TECHBUS
TECHNOLOGY, BUSINESS AND ENTREPRENEURSHIP
E-ISSN: 2988-6635
Vol. 3, No. 2. Desember 2025

Influence of Attitude and Entrepreneurial Education on Students' Intention in Pontianak City

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INFORMASI ARTIKEL

Kata Kunci:
Perilaku;
Pendidikan Kewirausahaan;
Minat;
Theory of Planned Behaviour.

ABSTRAK

Penelitian ini mengeksplorasi pengaruh sikap dan pendidikan kewirausahaan terhadap minat berwirausaha mahasiswa di Kota Pontianak. Urgensi topik ini terletak pada kebutuhan untuk membentuk generasi muda yang siap menghadapi lanskap bisnis berbasis digital. Minat berwirausaha di kalangan mahasiswa dibentuk oleh keyakinan internal dan pengalaman pendidikan, yang keduanya menjadi kunci dalam membentuk wirausahawan masa depan. Penelitian ini bertujuan untuk menganalisis bagaimana sikap dan pendidikan kewirausahaan memengaruhi minat mahasiswa untuk memulai usaha, serta apakah pendidikan kewirausahaan memediasi hubungan antara sikap dan minat tersebut. Pendekatan kuantitatif digunakan, dengan data dikumpulkan melalui kuesioner daring yang dibagikan kepada 133 mahasiswa perguruan tinggi. Data dianalisis menggunakan regresi linear berganda dan analisis mediasi. Temuan penelitian mengungkapkan bahwa baik sikap maupun pendidikan kewirausahaan berpengaruh signifikan terhadap minat berwirausaha, dengan pendidikan kewirausahaan memainkan peran yang dominan. Selain itu, pendidikan kewirausahaan bertindak sebagai variabel mediasi yang memperkuat hubungan antara sikap kewirausahaan positif dan minat untuk berwirausaha. Penelitian ini memberikan kontribusi terhadap literatur dengan memvalidasi Theory of Planned Behaviour dalam konteks pendidikan lokal serta memberikan wawasan praktis bagi pengembangan kurikulum. Kebaruan dari penelitian ini terletak pada fokusnya terhadap populasi mahasiswa di Pontianak dan integrasi pendidikan kewirausahaan sebagai jalur dari pola pikir menuju tindakan.

ARTICLE INFO

Keywords:
Attitude;
Entrepreneurial Education;
Intention;
Theory of Planned Behaviour.

ABSTRACT

This study explores the influence of attitude and entrepreneurial education on students' entrepreneurial intention in Pontianak City. The urgency of this topic lies in the need to foster a generation of youth prepared for the digital-based business landscape. Entrepreneurial intention among students is shaped by internal beliefs and educational experiences, both of which are key in forming future entrepreneurs. This research aimed to analyse how attitude and entrepreneurial education affect students' intention to start a business, and whether entrepreneurial education mediates the relationship between attitude and intention. A quantitative approach was employed, with data collected through an online questionnaire distributed to 133 university students. The data were analysed using multiple regression and mediation analysis. The findings reveal that both attitude and entrepreneurial education significantly influence entrepreneurial intention, with entrepreneurial education playing a dominant role. Moreover, entrepreneurial education acts as a mediating variable, strengthening the relationship between a positive entrepreneurial attitude and intention. This study contributes to the literature by validating the Theory of Planned Behaviour in a local educational context and providing practical insights for curriculum development. The novelty of this study lies in its focus on Pontianak's student population and the integration of entrepreneurial education as a pathway from mindset to action.

Submitted : 01 Juli 2025
Revised : 12 November 2025
Accepted : 01 Desember 2025
Published : 18 Desember 2025

*Corresponding Author

Published by LPPM Institut Teknologi dan Bisnis Sabda Setia, Pontianak, Kalimantan Barat, Indonesia.

