

# Impact of Entrepreneurial Culture, Entrepreneurial Education and Entrepreneurial Mindset, on Entrepreneurial Intention

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## Abstract

*The entrepreneurial intentions among university students is very important subject specially if the country wants to create more jobs and reduce the unemployment problems. This research aims to examine the effect of entrepreneurial culture, entrepreneurship education and entrepreneurial mindset on entrepreneurial intention. The population in this study are the students from Universitas Pelita Harapan (UPH) Karawaci, Banten, Indonesia. The analytical tool used is Structural Equation Modelling (SEM) using SmartPLS. This result of this study shows that the entrepreneurial education and entrepreneurial mindset has a positive and significant effect on entrepreneurial intention. But entrepreneurial culture will have an effect on entrepreneurial intentions only with mediation. This research need to be conducted in other universities in order to have bigger generalization power.*

## Keywords

entrepreneurial culture;  
entrepreneurial education;  
entrepreneurial mindset;  
entrepreneurial intention



## I. Introduction

The growth of COVID-19 cases has impacted the global economy, including Indonesia. The United Nations (UN) has stated that COVID-19 has affected many sectors, including transportation, tourism, stocks, and health. The lockdown regulations that are taken by many countries to avoid the spread of the virus, hinder economic activities and put pressure on the world economic growth, including economic growth in Indonesia. The World Bank predicted the economic growth of Indonesia in 2020 to experience a 2.1% decline (Susilawati et al., 2020). Economic growth is still an important goal in a country's economy, especially for developing countries like Indonesia (Magdalena and Suhatman, 2020).

Based on a survey done by Badan Pusat Statistik (BPS), 82,85% of companies in Indonesia experienced a decline in revenue as a result of pandemic COVID-19. 53.17% Medium and Large Enterprises (UMB) and 62.21% Micro and Small Enterprises (UMK) are experiencing financial difficulties in financing the company's operation expenses, including employees' wages. Based on a survey done by BPS, 46.64% UMB and 33,23% UMK are reducing their number of employees (Badan Pusat Statistik (BPS), 2020).

There are 1.62 million Indonesian working-age population are unemployed and 15.720 Million are experiencing a decreased number of their working hours as a result of pandemic COVID-19. (BPS, 2019). Unemployment has negative side effects such as an increase in mental health problems, increase in criminal activity and increase in drug use (Ali, 2021).

United Nations Conference (2015) cited by Adhikusuma & Genoveva (2020) One of the ways a country solves youth unemployment is by youth entrepreneurship. Unfortunately, Indonesian students still focus on being an employee rather than creating their own business when they graduate. They have low entrepreneurship intentions.

Pangesti & Yuwono (2020) cited from BPS, 6.4% of college graduates have the intention to become an entrepreneur (Adhikusuma & Genoveva, 2020; Pangesti & Yuwono, 2020).

Based on a survey distributed, 59% of UPH's students have no plan on creating their business once they graduate. This shows that UPH's students' intention on entrepreneurship could be improved. Low *entrepreneurial intention* among Indonesian people could be caused by ancestral doctrine saying that being an employee is a safer choice than being an entrepreneur. Zuraya (2018) cited by Pangesti & Yuwono (2020) stated that the public still glorifies some professions (such as Doctors and Police), as a measure of success. Enggartiasto Lukita, Minister of Trade, stated that many graduates apply to become Private Civil Servants (PNS) rather than implying their knowledge in creating new jobs (Pangesti & Yuwono, 2020).

Even though much research has been done on *entrepreneurial intention*, only Mahfud et al. (2020) has researched the impact of *entrepreneurial culture*, *entrepreneurial education*, and *entrepreneurial mindset* on *entrepreneurial intention*.

## II. Review of Literature

### 2.1 Entrepreneurship

The word entrepreneurship originates from a French word, the meaning of the word is a person that takes risks and starts something new. This word was first used by Richard Cantillon in the 18th Century (Carvalho & Madeira, 2021).

