



## **The Relationship Of Entrepreneurial Mindset And Entrepreneurial Passion To Entrepreneurial Intention Through Entrepreneurial Attitude As An Intervening Variable**

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### **ABSTRACT**

This study aims to determine the effect of an entrepreneurial mindset and passion for entrepreneurship on entrepreneurial intentions through entrepreneurial attitudes in vocational students in Sooko Mojokerto. The results of this study indicate that the Entrepreneurial Mindset is proven to have a positive and significant influence on the Entrepreneurial Attitude. Similarly, the Entrepreneurial Mindset and Entrepreneurial Passion are each proven to have a positive and significant influence on student entrepreneurial intention. This study also successfully tested the mediator role of Entrepreneurial Attitude on the relationship between Entrepreneurial Mindset and Entrepreneurial Passion to Entrepreneurial Intention. The test results show the effect of an entrepreneurial mindset on entrepreneurial intention can be mediated by an entrepreneurial attitude. In addition, the role of entrepreneurial attitude is also proven to mediate the effect of entrepreneurial passion on student entrepreneurial intention. Thus, the Entrepreneurial Attitude variable shows its role in mediating the independent variables in this study by increasing the effect of Entrepreneurial Mindset and Entrepreneurial Passion on students' Entrepreneurial Intention.

### **Keywords:**

Entrepreneurial Mindset, Entrepreneurial Passion, Entrepreneurial Attitude, Entrepreneurial Intention

### **INTRODUCTION**

The COVID-19 pandemic has raised many concerns in communities around the world (Noor et al., 2022). One of the main issues that people have raised due to several sudden lockdowns during the pandemic is the threat of total job loss or changes in existing benefits associated with it (Alcover et al., 2020). The COVID-19 pandemic has significantly weakened the global economy, including in Indonesia (Ozili et al., 2020). The COVID-19 pandemic has caused many workers to experience layoffs and even many companies to be forced to close, resulting in high unemployment rates in various countries including Indonesia. One way to get out of the current economic difficulties is to engage in creative entrepreneurship (Znagui et al., 2019; Cenamor et al., 2019; Flowers et al., 2020).

Entrepreneurship plays an important role in creating jobs and driving economic growth Ng, ettaal, (2019). The importance of the presence of new entrepreneurs is very much felt, especially in the effort to restore Indonesia's current economic situation. Public awareness of the importance of entrepreneurship must be instilled early so that it can play a role in reducing unemployment problems in Indonesia. Several previous studies have proven a close correlation between students and entrepreneurial intentions (Lavelle, 2021; Doanh, 2021), including in Indonesia (Wardana et al., 2021).

Entrepreneurial intention is considered a driver of entrepreneurial behavior and is generally considered the main factor to consider in the actions of an entrepreneur in



starting his business (Dinc et al, 2018). TPB (Theory of Planned Behavior) explains that a person's intention is determined by three cognitive variables, namely attitude, subjective norm, and perceived behavior control (Ajzen, 1991). Someone to start a business will have better readiness and progress in the business being run than someone without the intention to start a business (Sumarsono, H. 2016).

Attitude is conceptualized as the extent to which an individual has a positive or negative assessment of the behavior in question. In this context, it refers to how a student thinks and feels about entrepreneurship. Entrepreneurial attitude has an important role in the formation of entrepreneurial intentions (Taneja et al., 2023). Growing students' intentions in entrepreneurship must also be based on entrepreneurial passion.

Entrepreneurial passion is an intense positive feeling from a person towards an activity that is significant to one's self-identity (Noor et al., 2022). In the context of psychology, a passion for entrepreneurship is important for prospective entrepreneurs to have because it will foster entrepreneurial intentions and influence decision-making.

In addition to entrepreneurial passion, an entrepreneurial mindset also plays a role in setting entrepreneurial goals by influencing goal commitment and performance. The term entrepreneurial mindset comes from Bandura's work, Theory of Social Learning, and it refers to an individual's beliefs about his or her ability or capacity to perform a particular task (Murad et al., 2021). It becomes an important concept to explain the changes in evaluation and decision procedures that increase the intention to become an entrepreneur, as well as the decisions that follow to turn these intentions into entrepreneurial actions or behaviors.