Technology, Business and Entrepreneurship (TECHBUS)
Vol. 3, No. 2, Desember 2025, Hal. 102-111
E-ISSN: 2988-6635

1. INTRODUCTION

Technological developments in the digital domain have had a major impact on the mindset of the younger generation, especially in the context of entrepreneurship. According to D'Angelo et al. (2023), digitalisation creates an environment that encourages creativity and innovation in business ventures. This technology not only changes the way work is done, but also opens new opportunities for students to engage in the business world from an early age (Firmansyah et al., 2023). Students, as part of the younger generation, possess great potential to become economically relevant entrepreneurs who are able to respond to the challenges of the times. Therefore, it is important to understand the factors that can influence the emergence of entrepreneurial intention among students.

Recent research shows that individual attitude is one of the main factors in forming entrepreneurial intention. Nazarudin & Sayd (2023) found that positive attitudes formed through experience and environment can increase a person's intention to start a business. In another study, Purwanto et al. (2022) explained that the Theory of Planned Behaviour remains relevant for measuring entrepreneurial intention, with attitude as one of its key components. In the student context, this attitude is strongly influenced by learning experiences and exposure to the entrepreneurial environment. Entrepreneurial education is also an essential element in shaping students' intention to become entrepreneurs. Lestari et al., (2022), revealed that entrepreneurial education plays a role in building self-efficacy, which ultimately strengthens the intention to start a business. In addition, Xu (2023) highlighted the importance of entrepreneurial education based on digital technology and real practice so that students can be better prepared to face a competitive and dynamic business world. Hence, entrepreneurial education not only functions as a medium for knowledge transfer, but also as a tool for character building and entrepreneurial motivation.

However, most previous studies are still general in nature and have not examined the local context in depth. Pontianak City, as an educational city in West Kalimantan, has unique social and demographic characteristics. This is important to consider because, according to Lestari et al. (2022), the surrounding environment including local culture can influence entrepreneurial intention. In areas with a dynamic entrepreneurial ecosystem, students tend to be more driven to engage in business activities. To fill this gap, the present study uses a quantitative approach through the distribution of questionnaires as the data-collection method.

Based on the above background, the research question in this study is how attitude and entrepreneurial education influence students' entrepreneurial intention in Pontianak City. The objective of this research is to analyse the influence of attitude and entrepreneurial education on students' entrepreneurial intention in Pontianak City. The results of this study are expected to serve as a basis for developing a more adaptive entrepreneurship curriculum and contextual learning strategies. In line with Xu (2023), findings, a curriculum designed to meet local needs and challenges can increase learning effectiveness. In addition, Firmansyah et al. (2023) add that an educational approach responsive to digital developments will produce young entrepreneurs who are more innovative and ready to compete globally.

Despite these meaningful insights, previous studies remain general in scope and have not examined the local context of students in Pontianak, who have unique social and learning characteristics. In addition, most prior research has only tested direct relationships among variables without considering the role of entrepreneurial education as a pathway that strengthens these relationships. Therefore, this study offers novelty by focusing on the local context of Pontianak and by examining entrepreneurial education as a mediating variable that bridges attitude and entrepreneurial intention. This approach provides new insights that contribute to both theoretical development and practical applications in entrepreneurship education.

2. LITERATURE REVIEW

2.1 Theory of Planner Behaviour

The Theory of Planned Behaviour (TPB) explains that an individual's intention to perform a behaviour is influenced by three main components: attitude toward the behaviour, subjective norms, and perceived behavioural control (Ajzen, 1991). This theory is a development of the Theory of Reasoned Action, with the addition of perceived behavioural control as an important factor in the formation of intention (Purwanto et al., 2022). In the context of entrepreneurial interest, TPB is used to identify the extent to which students' beliefs regarding positive views on entrepreneurship, influence from their immediate social environment, and confidence in starting a business can affect their intention to become entrepreneurs. Previous studies have shown that TPB can significantly predict behavioural intentions, including in the field of entrepreneurship (Nazarudin & Sayd, 2023). Thus, TPB serves as a relevant theoretical foundation for understanding entrepreneurial motivation.