Entrepreneurs are those who create a new business despite having to face the risks and uncertainty, to achieve profit by identifying a significant opportunity and arranging resources needed. Entrepreneurs create the process of creative destruction where entrepreneurs create ideas and business that makes current business obsolete. These are the indications of a healthy and growing economy when the economy keeps on looking for new and better ways to service the people and increase their quality of life. These are some of the reasons why the United States is very successful from time to time, which they have the constant rotation of creative destruction (Scarborough & Cornwall, 2016).

### 2.2 Entrepreneur Personality

According to Scarborough and Cornwall, (2016), entrepreneurs tend to have these personalities such as responsible where they tend to have a high sense of responsibility for the business they start. They prefer to take control of the resources they have and use the resources to achieve their goals. Other trait is moderately risk-taker where they systematically calculate and handle their risks to create a successful business. The entrepreneurs are also self-dependent, they have to fulfill many roles, especially during startup since they have limited resources. They are also confident in their ability to succeed.

Entrepreneurs are also persistent, they have the ability to focus on their long-term goals. A study has shown that persistence is a predictor that can be used to predict success.

- a. Feedback, entrepreneurs constantly looking for feedback. The feedback they received is used to push themselves in increasing their performance standard.
- b. Energetic, entrepreneurs are more energetic than others since they work long hours.
- c. Future-oriented, entrepreneurs look to the future and don't think of what happened in the past, they see potential when others see it as a problem.
- d. Organized, entrepreneurs know how to group people to help them finish work.
- e. Achievement, entrepreneurs strive for achievement than money. Money is a way for them to set their achievement so it became their symbol of achievement.

### 2.3 Social Cognitive Theory (SCT)

Albert Bandura founded Social Cognitive Theory (Bayrón, 2013). Social Cognitive Theory identified that there is a three-way correlation between individual, action, and environment. The environment may push or break the spirit to do certain actions. An individual might have the cognitive or characteristics that may determine whether to do the action or not (Yakut, 2019).

### 2.4 Variables Concept

#### a. Entrepreneurial Intention

*Entrepreneurial intention* is an important variable in creating entrepreneurial behavior. The intention is reflected and will become a concrete behavior. *Entrepreneurial intention* is considered as an individual personal orientation on winning a business in the future. Previous research has confirmed that *Entrepreneurial intention* plays an important role in decision-making to create a new business (Abun, 2021). *Entrepreneurial intention* is also defined as a state of mind that will guide an individual to create a new business concept and make a career in entrepreneurship (Chhabra et al., 2020). Entrepreneurship Intention plays an important role in every decision that is taken by an individual to start any business. The intention is a direct antecedent from real behavior, the stronger the intention to behave, the stronger the success of behavior prediction will be. (Abun, 2021; Chhabra et al., 2020)

#### b. Entrepreneurial Culture

*Entrepreneurial culture* in this research will focus on *Entrepreneurial culture* within an institution, not in a corporation. *Entrepreneurial culture* in this research will be defined as a way of thinking and behaving that shapes student's mindset, creating value and attitude that stimulates creativity and innovation (Genoveva, 2019; Mukhtar et al., 2021; Prasetyo, 2019).

*Entrepreneurial culture* is an important asset for Indonesia, by growing *Entrepreneurial culture* in Universities, thus creating individuals that can think and act independently, apply their knowledge and technology for the well-being of themselves and society (Triharyanto et al., 2016).

#### c. Entrepreneurial Education

*Entrepreneurial education* is a learning activity that expands knowledge, skills, attitude, and personal character that relates to entrepreneurship (Hussain & Norashidah, 2015). *Entrepreneurial education* generally includes learning, activities that train communication skills, build entrepreneurial mentality, build networks and also develop profit-oriented business plans (Genoveva, 2019). *Entrepreneurial education* refers to the educational system that gives students Entrepreneurial skills, inspiration, and knowledge to pursue entrepreneurship. *Entrepreneurial education* helps create business ideas within the individuals and push them into entrepreneurship, as a result, there is an increase in *entrepreneurial intention* within them by Fayolle et al. (2006). Integrating entrepreneurship into the educational system is found to be one of the ways in expanding the culture of entrepreneurial thinking (Bazkiaei et al., 2020; Genoveva, 2019; Wardana et al., 2020).

