027](https://doi.org/10.1108/ET-02-2019-0027)
37. Ibatov, M. K., Pak, Y. N., Zhetesova, G. S., & Pak, D. Y. (2021). Development of Entrepreneurial University in the Conditions of Higher Education Modernization. *Vysshee obrazovanie v Rossii = Higher Education in Russia*. Vol. 30, no. 2, pp. 154-168, doi: [10.31992/0869-3617-2021-30-2-154-168](https://doi.org/10.31992/0869-3617-2021-30-2-154-168)
38. Miroshnikov, S.A., Notova, S., Nikulina, Y.N. (2022). Personnel Cooperation Between University and Industrial Partners in the Context of Youth Career Development. *Vysshee obrazovanie v Rossii = Higher Education in Russia*. Vol. 31, no. 8-9, pp. 99-115, doi: [10.31992/0869-3617-2022-31-8-9-99-115](https://doi.org/10.31992/0869-3617-2022-31-8-9-99-115)
39. Boldureanu, G., Ionescu, A.M., Bercu, A.M., Bedrule-Grigoruță, M.V., Boldureanu, D. (2020). Entrepreneurship Education Through Successful Entrepreneurial Models in Higher Education Institutions. *Sustainability*. Vol. 12, no. 3, pp. 1267, doi: [10.3390/su12031267](https://doi.org/10.3390/su12031267)

*The paper was submitted 08.05.22
Accepted for publication 28.10.22*