2.2 Hypotheses Development

Attitude to Entrepreneurial Education

Entrepreneurial attitude refers to students' mindset in perceiving entrepreneurship as both attractive and feasible. Rahayuningsih et al. (2025) found that entrepreneurial attitudes significantly influence student participation in entrepreneurship education and internship programs, demonstrating how attitudes can drive students to engage more actively in entrepreneurship learning. Likewise, Sudewa et al. (2023) argued that in the digital era, positive entrepreneurial attitudes encourage individuals to seek out digital entrepreneurship learning opportunities to build new

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E-ISSN: 2988-6635

ventures. Firmansyah et al. (2023) also highlighted that entrepreneurial mindset, which reflects underlying attitudes, plays a central role in fostering participation in entrepreneurial education that aligns with current business dynamics.
H_1: There is a positive relationship between attitude and entrepreneurial education.

Entrepreneurial Education and Intention

Entrepreneurial education is widely recognized as a critical factor in shaping students' entrepreneurial intention. Nguyen & Nguyen (2023) demonstrated that entrepreneurship education enhances entrepreneurial capacity, which in turn directly predicts students' intention to start a business. Similarly, Xu (2023) found that well-structured entrepreneurship education programs in higher vocational institutions positively impact students' motivation and intention to pursue entrepreneurial careers. This indicates that entrepreneurial education does not only impart knowledge but also builds readiness to embark on entrepreneurial ventures.
H_2: There is a positive relationship between entrepreneurial education and intention.

Attitude to Intention through Entrepreneurial Education

Entrepreneurial attitude is often linked to stronger entrepreneurial intentions, and entrepreneurship education can serve as a crucial bridge in this relationship. Rahayuningsih et al. (2025) revealed that entrepreneurial attitude influences intention through the pathway of entrepreneurship education and internship engagement, effectively turning mindset into concrete entrepreneurial goals. (Nguyen & Nguyen, 2023) similarly showed that entrepreneurial education acts as a mediator that amplifies the impact of entrepreneurial attitudes on intention by building capacity and confidence.
H_3: There is a positive relationship between attitude and intention.

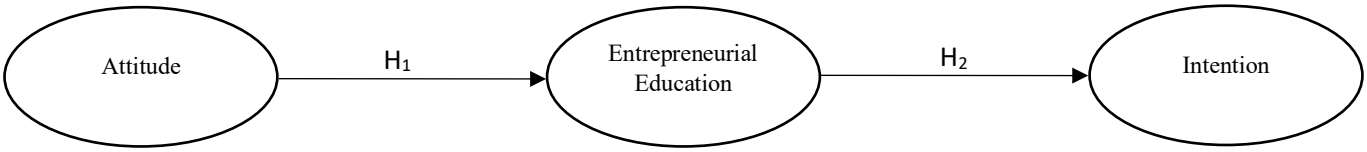

Figure 1. Research model

3. METODOLOGY

3.1 Research Design

This study employed a quantitative approach with a cross-sectional design to investigate the relationships outlined in the hypothesis development. Path analysis was utilized to evaluate both direct effects and potential mediation among variables (Baron & Kenny, 1986). Data were processed using SPSS version 27. This method is particularly suitable for analyzing how multiple independent variables concurrently influence a dependent variable (Sun et al., 2023), making it ideal for research involving complex models.

The population of this study comprised university students in Pontianak City. Data were obtained from 133 respondents through a census sampling technique (Arikunto & Suharsimi, 2012), selected to maximize the response rate while minimizing time and financial constraints. The application of multiple regression analysis was deemed appropriate given the challenges in acquiring larger sample sizes (Zhang & Li, 2023). Moreover, a sample size of 133 exceeds the recommended minimum threshold for ensuring adequate variance representation (Jenkins & Quintana-Ascencio, 2020).