#### d. Entrepreneurial Mindset

*Entrepreneurial mindset* is defined as the tendency to find, evaluate and explore opportunities. McGrath & MacMillan (2000) cited from Bosman & Fernhaber (2018) stated that individuals realize that they have fully incorporated *Entrepreneurial mindset*

when they act and think like an entrepreneur. Entrepreneurs are those who have a career from starting a business, within established organizations, and independent businesses. An individual didn't need to start a business to have an *Entrepreneurial mindset*, but the essence of an *Entrepreneurial mindset* is that individuals often use the way of thinking of an entrepreneur, and this has become their habit (Bosman & Fernhaber, 2018).

## 2.5 Relationship Between Variables

### a. Relationship of *Entrepreneurial Culture* with *Entrepreneurial Intention*

Previous research done by Chukwuma-Nwuba (2018), Fragoso et al. (2020), Sesen and Pruett (2014) cited by Mukhtar et al. (2021) has proven that *entrepreneurial culture* could stimulate intention into entrepreneurship. Research done by Mukhtar et al. (2021) also found that there is a relationship between culture and students' intention. This relationship can be explained where culture within an institution promotes students to be more open in receiving information and knowledge that they need to become an entrepreneur. (Mukhtar et al., 2021)

H1: *Entrepreneurial culture* has a positive effect on *Entrepreneurial intention*.

### b. Relationship of *Entrepreneurial Culture* with *Entrepreneurial Mindset*

A Couple of studies before has shown that *entrepreneurial mindset* could be affected and studied through knowledge and individual interaction with culture and environment (Mathisen & Arnulf, 2013 cited from Mukhtar et al., 2021). Shepherd et al. (2010) and Jabeen et al. (2017) cited by Mukhtar et al. (2021) stated that *entrepreneurial culture* in an institution actively pushes their students to study and expand their knowledge as well as their mindset. Mukhtar et al. (2021) has proven that *entrepreneurial culture* does have a positive effect on *entrepreneurial mindset*. (Mukhtar et al., 2021)

H2: *Entrepreneurial culture* has a positive effect on *Entrepreneurial mindset*.

### c. Relationship of *Entrepreneurial Culture* with *Entrepreneurial Education*

Mukhtar et al. (2021) found that there is a positive effect of an *entrepreneurial culture* with *entrepreneurial education*, Mukhtar et al. (2021) explained this relationship, *entrepreneurial culture* pushes the creation of a situation that supports the process of learning and teaching entrepreneurship. (Mukhtar et al., 2021)

H3: *Entrepreneurial culture* has a positive effect on *Entrepreneurial education*.

### d. Relationship of *Entrepreneurial Education* with *Entrepreneurial Mindset*

A couple of researchers believe that *entrepreneurial education* can stimulate the *entrepreneurial mindset* of students (Mukhtar et al., 2021). Learning and activities that happen in class have a direct effect on the increase in students' cognitive ability, whereas if they are learning in class, students can positively participate in entrepreneurial activity (Solesvik et al., 2013).

H4: *Entrepreneurial education* has a positive effect on *Entrepreneurial mindset*

### e. Relationship of *Entrepreneurial Education* with *Entrepreneurial Intention*

*Entrepreneurial education* in universities equips students with the skills to have a career in entrepreneurship. Previous research has proven that students' *entrepreneurial intention* increases as they participate in *entrepreneurial education* and can get involved in business class (Mukhtar et al., 2021).

H5: *Entrepreneurial education* has a positive effect on *Entrepreneurial intention*.