This research takes the object of vocational students to obtain the information needed. It is the main focus to be able to see the structural model of entrepreneurial intention of vocational students. In addition, exploring the problems that occur in the labor force, especially SMK graduates who should be able to help reduce the unemployment rate in Indonesia is not the opposite. This is because SMK (Vocational High School) is an educational institution that focuses on preparing its graduates to be ready to work. As the results of research from Sumarsono, H. (2016) state universities should no longer prioritize how students quickly graduate and get jobs, but universities should focus more on how graduates can create jobs. This study aims to determine the significant influence between variables, following the hypothesis in this study. This research has both theoretical and practical benefits to the world of education, especially concerning entrepreneurship.

## **METHOD**

This research uses a quantitative approach with descriptive and correlative research methods. The population in this study were all active students enrolled in grades X, XI, and XII. Expertise Competencies in Accounting and Institutional Finance; Online Business and Marketing; and Office Automation and Governance, at SMK Sooko Mojokerto Regency in the 2023/2024 academic year. Then the sample research technique used is non-probability sampling with purposive sampling in sampling to select respondents according to certain criteria, such as being registered as active





students in class XII of AKL, BDP, and OTKP Expertise Competencies who have or are currently participating in entrepreneurship education, so that a sample of 276 students was collected as respondents. Data collection is done by distributing questionnaires online with the help of the Google form application to students who are respondents. Data analysis techniques using descriptive statistics and Structural Equation Modeling Partial Least Squares (SEM-PLS).

## RESULTS AND DISCUSSION

The results of the average calculation of the entrepreneurial mindset variable are classified in the good category, the entrepreneurial passion variable is classified in the good category, the entrepreneurial attitude variable is classified in the good category, and the entrepreneurial intention variable is also classified in the good category. Here are the results of the outer loading of each variable indicator:

**Table 1.** Outer Loading

	PB (X1)	GB (X2)	SB (Z)	NB (Y)
PB1	0,920			
PB2	0,894			
PB3	0,959			
PB4	0,969			
GB1		0,933		
GB2		0,969		
GB3		0,971		
SB1			0,917	
SB2			0,935	
SB3			0,936	
NB1				0,925
NB2				0,859
NB3				0,938

Source: Data processing with SmartPLS (2023)

Based on the results of outer model measurements on convergent validity the results of all factor loading values of indicators of entrepreneurial mindset (X1), entrepreneurial passion (X2), entrepreneurial attitudes (Z), and entrepreneurial intentions (Y) are greater than 0.7. This indicates that these indicators are valid.

**Table 2.** Outer Model Estimation

Construct	Item	$\lambda$	$\alpha$	CR	AVE
Entrepreneurial Mindset (PB) ( X1 )	PB1	0,920	0,953	0,966	0,876
	PB2	0,894			
	PB3	0,959			
	PB4	0,969			



Construct	Item	$\lambda$	$\alpha$	CR	AVE
Entrepreneurial Passion (GB) (X2)	GB1	0,933	0,955	0,971	0,918
	GB2	0,969			
	GB3	0,971			
Entrepreneurial Attitude (SB) (Z)	SB1	0,917	0,921	0,950	0,864
	SB2	0,935			
	SB3	0,936			
Entrepreneurial Intention (NB) (Y)	NB1	0,925	0,893	0,934	0,825
	NB2	0,859			
	NB3	0,938			

Source: Data processing with SmartPLS (2023)

Seen in Table 2 above, based on a convergent validity test using SmartPLS 4.0 software all indicators of variable Entrepreneurial Mindset, Entrepreneurial Passion, Entrepreneurial Attitude, and Entrepreneurial Intention have a loading factor in the range of 0.859-0.969 > As 0.70 As. Thus, referring to the opinion of Chin (1998), Chin (2010), and Hair, et al., (2013) then all indicators on all variables meet convergent validity.

According to Ghazali et al. (2015), the Average Variance Extracted (AVE) value is greater than 0.50, so the instrument can be declared reliable. Based on the values in Table 2 above, all values have met the requirements (AVE) > 0.5 so it can be stated that the variable Entrepreneurial Mindset (X1), Entrepreneurial Passion (X2), Entrepreneurial Attitude (Z), and Entrepreneurial Intention (Y) in the evaluation of measurement models have good convergent validity.