3.2 Data Collection Method

Data in this study were collected using a structured questionnaire designed to capture primary, quantitative information relevant to the research objectives (Taherdoost, 2022). The questionnaire was prepared in Indonesian, employing clear and straightforward language to minimize ambiguity for respondents. It was distributed online via Google Forms, shared through WhatsApp to improve accessibility and reduce the logistical challenges commonly associated with conventional distribution methods. The data collection process was conducted throughout March 2025.

3.3 Research Instrument

To measure the variables accurately, this study used a five-point Likert scale. The variable attitude was measured using several indicators adapted from Purwanto et al. (2022), reflecting individuals' beliefs regarding the outcomes of entrepreneurial behaviour. Entrepreneurial education was assessed based on indicators that reflect knowledge acquisition, risk-taking skills, and innovation capacity, adapted Lestari et al. (2022) and Xu (2023). Entrepreneurial intention was measured using items that explore internal motivation, business readiness, and willingness to innovate and take risks, derived from Firmansyah et al. (2023) and Lestari et al. (2022). Each set of items was tailored to the context of university students and the local entrepreneurial environment in Pontianak.

To measure the variables in this study, a structured questionnaire was developed based on established indicators from previous research. The questions were based on each variable; attitude, entrepreneurial education, and intention.

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Table 1. Variables

No	Variable	Definition	Indicator	Resource
1	Attitude (X)	According to Ajzen (1991), attitude toward the behavior refers to how favorably or unfavorably an individual evaluates performing the behavior.	(AT1) I believe that becoming an entrepreneur will have a positive impact on my life. (AT2) In my opinion, the experience I gain from entrepreneurship will improve my decision-making skills. (AT3) I feel encouraged to follow the positive views given by others regarding my choice to become an entrepreneur. (AT4) I am confident that I can overcome obstacles in running a business. (AT5) I believe that I have the ability to manage a business well, including the available resources.	(Ajzen, 1991)
2	Entrepreneurial Education (Y)	Nguyen & Nguyen (2023) state that entrepreneurship education is essential in developing entrepreneurial capacity and strengthening individuals' intention to engage in entrepreneurial activities.	(EE1) I understand the importance of innovation in entrepreneurship through the entrepreneurial education I have received. (EE2) I feel more competent in identifying business opportunities after taking entrepreneurial education. (EE3) Entrepreneurial education increases my interest in trying to start my own business. (EE4) Entrepreneurial education helps me understand how to deal with risks in running a business. (EE5) I am more convinced that entrepreneurship is a viable career choice after taking entrepreneurial education. (EE6) I have gained many new business ideas through entrepreneurial education.	(Syamsuri, 2019) dan Atmaja & Margunani (2016)
3	Intention (Z)	Ajzen (1991) points out that intentions represent the motivational factors that influence behavior and indicate how hard people are willing to try to perform it.	(IT1) I am interested in running my own business as a primary career. (IT2) I am confident that the business I start will succeed in the future. (IT3) I am interested in continuing to learn about entrepreneurship. (IT4) I am committed to running my own business after graduating from college. (IT5) I believe that entrepreneurship can help me become economically independent. (IT6) I feel inspired to start a business because of experiences or influences from people around me.	(Lestari et al., 2022)

4. RESULTS

4.1 Demographic Characteristics

This study was conducted on 133 respondents, all of whom were students (100%). There were no respondents who were not students (0%). Based on academic level, the majority of respondents were second-year students (3rd and 4th semesters), accounting for 29%. This was followed by third-year students (5th and 6th semesters) at 20%, fourth-year and advanced-level students at 18% each, and first-year students (1st and 2nd semesters) at 15%.