#### f. Relationship of *Entrepreneurial Mindset* with *Entrepreneurial Intention*

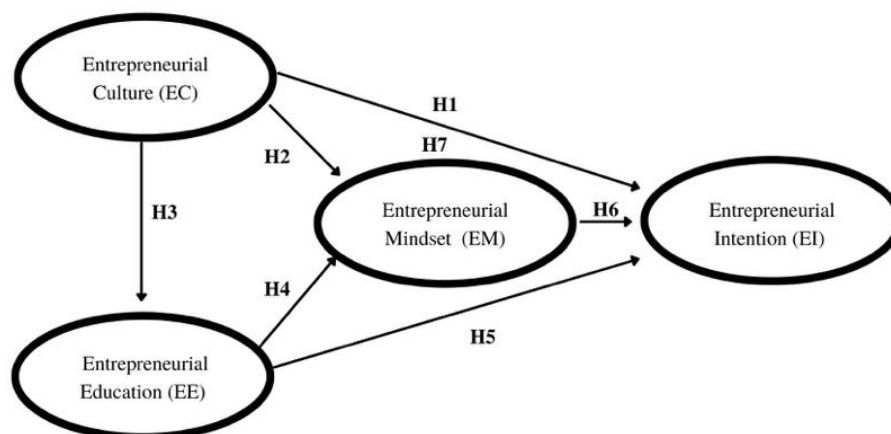
Mukhtar et al. (2021) stated that an *entrepreneurial mindset* is needed for a student to cope with change and build creative thinking in the face of the new economy. Research done by Mukhtar et al. (2021) shows that there is a positive effect of an *entrepreneurial mindset* with *entrepreneurial intention*.

H6: *Entrepreneurial mindset* has a positive effect on *Entrepreneurial intention*.

#### g. Mediation of *Entrepreneurial Mindset* on the Relationship of *Entrepreneurial Culture* on *Entrepreneurial Intention*

Mukhtar et al. (2021) has proven that there is a significant and indirect effect of *entrepreneurial culture* towards *entrepreneurial intention* through *entrepreneurial mindset*, where *entrepreneurial culture* could cause changes in *entrepreneurial mindset* and affect *entrepreneurial intention*. Mukhtar et al. (2021) stated that research done by Ayalew dan Zeleke (2018), Solesvik et al. (2013), Wach dan Wojciechowski (2016), Daniel (2016), dan Jabeen et al. (2017) also got the same result (Mukhtar et al., 2021).

H7: *Entrepreneurial mindset* mediates the Relationship of *Entrepreneurial culture* on *Entrepreneurial intention*.



Source: Mukhtar et al. (2021)

**Figure 1.** Conceptual Framework

### III. Research Method

This research applied a positivist paradigm with a quantitative method, this research is descriptive research. This research is done to examine the correlation of the variables and done with minimum researcher intervention since the research is done in its natural environment (*non-contrived*). The research uses individual unit analyses, with a time horizon of cross-section and a data collection method of a questionnaire, the questionnaire is distributed digitally. Questions in the questionnaire use Bahasa Indonesia. The population of this research is students of UPH, with a sample of UPH's students in Management major and applied judgment sampling where only students that have got *entrepreneurial education* can fill the questionnaire. This research has 290 samples. Since this research has a mediating variable so researchers use Structural Equation Modelling (SEM) and use SmartPLS as the software.



## IV. Results and Discussion

### 4.1 Results

Respondents of this research are UPH students that are enrolled in management majors and had *entrepreneurial education*. 151 respondents (52%) are male and 139 respondents (48%) are female. 217 respondents (74.8%) expect to graduate in 2022, 69 respondents (23.7%) expect to graduate in 2023, 2 respondents (0.69%) expect to graduate in 2024 and 2 respondents (0.69%) expect to graduate in 2025.

