

Entrepreneurial Literacy and Organizational Experience On Entrepreneurial Intention Through Entrepreneurial Attitude

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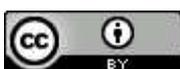
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Abstract

This research explores the importance of entrepreneurship education in enhancing students' entrepreneurial intentions and capabilities. This study emphasizes the importance of effective entrepreneurship education that combines theoretical knowledge with practical experience, highlights the relationship between self-efficacy, attitudes towards entrepreneurship, and entrepreneurial intentions and suggests that students with higher self-efficacy are more likely to value and pursue entrepreneurial opportunities. The research approach used was quantitative. We are using sample consisted of 359 respondents who were students who had taken entrepreneurship courses and had entrepreneurial intentions or owned businesses. Data analysis technique used SEM Analysis, which employs a confirmatory model. Furthermore, findings show that participation in entrepreneurship training and literacy programs significantly increases students' confidence in their entrepreneurial abilities, thereby increasing their intention to start a new venture. The paper concludes that by equipping students with the necessary knowledge and skills, higher education institutions can effectively reduce unemployment rates and contribute to sustainable economic growth through the promotion of entrepreneurship. This study underscores the need for a paradigm shift in how students view entrepreneurship, encouraging them to become job creators rather than job seekers, ultimately leading to a more dynamic and innovative economy.

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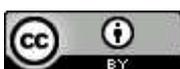
1. Introduction

Human resources are crucial for the development of technology, information, and business in the current era. The growth of human resources requires comprehensive and multidisciplinary education to address social, cultural, technological, and business transformations. Entrepreneurship, a key factor in economic development, is essential for fostering innovation and creativity in the workplace (Puttaraju, 2021). Through the Independent Entrepreneurship program, students must respond to this challenge well in order to take advantage of the opportunities that exist. According to Njoto-Feillard & Azali, (2016), they are expected to become agents of change who play a role in improving the quality of the community's economy, driving agents who create creative solutions to open up jobs and provide business opportunities for students, and pioneering agents who foster new entrepreneurial potential in Indonesia.

Indonesia rose to 27th place in the world out of 67 countries, up seven places from 34th in 2023. Strengthening superior human resources is closely related to increasing work productivity, which is important for winning the competition amidst rapid changes in business, economics, politics, and culture. Human resource development in higher education so as not to be left behind by the flow of globalization (Mishra & Painoli, 2023). The study reveals that the majority of students in Indonesia are students of high school, and their education is crucial for their future careers. However, many students lack high school literacy, which is essential for enhancing their potential and contributing significantly to the nation's economy. Higher education is a top priority in various economic development initiatives, such as Indonesia's economic development. According to Saoula et al., (2025), despite numerous initiatives, the intensity of high school literacy among students is still relatively low. Higher education literacy is also a strategic factor for students to develop their skills. Research shows that higher education is essential for all professions, and universities should integrate higher education into their curriculum and provide comprehensive learning environments. This includes training, mentorship, professional development, and participation in high school projects.

Universities should collaborate with industry and government sectors to provide better resources and opportunities for students interested in entrepreneurship. With strong support and a conducive environment, students can be more confident and motivated to pursue a career in entrepreneurship. Based on study by Mian et al., (2022), this will not only reduce the unemployment rate among graduates but also contribute to sustainable economic growth through the creation of new jobs and business innovation. Effective entrepreneurship education must involve a multidisciplinary approach that uses theory and practice, and provides an environment that supports the development of entrepreneurial skills and mentality. Effective entrepreneurship education programs need to focus not only on knowledge transfer but also on developing self-efficacy (Shahab et al., 2019). The entrepreneurship literacy program at University state of Makassar has been implemented intensively through various courses, seminars, and extracurricular activities.

Factors that influence entrepreneurial interest are entrepreneurial attitudes. This attitude is considered an important mediator between entrepreneurial literacy and self-efficacy. Entrepreneurial attitudes include various aspects such as the courage to take risks, the ability to identify opportunities, creativity, and motivation to achieve goals (Hörnqvist & Leffler, 2014). In the context of entrepreneurial literacy, students who have a deep



understanding of the concept and practice of entrepreneurship tend to develop a positive attitude towards entrepreneurial intentions.