**Table 3. Discriminant Validity**

	GB	NB	PB	SB
<b>GB</b>	0,958			
<b>NB</b>	0,933	0,908		
<b>PB</b>	0,864	0,919	0,936	
<b>SB</b>	0,932	0,921	0,847	0,929

Source: Data processing with SmartPLS (2023)

The discriminant validity test refers to the criteria Fornell-Larscher which shows the value of cross-loading > 0.70 which means that the variables meet the discriminant validity (Fornell, 1988; Chin, 2009; Hair, et al., 2013). Based on Table 3 above, it is known that the results of discriminant validity that refer to the Fornell-Larscher criteria show that the variables of Entrepreneurial Mindset (X1), Entrepreneurial Passion (X2), Entrepreneurial Attitude (Z), and Entrepreneurial Intention (Y) meet discriminant validity.



**Table 4. Result test of Reliability**

	Cronbach's alpha	rho_a	Composite reliability	AVE
PB (X1)	0,953	0,957	0,966	0,876
GB (X2)	0,955	0,955	0,971	0,918
SB (Z)	0,921	0,922	0,950	0,864
NB (Y)	0,893	0,898	0,934	0,825

Source: Data processing with SmartPLS (2023)

The PLS-SEM reliability test with SmartPLS 4.0 is done in 2 ways: (1) by looking at the composite reliability (CR) value > 0.70 and (2) by looking at the Cronbach's Alpha ( $\alpha$ ) value, where for confirmatory research the  $\alpha$  value is > 0.70.

According to Ghozali et al., (2015), a composite reliability value greater than 0.7 indicates that the construct is reliable. Based on the value in Table 4 above, all values are greater than 0.7 following the requirements of Composite Reliability, so it can be stated that the variable Entrepreneurial Mindset (X1), Entrepreneurial Passion (X2), Entrepreneurial Attitude (Z), and Entrepreneurial Intention (Y) has high reliability.

Ghozali et al., (2015) also state, a value that has Cronbach alpha greater than 0.7 can be said to be reliable. Based on the values in Table 4 above, the entire value is greater than 0.7 following the requirements of Cronbach Alpha, so it can be stated that the variable Entrepreneurial Mindset (X1), Entrepreneurial Passion (X2), Entrepreneurial Attitude (Z), and Entrepreneurial Intention (Y) has a relatively good reliability.

**Table 5. Decterminant Coefficient Value**

R Square	
NB (Y)	0,929
SB (Z)	0,875

Source: Data processing with SmartPLS (2023)

The R-Square or R<sup>2</sup> level is tested to see whether each endogenous latent variable has predictive power over the model or not. In summary, the R<sup>2</sup> value indicates the strength of the accuracy of the prediction (Hair, et al., 2017). The rule of thumb of R<sup>2</sup> values of 0.75; 0.50; and 0.25 indicates that the model is substantial, moderate, and weak (Hair, et al., 2017). Based on Table 5 above, the R-Square value on the Entrepreneurial Attitude variable (Z) is obtained at 0.875 which indicates that 87.5% can be influenced by the Entrepreneurial Mindset variable (X1) and Entrepreneurial Passion (X2) while the remaining 12.5% is influenced by other variables outside the study. the value of R-Square variable Entrepreneurial Intention (Y) obtained amounted to 0.929 which indicates the variable Entrepreneurial Intention (Y) can be influenced by the variable Entrepreneurial Mindset (X1), Entrepreneurial Passion (X2), and Entrepreneurial Attitude (Z) by 92.9% while the remaining 7.1% influenced by other variables outside the study. So, the higher the R-Square value, the greater the ability of the independent variables to explain the dependent variable, and the better the structural equation.

**Table 6. F-Square Test Results**

Variable	F <sup>2</sup>	Result
PB (X1) → SB (Z)	0,054	Small influence
GB (X2) → SB (Z)	1,272	Large influence
SB (Z) → NB (Y)	0,126	Small influence
PB (X1) → NB (Y)	0,552	Large influence
GB (X2) → NB (Y)	0,181	Medium influence

Source: Data processing with SmartPLS (2023)

F-Square testing uses the rule of thumb developed by Hair et al. (2013), where the values of 0.02, 0.15, and 0.35 indicate small, medium, and large impacts. F-Square test results Table 6 shows the results of the F-Square test effect of each predictor latent variable (exogenous latent variable) on the structural model. Based on the table above in this study, it is known that the F-square value of entrepreneurial mindset on entrepreneurial attitudes of 0.054 shows a small effect, while the passion for entrepreneurship on entrepreneurial attitudes has an F-square value of 1.272 shows a large effect. Furthermore, the F-square value of entrepreneurial attitude towards entrepreneurial intention is 0.126, thus showing a small effect, while the entrepreneurial mindset towards entrepreneurial intention has an F-square value of 0.552, thus showing a large effect, unlike the entrepreneurial passion towards entrepreneurial intention where the F-square value is 0.181, thus showing a medium effect.