#### a. Outer Model (Model of Measurement)

Variables are considered valid if it has an outer loading score above 0.7 and AVE score above 0.5. A Cronbach's alpha (CA) reliable score is above 0.7. Fornell-Larcker validity test is achieved when the square root of the AVE of each variable is higher than the correlation score with other constructs. Cross-loading tests that are achieved are when the outer loading value of the indicator toward its variable is higher than the score of the correlation of an indicator correlating with other variables (Hair et al., 2017; Sekaran & Bougie, 2016).

**Table 1.** Result of Indicator Test

Construct Item	Outer Loading	Mean
<i>Entrepreneurial culture (EC)</i> CA (0.762); AVE (0.679)		
EC3	0.835	3.972
EC4	0.864	3.9
EC7	0.77	4.228
<i>Entrepreneurial education (EE)</i> CA (0.838); AVE (0.674)		
EE1	0.816	4.466
EE2	0.855	4.324
EE3	0.864	4.172
EE5	0.743	4.221
<i>Entrepreneurial intention (EI)</i> CA (0,761); AVE (0,675)		
EI1	0.758	4.162
EI3	0.852	4.007
EI5	0.851	4.097
<i>Entrepreneurial mindset (EM)</i> CA (0,799); AVE (0,714)		
EM3	0.809	4.552
EM4	0.868	4.586
EM5	0.857	4.252

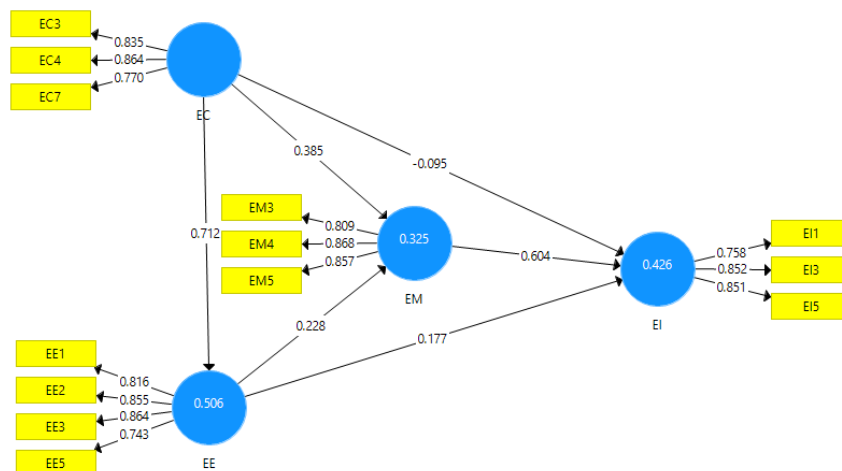
**Table 2.** Result of Validity Test (Fornell-Larcker)

	EC	EE	EI	EM
EC	0.824			
EE	0.712	0.821		
EI	0.361	0.412	0.821	
EM	0.547	0.502	0.641	0.845

**Table 3.** Result of Validity Test (Cross-Loadings)

	EC	EE	EI	EM
EC3	<b>0.835</b>	0.57	0.304	0.48
EC4	<b>0.864</b>	0.546	0.288	0.491
EC7	<b>0.77</b>	0.641	0.3	0.379
EE1	0.63	<b>0.816</b>	0.355	0.429
EE2	0.607	<b>0.855</b>	0.33	0.377
EE3	0.609	<b>0.864</b>	0.362	0.444
EE5	0.476	<b>0.743</b>	0.302	0.395
EI1	0.28	0.36	<b>0.758</b>	0.407
EI3	0.235	0.264	<b>0.852</b>	0.54
EI5	0.367	0.393	<b>0.851</b>	0.606
EM3	0.459	0.434	0.522	<b>0.809</b>
EM4	0.469	0.465	0.526	<b>0.868</b>
EM5	0.459	0.375	0.576	<b>0.857</b>

According to table 1, it is shown that the research has passed all the tests (Cronbach Alpha, AVE, and Outer loading). Since the Cronbach alpha test is achieved it can be said that this research has achieved reliability. Validity is also achieved where the Fornell-Larcker and cross-loading tests are achieved, as seen in table 2 and table 3.