Entrepreneurial literacy factors alone are not enough to strengthen entrepreneurial attitudes and intentions, but must also be supported by self-efficacy, namely an individual's belief in their ability to achieve something, also plays a crucial role. According to Gasse & Tremblay, (2011), students who believe in their ability to succeed in entrepreneurial endeavors are more likely to show strong intentions to become entrepreneurs. Drnovšek et al., (2010) state about self-efficacy plays an important role in influencing an individual's views on the challenges and opportunities in entrepreneurship. Research by Sutela & Adnyani, (2021) found that self-efficacy has a direct positive effect on entrepreneurial interest. This study shows that individuals who have high confidence in their abilities are more likely to be interested and committed to entrepreneurship. Another study conducted by Setiawan et al., (2020) further shows that entrepreneurial knowledge, which can increase self-efficacy, also has a positive impact on entrepreneurial interest. In-depth knowledge of entrepreneurship gives individuals the confidence to face various challenges and take the initiative in running a business. With this knowledge, they feel more prepared and able to explore existing business opportunities. Hermawan et al., (2016) expands this understanding by showing that self-efficacy not only has a direct impact on entrepreneurial interest, but also indirectly through its influence on entrepreneurial attitudes.

Various studies have explored the role of entrepreneurial attitudes in shaping entrepreneurial interest. Research by Rahmawati et al., (2024) found that although entrepreneurial knowledge and family support have a positive influence on entrepreneurial interest, entrepreneurial attitudes can moderate this influence. Research by Rizki et al., (2017) further supports the importance of entrepreneurial attitudes, emphasizing that the need for achievement and internal locus of control also play an important role. Likewise, studies by Prasetya et al., (2021) and Zahara et al., (2023) both highlighted the significant positive influence of entrepreneurial attitudes on entrepreneurial intentions, with Prasetya et al., (2021) also noting the importance of education in this context. These findings collectively underscore the important role of entrepreneurial attitudes in shaping entrepreneurial intentions.

Cultivating entrepreneurial intentions has become the vision of Makassar State University, so that entrepreneurial literacy and self-efficacy programs at universities must be designed not only to increase knowledge, but also to build positive entrepreneurial attitudes. This can be done through more practical approaches, such as real-life entrepreneurial projects, mentorship, and ongoing entrepreneurial coaching. Thus, entrepreneurial attitudes can serve as a bridge connecting entrepreneurial literacy and self-efficacy with entrepreneurial intentions (Yawisah et al., 2019), reducing the gap between the programs provided and the expected results.

Research shows that the experience of a student organization can significantly influence their academic performance, personal growth, and overall well-being. Studies have shown that positive student engagement can enhance their academic performance and personal growth. Active student participation in a student organization can significantly contribute to their academic success, job satisfaction, learning performance, and personal growth



(Fauzi et al., 2024). This is particularly relevant for students in the economic field, where active participation can enhance their practical skills, academic performance, and personal growth. Therefore, the experience of a student organization is crucial in providing valuable experiences and skills that can benefit both academic and professional students (Billett, 2009).

On the other hand, students who are not involved in organizations may not have the same access to these practical experiences, so their entrepreneurial literacy and self-efficacy may not develop optimally. In this context, organizational experience serves as an important factor that can moderate the relationship between entrepreneurial literacy, self-efficacy, and entrepreneurial intention. Therefore, the specific role of organizational experience in moderating this relationship requires further investigation in this study. Based on the explanation above, it can be seen that the influence of entrepreneurial literacy and self-efficacy on entrepreneurial intention is still inconsistent (Rastiti et al., 2021). This is due to the need to form an entrepreneurial attitude and the importance of organizational experience for students. Therefore, researchers need to re-examine this topic by focusing on students of Makassar State University as a center for education, research, and development in the fields of education, science, technology, and art with educational and entrepreneurial insights, having a strategic role in developing entrepreneurial potential among its students. Several students at Makassar State University have carried out entrepreneurial activities and shown a high interest in this field. However, there are still many students who do not have the desire to become entrepreneurs. This indicates a gap that needs further research to understand the factors that influence entrepreneurial intentions among students. By conducting comprehensive research, Makassar State University can identify the most effective strategies to support the development of entrepreneurship among its students.