In terms of gender, the majority of respondents were female (56%), while male respondents accounted for 44%. Regarding family background, the respondents were evenly divided, with 50% coming from entrepreneurial families and the other 50% from non-entrepreneurial families. In terms of entrepreneurial experience, 56% of the respondents reported having prior entrepreneurial experience, while the remaining 44% had never engaged in entrepreneurship. Thus, the majority of respondents in this study were mid- to upper-level students, with a slightly higher proportion of females, and half of them had both a family entrepreneurial background and personal entrepreneurial experience.

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Table 2. Demographic Characteristics

Profile	n	%
Status		
Student	133	100%
Non-Student	0	0
Total	**133**	**100%**
Academic Level		
First-year students (1st and 2nd semesters)	20	15%
Second-year students (3rd and 4th semesters)	39	29%
Third-year students (5th and 6th semesters)	26	20%
Fourth-year students (7th and 8th semesters)	24	18%
Advanced-level students	24	18%
Total	**133**	**100%**
Gender		
Male	59	44%
Female	74	56%
Total	**133**	**100%**
Family Background		
Entrepreneurial Family	67	50%
Non-entrepreneurial Family	66	50%
Total	**133**	**100%**
Entrepreneurial Experience		
Yes	74	56%
No	59	44%
Total	**133**	**100%**

Source: Data Processing, 2025

4.2 Validity and Reliability

The validity test was conducted to determine whether the instruments used in this study accurately measured the intended variables. With an r table value of 0.170, all statement items under the variables of Attitude, Entrepreneurial Education, and Entrepreneurial Intention showed correlation values (r count) above this threshold, indicating that all items were valid and suitable for use in the study. Furthermore, the reliability test was used to assess the consistency and dependability of the instruments. Based on the results, all variables had Cronbach's Alpha values above 0.6, ranging from 0.803 to 0.813. This indicates that the instruments used in this study were reliable and capable of providing consistent results. Therefore, both the validity and reliability tests support the appropriateness of the instruments in measuring the studied variables.

Table 3. Validity and Reability Test

#	Variable	Items	Correlations	Cronbach's Alpha
1	Attitude	X.1	.467	.805
		X.2	.422	.808
		X.3	.411	.809
		X.4	.350	.812
		X.5	.342	.813
2	Entrepreneurial Education	Y.1	.454	.806
		Y.2	.336	.813
		Y.3	.413	.808
		Y.4	.441	.807
		Y.5	.495	.803
		Y.6	.435	.807
3	Intention	Z.1	.358	.812
		Z.2	.412	.809
		Z.3	.398	.809
		Z.4	.451	.806
		Z.5	.445	.806
		Z.6	.360	.812

Source: Data Processing, 2025

4.3 Normality Test

The normality test is conducted to determine if the sample data is derived from a population that follows a normal distribution. The table below indicates that the value of KS was 0.112, which exceeds the threshold of 0.05. This suggests that the normality test has been successfully passed. Monte Carlo is a simulation method based on random sampling used to predict various possible outcomes in complex and uncertain systems (Velikova et al., 2024).

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Table 4. Normality Test

		Unstandardized Residual
N		133
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.61620961
Most Extreme Differences	Absolute	.103
	Positive	.041
	Negative	-.103
Test Statistic		.103
Monte Carlo. Sig. (2-tailed)		.112[d]

Source: Data Processing, 2025

4.4 Multicollinearity Test

The multicollinearity test was conducted to determine whether there was any correlation among the independent variables. The table below shows that there is no multicollinearity among the variables, as indicated by the Variance Inflation Factor (VIF) values being below 10 and the tolerance values being above 0.01 (Sugiyono, 2020). This indicates that the variables are appropriate for use in this study.