According to Ghazali et al., (2015), Predictive Relevance or Q<sup>2</sup> measures how well the observed value is generated by the model and its parameter estimates. A Q<sup>2</sup> value greater than 0 indicates the model has predictive relevance, while a Q<sup>2</sup> value less than 0mm indicates the model does not have predictive relevance. The criteria for the strength and weakness of the model are based on Q<sup>2</sup>, namely 0.35 (strong model); 0.15 (moderate model); and 0.02 (weak model). Q<sup>2</sup> calculation is as follows:

$$\begin{aligned} Q^2 \text{ Value} &= 1 - (1 - R^2) \times (1 - R^2) \\ &= 1 - (1 - 0.875) \times (1 - 0.929) \\ &= 1 - (0.125) \times (0.071) \\ Q^2 \text{ Value} &= 0.991125 \end{aligned}$$

From the above calculations, it can be seen that the Q<sup>2</sup> value is 0.991125, which means that the amount of diversity from the research data that can be explained by the structural model is 99.11%, while the remaining 0.89% is explained by other factors outside the model.

**Table 7. Goodness of Fit Evaluation Results**

Variable	$\alpha$	CR	AVE	Evaluation
PB (X1)	0,953	0,966	0,876	Good/Fit
GB (X2)	0,955	0,971	0,918	Good/Fit
SB (Z)	0,921	0,950	0,864	Good/Fit
NB (Y)	0,893	0,934	0,825	Good/Fit

Source: Data processing with SmartPLS (2023)







Goodness of fit is the third procedure that evaluates the measurement model (outer) and structural model (inner). According to Hair et al. (2013), the criteria given by the study indicate that the model meets the goodness of fit if the Cronbach's alpha ( $\alpha$ ) value is more than ( $>$ ) 0.70, composite reliability (CR) is more than ( $>$ ) 0.70, and average variance extracted (AVE) is more than ( $>$ ) 0.50. From the table above, it can be concluded that this research has fulfilled the goodness of fit of the measurement model (outer). In other words, the measurement model used in this study can be considered good or meet the goodness of fit.

**Table 8. Direct Effect**

	Relationship	$\beta$	T-value	P-values	Decision
H <sub>1</sub>	PB (X1) $\rightarrow$ SB (Z)	0,162	2,788	0,005	Not Rejected
H <sub>2</sub>	GB (X2) $\rightarrow$ SB (Z)	0,793	14,062	0,000	Not Rejected
H <sub>3</sub>	SB (Z) $\rightarrow$ NB (Y)	0,264	3,655	0,000	Not Rejected
H <sub>4</sub>	PB (X1) $\rightarrow$ NB (Y)	0,401	8,717	0,000	Not Rejected
H <sub>5</sub>	GB (X2) $\rightarrow$ NB (Y)	0,342	5,000	0,000	Not Rejected

Source: Data processing with SmartPLS (2023)

Testing the direct effect is done using the value of path coefficients, by paying attention to the value of the T-statistics which must be greater ( $>$ ) than the T-value (1.96) and the P-value must be smaller ( $<$ ) than 0.05. Based on Table 8, it is known that hypotheses 1, 2, 3, 4, and 5 show a T-statistics value (T-value) that is greater than the T-table (1.96) and the P-value is smaller than 0.05 so it is concluded that hypotheses 1, 2, 3, 4 and 5 are accepted and have a positive and significant influence.