Source: Researcher (2021)

**Figure 2.** Conceptual Framework

Multicollinearity test is a test on the correlation among variables. Multicollinearity can be tested by looking at the Variance Inflation Factor (VIF) score. VIF measures how one variable can be explained by other variables, VIF needs to be lower than 10 (Sekaran & Bougie, 2016). VIF results of this research are all lower than 3, so it is stated that VIF tests are achieved.

### b. Inner Model (Structural Model)

R square is used to examine the relationship between the dependent variable and the independent variable. If the R square value is above 0.75 it shows the relationship between the variables is strong, if above 0.5 it shows the relationship between the variables is

moderate, and if above 0.25 it shows the relationship between the variables is weak. The closer the R-value to 1, the better, it shows a strong relationship (Sekaran & Bougie, 2016).

R square of *entrepreneurial education* is 50.6% which is considered moderate, the 49.4% are influenced by other factors that are not in this model. R square of *entrepreneurial intention* is 42.6% is considered weak and 57.4% is influenced by other factors. R square of *entrepreneurial mindset* is 32.5% which is considered weak, the 67.5% are influenced by other factors that are not in this model.

This research uses bootstrapping of SmartPLS to test its hypothesis. Hypothesis testing is done by testing the t value and p-value. T value needs to be more than 1.645 and the p-value needs to be less than 0.05. While the Path coefficient estimates the relationship between variables (Hair et al., 2019).

**Table 4.** Result of Hypothesis Test

Hypothesis	t-value	p-value	Result
EC → EI	1.296	0.099	Hypothesis is not supported
EC → EM	4.683	0	Hypothesis is supported
EC → EE	20.659	0	Hypothesis is supported
EE → EM	2.352	0.009	Hypothesis is supported
EE → EI	2.055	0.02	Hypothesis is supported
EM → EI	11.2	0	Hypothesis is supported
EC → EM → EI	4.197	0	Hypothesis is supported (Full Mediation)

**Table 5.** Result of Mediation Correlation

Mediation	t-value	p-value	Result
EC → EE → EI	2.085	0.019	Supported (Full Mediation)
EC → EE → EM → EI	2.3	0.011	Supported (Full Mediation)
EC → EE → EM	2.322	0.01	Supported (Partial Mediation)
EE → EM → EI	2.342	0.01	Supported (Partial Mediation)

The first hypothesis is not supported, but the correlation will be positive and significant with the mediation of *entrepreneurial mindset* and/ or *entrepreneurial education*. The second hypothesis is supported, this correlation could also be mediated by *entrepreneurial education* but the mediation will be partial. The third and fourth hypotheses are also supported. The fifth hypothesis is supported and this correlation could be mediated by an *entrepreneurial mindset* but will be a partial mediation. The sixth and seventh hypotheses are supported.

## 4.2 Discussion

One out of seven hypotheses is not supported. The first hypothesis found that *entrepreneurial culture* did not have a positive and significant effect on *entrepreneurial intention*, it means that even though a good culture, students of UPH will only have the *entrepreneurial intention* after they experience the culture and they were given education and/or mindset on entrepreneurship. This happens because *entrepreneurial culture* will push students to have an open mind in receiving new information and creating a conducive



environment for an *entrepreneurial education* to happen. Without education, students can't process the acceptance of entrepreneurship into an intention. With a conducive culture to entrepreneurship but without an *entrepreneurial mindset*, a problem of barrier will not be seen as an opportunity, so the *entrepreneurial intention* is not created (Mukhtar et al., 2021).

The researcher's analysis on this result is because UPH students have not experienced the support university has on its students to become an entrepreneur, students haven't seen many posters and students have not attended many seminars. There is a chance that students haven't been involved in risk-taking and innovating, students haven't participated in entrepreneurial building programs so they haven't felt the *entrepreneurial culture* in their intention (Amina & Zohri, 2019; Khadhraoui et al., 2016).