Table 5. Multicollinearity Test

Model		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)		3.810	.001		
	Attitude	.236	2.916	.004	.675	1.481
	Entrepreneurial Education	.486	5.996	.001	.675	1.481

Source: Data Processing, 2025

4.5 Autocorrelation Test

The autocorrelation test was conducted to determine whether there is any repeated pattern or relationship among time points within the sample data (Sugiyono, 2020).The acceptable range for the Durbin-Watson value is between 1.5 and 2.5, where a value close to 2 indicates no autocorrelation (Turner, 2020). In this study, the Durbin-Watson value is 1.974, which falls within the acceptable range and is greater than the lower bound value of 1.747, indicating that there is no autocorrelation. Therefore, the data is considered suitable for use in this research.

Table 6. Autocorrelation Test

Model	Std. Error of the Estimate	Durbin-Watson
1	.61525	1.974

Source: Data Processing, 2025

4.6 Heteroscedasticity Test

The heteroscedasticity test is conducted to determine if the sample data exhibits equal variance or if it displays high variation. The study employs the Glejser test to measure heteroscedasticity, and uses a threshold of 0.05 to measure the presence of heteroscedasticity (Sugiyono, 2020). All values in the Sig. column are above 0.05, indicating the absence of heteroscedasticity. The absence of heteroscedasticity indicates that the data can be utilized for this study.

Table 7. Heteroscedascity Test

Model		Standardized Coefficients Beta	t	Sig.
1	(Constant)		5,712	.001
	Attitude	-.201	-1.925	.056
	Entrepreneurial Education	-.018	-.168	.866

a. Dependent Variable: ABS_RES
Source: Data Processing, 2025

4.7 F Test

The F test is a statistical test performed to compare the variances of two samples or the ratio of variances between many samples. The threshold used for the F test is 0.05, where a Sig. value below 0.05 indicates that all independent variables collectively affect the dependent variable (Sugiyono, 2020).

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Table 8. F Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.772	2	18.386	47.687	.000[b]
	Residual	50.122	130	.386		
	Total	86.895	132			

a. Dependent Variable: Intention
b. Predictors: (Constant), Attitude, Entrepreneurial Education
Source: Data Processing, 2025

4.8 T Test

The T test is a statistical test performed to compare the average value of two samples to determine whether a significant difference exists, as well as the nature of their relationship. The threshold used for the T test in this study is 0.05 for the Sig. value. A Sig. value of less than 0.05 indicates that the variable has a significant effect on the dependent variable (Sugiyono, 2020). The table below shows that all variables have an effect on the dependent variable.

Table 9. T Test

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.991	.260		.001	.001
	Attitude	.227	.078	.236	1.481	.004
	Entrepreneurial Education	.483	.081	.286	1.481	.001

a. Dependent Variable: Intention
Source: Data Processing, 2025

4.9 R^2 Test

The R^2 test is used to determine the degree to which a given independent variable affects the dependent variable. The R^2 value is between 0 and 1, and the greater the value, the more of an impact it has on the dependent variable (Sugiyono, 2020). According to Table 9, the collective R square value is 0.423, meaning that 42,3% of the variances in EE can be predicted from the variables in this study collectively (Attitude, Entrepreneurial Education).

Table 10. R Square Value

R Square	Adjusted R Square
0.423	0.414

Source: Data Processing, 2025

Based on the mediation analysis approach, Table 10 presents both the significance (Sig.) values and the standardized coefficient beta (β) for each hypothesis. A significance value below 0.05 indicates that the hypothesis is statistically supported, suggesting that the independent variable has a significant influence on the dependent variable in the proposed relationship. Furthermore, all t-values in Table 10 exceed the critical t-table value of 2.0106 (df = 48; α = 5%), confirming that each hypothesis is statistically significant. Specifically, the relationship between Attitude and Entrepreneurial Education (H_1) is supported with a t-value of 7.939, while the relationship between Entrepreneurial Education and Intention (H_2) is supported with a t-value of 9.064. In terms of the mediation analysis (H_3), the indirect effect of Attitude on Entrepreneurial Intention through Entrepreneurial Education is also supported. The standardized coefficient beta for this indirect path is calculated by multiplying the beta values of the two direct paths: β = 0.570 × 0.621 = 0.354, which indicates a moderate mediation effect. This finding suggests that Entrepreneurial Education serves as a meaningful mediating variable in enhancing the influence of Attitude on students' Entrepreneurial Intention.