**Table 9. Indirect Effect Test**

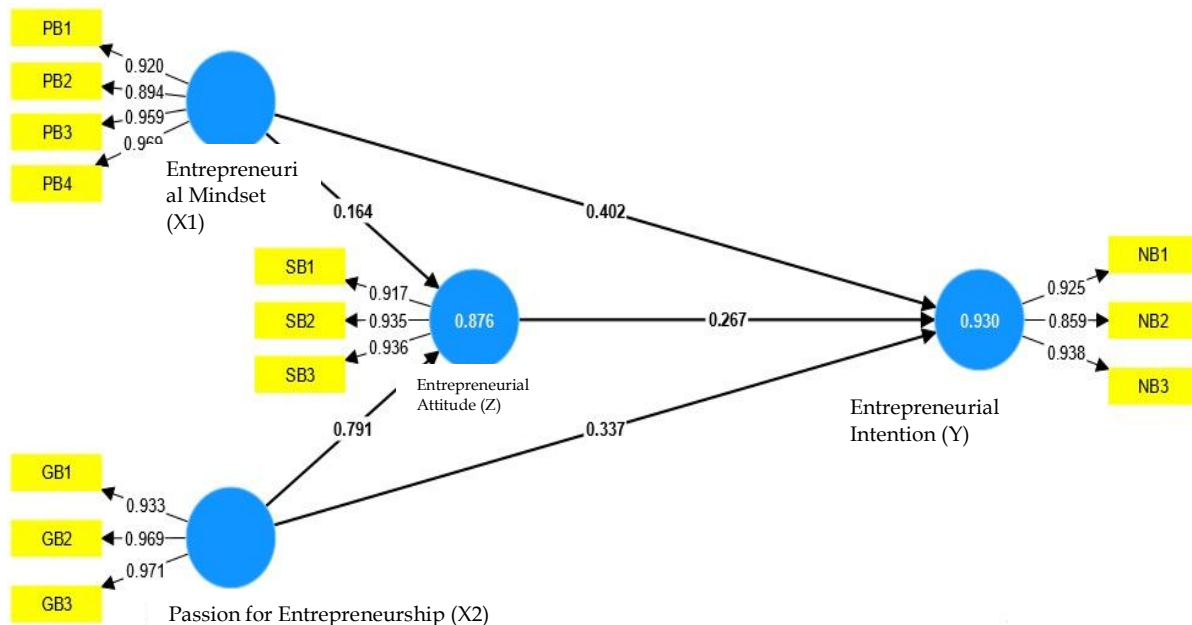
		Direct effect			Indirect effect (after bootstrapping)			Decision	
		$\beta$	T-value	P-value		$\beta$	T-value	P-value	
H <sub>6</sub>	PB (X1) → NB (Y)	0,401	8,717	0,000	PB (X1) → SB (Z) → NB (Y)	0,042	2,504	0,013	Mediator
H <sub>7</sub>	GB (X2) → NB (Y)	0,342	5,000	0,000	GB (X2) → SB (Z) → NB (Y)	0,210	3,372	0,001	Mediator

Source: Data processing with SmartPLS (2023)

The results of testing the sixth and seventh hypotheses in Table 9, the relationship of the Entrepreneurial Mindset variable to Entrepreneurial Intention through Entrepreneurial Attitude shows that the indirect path coefficient value of 0.042 with a t-value of 2, 504 which means greater than 1.96 and a P-value of 0.013 or smaller than 0.05 so it can be stated that the Entrepreneurial Attitude has a significant effect in mediating the Entrepreneurial Mindset on Entrepreneurial Intention (H6 tested). The path coefficient of Entrepreneurial Attitude in mediating Entrepreneurial Passion to Entrepreneurial Intention shows an indirect path coefficient value of 0.210 with a T-value of 3.372 which means greater than 1.96 and a P-value of 0.001 or smaller than 0.05 so it can be stated that Entrepreneurial Attitude has a significant effect in



mediating Entrepreneurial Passion to Entrepreneurial Intention (H7 tested).



**Figure 1. Structural Model**

The results of the analysis in this study indicate that an entrepreneurial mindset has a positive and significant effect on entrepreneurial attitudes. These results are in line with research by Wardana et al. (2020) which states that an entrepreneurial mindset has a positive impact on entrepreneurial attitudes. This statement also strengthens the findings of several previous works by Ajzen (1991); Linan et al., (2011); Mathisen and Arnulf (2012); McMullen and Kier (2016); Mahendra et al., (2017); Cui et al., (2019); Kouakou et al., (2019). The Theory of Attitude and Behavior by Triandis (1971) argues that a person's attitude toward an object or behavior is influenced by their beliefs, knowledge, and experience of the object or behavior. In the context of entrepreneurship, a positive entrepreneurial mindset can form a positive attitude towards entrepreneurship. In addition, the Psychological Entrepreneurship Theory proposed by Kunkel (1963) emphasizes the role of psychological factors in shaping entrepreneurial attitudes. A positive entrepreneurial mindset, such as self-confidence and achievement orientation, can encourage a person to have a more positive attitude toward entrepreneurship.