The second hypothesis found that there is a positive and significant effect of *entrepreneurial culture* on *entrepreneurial mindset*, Syaefudin et al. (2020) explain that there is a good entrepreneurial atmosphere that stimulates a student's mindset to start a business (Syaefudin et al., 2021).

The third hypothesis found that there is a positive and significant effect of entrepreneurial culture on *entrepreneurial education*, Mukhtar et al. (2020) explained this result is found because *entrepreneurial culture* creates an environment that supports the teaching and learning of entrepreneurship (Mukhtar et al., 2021).

The fourth hypothesis is that there is a positive and significant effect of *entrepreneurial education* on *entrepreneurial mindset*. Mukhtar et al. (2020) explain that *entrepreneurial education* positively affects students' cognitive ability that also support this result (Mukhtar et al., 2021).

The fifth hypothesis found that there is a positive and significant *entrepreneurial education* on *entrepreneurial intention*. This result is supported by Handayati et al. (2020) who believe that *entrepreneurial education* gives inspiration and knowledge to students, entrepreneurship gives students a chance to get information and experience to initiate and run a business, *entrepreneurial education* in an institution also gives students motivation from friends and lecturer which gives them a boost in their intention to become an entrepreneur (Handayati et al., 2020).

The sixth hypothesis proves that there is a positive and significant effect from *entrepreneurial mindset* towards *entrepreneurial intention*, Mukhtar et el. (2020) explain that mindset has a characteristic awareness of opportunity, risk, tolerance for ambiguity, and optimism when running a business that leads to intention for entrepreneurship. Cue et al. (2019) cited by Mukhtar et al. (2020) explained that *entrepreneurial intentions* are formed by *entrepreneurial mindset* (Mukhtar et al., 2021) .

The seventh hypothesis proofs that *entrepreneurial mindset* mediates the effect of *entrepreneurial culture* on *entrepreneurial intention*, this finding is supported by the theory of social cognitive by Bandura (2001) which *entrepreneurial mindset* is part of individual cognitive that could be a mediator for other variables, culture causes a change in mindset which will have an impact on students *entrepreneurial mindset* (Mukhtar et al., 2021).

**Table 6.** Result of Total Correlation on *Entrepreneurial intention*

	Path Coefficient
EM→EI	0.604
EC→EI	0.361
EE→EI	0.315

Table 6 shows, the *entrepreneurial mindset* has the highest impact on *entrepreneurial intention*, *entrepreneurial culture* has the second-highest impact on *entrepreneurial intention*, and *entrepreneurial education* has the lowest impact on *entrepreneurial intention*.

## V. Conclusion

- H1: *Entrepreneurial culture* correlates negatively and insignificantly with *entrepreneurial intention*. *Entrepreneurial culture* indirectly effect *entrepreneurial intention* with the mediation of *entrepreneurial education* or *entrepreneurial mindset*. The correlation of *entrepreneurial culture* on the *entrepreneurial intention* with the mediation of *entrepreneurial mindset* produces the highest correlation. This means, the stronger the mediation of *entrepreneurial education* on the correlation of *entrepreneurial culture* with *entrepreneurial intention*, the stronger *entrepreneurial culture* impacts *entrepreneurial intention*.
- H2: *Entrepreneurial culture* positively and significantly impacts *entrepreneurial mindset*. This means that the stronger *entrepreneurial culture* felt by the students, the stronger *entrepreneurial mindset* the students have. This correlation could be mediated by *entrepreneurial education*, but the direct correlation of *entrepreneurial culture* with *entrepreneurial mindset* still produces a higher correlation than with mediation.
- H3: *Entrepreneurial culture* positively and significantly impacts *entrepreneurial education*. This means the stronger the *entrepreneurial culture* felt by the student, the stronger the *entrepreneurial education* received by the students.
- H4: *Entrepreneurial education* positively and significantly impacts *entrepreneurial mindset*. This means the stronger *entrepreneurial education* is given, the stronger the *entrepreneurial mindset* students have.
- H5: *Entrepreneurial education* positively and significantly impacts *entrepreneurial intention*. This means, the stronger the *entrepreneurial education* given to the students, the stronger the *entrepreneurial intention* the students have. This correlation could be mediated by an *entrepreneurial mindset*, but the correlation is lower than the direct correlation.
- H6: *Entrepreneurial mindset* positively and significantly impacts *entrepreneurial intention*. This means the stronger the *entrepreneurial mindset* the students have, the stronger their *entrepreneurial intention* will be.
- H7: *Entrepreneurial mindset* positively and significantly mediates the correlation of *entrepreneurial culture* with *entrepreneurial intention*. This means the stronger the mediation of *entrepreneurial mindset*, the stronger the *entrepreneurial culture* will impact the *entrepreneurial intention*.