Table 11. Hypothesis Test

#	Relationship	Hypothesis	t	Sig.	Decision
1	AT > EE	H_1	7.939	.001	Supported
2	EE > IN	H_2	9.064	.001	Supported
Mediation Effect					
#	Relationship	Hypothesis	Decision	Standardized Coefficient Beta	
1	AT > EE > IN	H_3	Mediated	0.570 x 0.621 = 0.354	

Source: Data Processing, 2025

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5. DISCUSSION

The results of the multiple regression analysis in this study demonstrate that both attitude and entrepreneurial education significantly influence students' entrepreneurial intention. This finding aligns with the Theory of Planned Behaviour (TPB), which posits that attitude is a key determinant of behavioural intention (Ajzen, 1991; Purwanto et al., 2022). A positive attitude toward entrepreneurship reflects students' belief that engaging in business activities will lead to favourable outcomes, thereby strengthening their intention to pursue entrepreneurship.

The findings of this study are also consistent with several previous studies. Lestari et al. (2022) and Xu (2023) emphasize that entrepreneurial education plays a significant role in enhancing students' understanding, confidence, and motivation to engage in entrepreneurial activities. Furthermore, the results support the work of Firmansyah et al. (2023), who highlight that practice-based and technology-driven educational approaches effectively strengthen students' readiness for entrepreneurship. The alignment of these findings with multiple studies reinforces the conclusion that entrepreneurial education is a key factor in shaping entrepreneurial intention in a comprehensive manner.

Furthermore, entrepreneurial education was found to have the strongest impact on intention compared to attitude. This supports the findings of Lestari et al. (2022), who argue that entrepreneurship education enhances not only knowledge but also self-efficacy and motivation. Xu (2023) also emphasizes that entrepreneurship education, especially when integrated with digital and practical elements, can better prepare students for the real-world challenges of entrepreneurship. The strong relationship between entrepreneurial education and intention in this study reinforces the importance of contextually relevant and experiential learning approaches.

In addition, the study reveals that entrepreneurial education significantly mediates the relationship between attitude and entrepreneurial intention. This mediation effect indicates that a positive attitude alone may not be sufficient to drive entrepreneurial intention unless supported by educational experiences that enhance entrepreneurial skills and mindset. This is in line with the conceptual framework by Purwanto et al. (2022), who emphasize the role of learning and exposure in translating attitude into action.

The results also indicate that 42.3% of the variation in entrepreneurial intention can be explained by attitude and entrepreneurial education. While this figure is substantial, it also implies that other factors—such as subjective norms and perceived behavioural control, as highlighted in the TPB (Ajzen, 1991)—may also contribute to entrepreneurial intention and could be explored in future research.

Taken together, these findings support previous studies such as Nazarudin & Sayd (2023) and Firmansyah et al. (2023), and highlight the importance of fostering a supportive academic and social environment that promotes both positive attitudes and practical entrepreneurial education. Especially in the context of Pontianak City, where local entrepreneurial culture and digital developments are rapidly evolving, educational institutions should design entrepreneurship curricula that are adaptive to both global trends and local needs.

6. CONCLUSION

This study aimed to examine the influence of attitude and entrepreneurial education on students' entrepreneurial intention in Pontianak City. Using a quantitative approach and multiple regression analysis, the research found that both variables significantly contribute to shaping entrepreneurial intention. Entrepreneurial education was shown to have a greater impact compared to attitude, highlighting its crucial role in equipping students with the necessary knowledge, skills, and confidence to start a business. Furthermore, the results demonstrated that entrepreneurial education effectively mediates the relationship between attitude and entrepreneurial intention. This suggests that a positive attitude toward entrepreneurship needs to be supported by structured and contextual learning experiences to meaningfully influence students' intention to become entrepreneurs. The findings also reinforce the applicability of the Theory of Planned Behaviour (TPB), particularly in educational settings. The influence of internal beliefs, supported by educational exposure, aligns with TPB's framework in explaining how intention is formed.