The results of the analysis in this study show that entrepreneurial passion has a positive and significant effect on entrepreneurial attitudes. These results prove the findings of Fernández-Pérez et al. (2019) that entrepreneurial passion has a positive effect on entrepreneurial attitudes, the better a person's entrepreneurial passion, the higher their intention to carry out entrepreneurial activities. Seligman's (1998) Positive Psychology Theory emphasizes the importance of positive factors, such as happiness, satisfaction, and meaning of life, in motivating human behavior. Entrepreneurial passion, as a source of happiness and meaning, can play a role in shaping positive entrepreneurial attitudes.

The results of the analysis in this study indicate that entrepreneurial attitudes have a positive and significant effect on entrepreneurial intentions. These results are







in line with previous research conducted by Putra et al. (2015); Shidhiq (2018); and Mahfud et al. (2020) which states that a positive attitude toward entrepreneurship plays a very important role in shaping entrepreneurial intentions. In addition, other research conducted by Pratana et al. (2019) confirms that a positive entrepreneurial attitude can increase a person's intention to do entrepreneurship. Theory of Planned Behavior (TPB) developed by Icek Ajzen in 1991, argues that the intention to perform a certain behavior is influenced by individual attitudes towards the behavior, by subjective norms (perceptions that individuals have social norms and social support), and through behavioral control (individual awareness of their ability to control the behavior). In the context of entrepreneurship, positive attitudes towards entrepreneurship, subjective norms that support entrepreneurship, and perceived control over entrepreneurial intentions can influence each other.

The results of the analysis in this study indicate that an entrepreneurial mindset has a positive and significant effect on entrepreneurial intention. The results of this study are in line with previous research conducted by Cui et al., (2019) which argues that entrepreneurial intentions are formed one of them with an entrepreneurial mindset. This implies that schools with conducive entrepreneurial activities can inspire and shape students' mindsets to do business. This research is also in line with the research of Jabeen et al., (2017); Adekiya and Ibrahim (2016); Ao and Liu (2014), which shows this relationship. Based on the Theory of Planned Behavior (TPB) by Ajzen, (1991) positive attitudes towards entrepreneurship, support from the social environment, and belief in one's ability to become an entrepreneur can form entrepreneurial intentions. In this case, students with a good entrepreneurial mindset tend to have high entrepreneurial intentions, because, through an entrepreneurial mindset, students can think based on their beliefs and abilities, be inspired to behave positively, and apply their knowledge to start entrepreneurship. In addition, the Psychological Entrepreneurship Theory proposed by Kunkel (1963), highlights the role of psychological factors, such as self-confidence, achievement drive, and the need to achieve autonomy, in shaping entrepreneurial intentions. This theory states that individuals with a strong entrepreneurial mindset tend to have high levels of self-confidence and an intrinsic drive to achieve success through independent endeavors.

The results of the analysis in this study indicate that entrepreneurial passion has a positive and significant effect on entrepreneurial intention. Research by Liu et al, (2019); and Obschonka et al, (2019) revealed that individuals with a passion for entrepreneurship, will actively engage in entrepreneurial activities, and therefore strong and positive feelings can lead them to achieve their best potential. TPB (Theory of Planned Behavior) explores the factors that influence an individual's intention to become an entrepreneur. Entrepreneurial passion can be considered as a strong internal motivation and can contribute positively to the development of entrepreneurial intentions. Individuals who dream and have a passion for achieving entrepreneurial goals may be more likely to have the intention to take concrete steps toward entrepreneurship.