The researcher hopes this research will give a clear picture and recommendation for UPH in increasing their students' *entrepreneurial intention*. Hopefully, the result could be applied by UPH so its graduates will have a high *entrepreneurial intention* and create their own business, so the employment field will increase and reduce the unemployment rate in Indonesia. This research could be a way for university participation in helping the government to reduce youth unemployment which in the end will increase Indonesia's competitiveness through the continual growth of the nation's economy. Below are the action recommendations for UPH to increase the *entrepreneurial intention* of their students:

a. Entrepreneurial Culture

1. *Entrepreneurial culture* could be strengthened by promoting their students to learn and increase their skills, so it creates confidence within students. University with a good culture is a university that pushes its students to have an openness towards new information and knowledge on entrepreneurship (Mukhtar et al., 2021).
2. *Entrepreneurial culture* can be increased with pushing students to be involved in risk taking activities, take action with their creativity to create many innovative things with their training program. (Amina & Zohri, 2019; Khadhraoui et al., 2016)
3. But remember *entrepreneurial culture* can't influence *entrepreneurial intention* by itself, *entrepreneurial culture* needs *entrepreneurial education* and/or *entrepreneurial mindset* to influence *entrepreneurial intention*.
4. On average, UPH students' *entrepreneurial culture* could be improved. On average, they agree on UPH having an *entrepreneurial culture*, but it could be improved to extremely agree.

b. Entrepreneurial Education

1. Applying an *entrepreneurial education* that gives students a chance to receive information and experience to initiate and run a business. Give the student information that can be applied when becoming an entrepreneur, give students a chance to interact with a successful figure so the students can ask them questions on their entrepreneurial activity. Give students motivation from lecturers and friends to become an entrepreneur. (Handayati et al., 2020)
2. Experts stated that effective *entrepreneurial education* is education that educates students through action and learning from experience (Kassean et al., 2015).
3. On average, UPH students' *entrepreneurial education* have room for improvement, currently they agree that UPH has entrepreneurial education but it could be improved to extremely agree.

c. Entrepreneurial Mindset

1. Give students awareness of opportunities and risks, have toleration for ambiguity when running a business. Universities can organize product competition and facilitate the creation of new entrepreneurs within students (Mukhtar et al., 2021).
2. On average, UPH students' *entrepreneurial mindset* has room for improvement, currently they agree that UPH has *entrepreneurial mindset* but it could be improved to extremely agree.

### Research Limitation

- a. This research only uses the variables that are on the research model, but other variables that can affect *entrepreneurial intention*.
- b. This research is done only with the respondents of UPH students, so the results from this research can't be generalized to other universities.
- c. This research has a time limit that is relatively short in collecting primary data.
- d. Collection of primary data is done by distributing questionnaires, so conclusions are taken from this research based on respondents' assessment.
- e. This research didn't trace respondents' domicile, they are considered UPH's students so the location is considered irrelevant.
- f. This research focuses on the *entrepreneurial culture* of a university, not the culture from family or environment other than university.
- g. This research didn't research further on graduates of UPH, whether those who have *entrepreneurial intention* start a business.

## References

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