In conclusion, attitude and entrepreneurial education are essential elements that must be strengthened through academic programs, practical exposure, and supportive learning environments. These factors, when developed together, can significantly foster a stronger entrepreneurial intention among students, particularly in the dynamic and growing entrepreneurial landscape of Pontianak City.

Theoretically, this study supports and enriches the Theory of Planned Behaviour by demonstrating that attitude requires reinforcement through entrepreneurial education in order to meaningfully influence entrepreneurial intention. Practically, the findings provide a basis for higher-education institutions to develop more contextual, practice-oriented entrepreneurship curricula that align with the needs of the entrepreneurial ecosystem in Pontianak.

7. LIMITATION AND FUTURE RESEARCH

Although this study involved 133 students and met the minimum sample-size requirements for multiple regression, several limitations should be acknowledged. First, the cross-sectional design captures entrepreneurial intention at only one point in time, making it impossible to observe how attitude or entrepreneurial education translate into actual start-up behaviour over the long term. Second, all data were self-reported and collected through a single online questionnaire, which may introduce common-method bias and social-desirability effects. Third, the sample was drawn solely from university students in Pontianak City; therefore, cultural or institutional factors unique to this locale may

limit the generalisability of the findings to other Indonesian regions or international contexts. Finally, the model focused on two TPB components attitude and the educational environment while excluding other recognised predictors such as subjective norm and perceived behavioural control. Future studies could address these issues by (i) employing a longitudinal or mixed-methods design to track changes in intention and new-venture creation over time; (ii) collecting data from multiple sources (e.g., lecturers, peer assessments, or behavioural observations) to reduce common-method variance; (iii) extending the sample to multiple universities or regions, thereby increasing external validity; and (iv) integrating additional TPB variables and potential moderators such as gender, prior entrepreneurial experience, or family business background. Experimental or quasi-experimental approaches that compare different pedagogical interventions such as digital-platform simulations or mentor-based incubators would also enrich our understanding of how specific educational practices foster entrepreneurial intention.

8. THEORETICAL AND PRACTICAL IMPLICATIONS

8.1 Theoretical implications

This study enriches the entrepreneurship literature in three ways. First, it provides fresh empirical support within an emerging-economy context for the Theory of Planned Behaviour, confirming that a favourable attitude alone is insufficient unless channelled through well-structured entrepreneurial education (Purwanto et al., 2022). Second, it positions entrepreneurial education as a partial mediator between attitude and intention, thereby extending TPB by demonstrating how learning experiences convert positive mind-sets into stronger entrepreneurial drive (Lestari et al., 2022). Third, by focusing on Pontianak City, the research answers recent calls to examine TPB in under-studied localities and shows that contextualised, technology-infused programmes amplify the education–intention link (Xu, 2023).

8.2 Practical implications

For higher-education institutions, the findings suggest that entrepreneurship courses should emphasise experiential and digital components business simulations, industry mentoring, and local start-up projects to maximise their impact on intention. Curriculum developers could integrate reflective activities that explicitly reshape students' attitudes while simultaneously equipping them with practical skills and confidence. Policy-makers and university management might allocate resources to incubators, hackathons, and digital-entrepreneurship labs that create authentic entrepreneurial ecosystems, thereby sustaining graduates' intention beyond the classroom (Firmansyah et al., 2023). Finally, local entrepreneurs and business associations in Pontianak can reinforce these efforts by offering internships or co-teaching opportunities, helping students translate intention into real ventures.

Acknowledgment
The researchers would like to thank the parties who have supported the development of this research.

Funding
This study received no external funding.

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