The results of the analysis in this study indicate that entrepreneurial attitudes have a positive and significant effect in mediating entrepreneurial mindset on



entrepreneurial intentions. This result is in line with the research of Nabi et al., (2018); Cui et al., (2022) who argue that to promote entrepreneurial intention and mindset among college students, entrepreneurial attitude is considered potential in its correlation. This is corroborated by the statement of Mahendra et al., (2017) which states that students' entrepreneurial attitudes can influence the entrepreneurial mindset that encourages them to do something productive, namely intention following increasing their entrepreneurial abilities. TPB (Theory of Planned Behavior) states that the intention to perform certain behaviors (including entrepreneurship) is predicted by individual attitudes toward these behaviors, subjective norms (the influence of social norms and social support), and behavioral control (individual perceptions of their ability to control these behaviors). An entrepreneurial mindset can influence attitudes toward entrepreneurship, which in turn influences entrepreneurial intentions.

The results of the analysis in this study indicate that entrepreneurial attitudes have a positive and significant effect in mediating entrepreneurial passion on entrepreneurial intentions. These results are in line with previous research conducted by Livandy et al., (2022) which states that the existence of entrepreneurial passion will form a positive attitude towards entrepreneurship, thereby increasing interest or interest in becoming an entrepreneur. In addition, the findings of Karimi, (2020) confirm that entrepreneurial attitudes mediate the relationship between entrepreneurial passion and entrepreneurial intention. Theory of Planned Behavior (TPB) by Ajzen, (1991) explains that the intention to perform a particular behavior is predicted by the individual's attitude towards the behavior, subjective norms (the influence of social norms and social support), and behavioral control (the individual's perception of his ability to control the behavior). Entrepreneurial passion can shape positive attitudes towards entrepreneurship, which in turn can increase entrepreneurial intentions.

## CONCLUSIONS

Based on the explanation above, it can be concluded that there is a positive and significant influence between the entrepreneurial mindset variable on the entrepreneurial attitude variable. Based on these results indicate that the entrepreneurial mindset has a positive impact on the entrepreneurial attitude of the respondents. There is a positive and significant influence between the entrepreneurial passion variable and the entrepreneurial attitude variable. Based on these results, it shows that the entrepreneurial passion of the respondents has a positive impact on improving entrepreneurial attitudes in starting a business. There is a positive and significant influence between the entrepreneurial attitude variable and the entrepreneurial intention variable. Based on these results by having a good entrepreneurial attitude, the respondents were able to increase the intention to start a business. There is a positive and significant influence between the entrepreneurial mindset variable and the entrepreneurial intention variable. Based on these results indicate that the entrepreneurial mindset has a positive impact on respondents. The better the entrepreneurial mindset of students, the higher the intention of students to do entrepreneurship, because by having a good entrepreneurial mindset, students will





be more courageous in doing and starting a business. There is a positive and significant influence between the entrepreneurial passion variable and the entrepreneurial intention variable. Based on these results indicate that with the entrepreneurial passion of the respondent can increase the intention to entrepreneurship. Students who have an entrepreneurial passion tend to think positively about entrepreneurial outcomes, becoming more confident about their potential success in the business world so that they will be more courageous to actively engage in entrepreneurial activities. There is an indirect effect of entrepreneurial mindset on entrepreneurial intention through entrepreneurial attitude. The test results show the effect of an entrepreneurial mindset on entrepreneurial intention can be mediated by an entrepreneurial attitude. Thus, the Entrepreneurial Attitude variable shows its role in mediating the independent variables in this study by increasing the effect of the Entrepreneurial Mindset on student entrepreneurial intention. There is an indirect effect of entrepreneurial passion on entrepreneurial intention through entrepreneurial attitude. The test results show the effect of entrepreneurial passion on entrepreneurial intention can be mediated by entrepreneurial attitude. Thus, the entrepreneurial attitude variable shows its role in mediating the independent variables in this study by increasing the effect of entrepreneurial passion on students' entrepreneurial intention.

Increasing entrepreneurial intention in students can be achieved by developing and building a positive attitude that is expected to increase the mindset and passion of students in entrepreneurship. The way that schools can do this is by mapping entrepreneurial attitude, entrepreneurial passion, entrepreneurial mindset, and entrepreneurial intention. In addition, improving the mindset and passion for entrepreneurship can be done by implementing positive learning which is expected to help students find strong motivation, build positive attitudes, and build strong beliefs to increase the intention towards entrepreneurship. Finally, data collection in this research was only done by distributing questionnaires. The exploration of respondents' information is very limited because it is not able to seek further information from respondents. To add to the wealth of information and additional knowledge when compiling research results, future research can be enriched with the results of interviews.

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