2. Literature Review

Entrepreneurial Literacy

In the context of higher education, entrepreneurial literacy plays an important role in equipping students to become successful entrepreneurs. Entrepreneurial literacy is defined as the understanding and ability to apply skills and knowledge related to establishing and managing a business (Venugopal et al., 2015). Literacy related to entrepreneurship consists of several aspects, starting from identifying opportunities and business ideas to operational management. According to Purwati et al., (2023), entrepreneurial literacy is not merely about learning technical knowledge about business, but also relates to the development of mental, attitudinal and behavioural aspects that support an entrepreneurial mindset. Setiawan et al., (2020) reveals that entrepreneurial literacy can change a person, even for individuals who do not plan to become entrepreneurs. Knowledge and understanding of the entrepreneurial process can increase a student's confidence to start their own business. Anggresta et al., (2022) found that students can learn how to overcome challenges and obstacles in business and how to survive in difficult situations by being equipped with entrepreneurial literacy.

Organizational Experience

Organisational experience can improve individual behaviour and increase responsibility. In the context of entrepreneurship, individuals with organisational experience can become stronger and develop a resilient mindset. This statement is also in line with Lena et al.,



(2009) and Sihotang & Santosa, (2019) that findings within an organisation, individuals are able to hone their skills, such as communication, mental strength, responsibility and others and an individual's organisational experience is likely to have an impact on their pursuit of entrepreneurial opportunities (Dobrev & Barnett, 2005). In addition, an individual's organisational experience will have an effect on improving their performance (Maula et al., 2023). The organisational experience referred to in this study is the experience of students who have actively participated in organisational activities both on and off campus where they study.

Entrepreneurial Intention

The entrepreneurial intention in this study is based on Ajzen's Theory of Planned Behaviour (TPB) (Ajzen, 1991). TPB is used to explain how a person's attitude towards an action, subjective norms, and perceived behavioural control become prerequisites for entrepreneurial intention and to understand entrepreneurial behaviour. Entrepreneurial intention stems from perceptions of desire, feasibility, and propensity to act on opportunities. According to (Lena et al., 2009), desire is defined as the attraction to starting a business, the perception of feasibility is defined as the extent to which individuals feel capable of doing so, and the tendency to act is defined as a personal disposition to act on the individual's decision. Capability is the tendency to act as a personal disposition to act in accordance with personal decisions.

Entrepreneurial Attitude

Entrepreneurial attitude is defined as values possessed by individuals that can shape entrepreneurial character. This is in line with the results of Bosma & Schutjens, (2011), which found that individuals who possess personal values, assess their own abilities, can see opportunities, and make good decisions related to entrepreneurship. These decisions can be influenced not only by an individual's personality but also by external factors such as the availability of local business space, regional market growth, and socio-cultural factors related to company ownership or even regulatory barriers.

In addition, cultural factors in a country or region will determine a person's entrepreneurial attitude. This statement is also reinforced by (Tamásy, 2006), who found that entrepreneurship in Germany has a significant impact on entrepreneurial attitudes due to the influence of a region. Sternberg and (Sternberg & Litzenberger, 2004) also argue that regional differences are a strong determinant of entrepreneurial attitudes.

3. Research Method

This research was conducted quantitatively. The population used in this study consisted of students of Makassar State University who worked as farmers and were members of urban farming groups. The sampling method used in this study was the purposive sampling technique. The sample must meet several criteria, such as having been engaged in agricultural business practices and active in urban agricultural groups for the past one to two years. The population consisted of 5,320 people, including several students from Makassar State University.

A sample is a part of the population to be studied from a research object. The sample is also considered a representative of the population whose results represent the whole observed. The size and diversity of the research sample determine whether or not the sample taken is correct in testing each research variable. This study uses the sample size



calculator technique by Raosoft which can be explained as follows: Margin error: 5%; Confidence level: 95%; Population Size: 5.320; Respon Distribution: 50%, and finally we found 350 samples. Measurement of variables can be seen at table 1 as follow:

Table 1. Research Variables and Indicators

Variables	Indicator	Measurement Scale
Entrepreneurial literacy	1. Basic knowledge of entrepreneurship 2. Knowledge of business ideas and opportunities. 3. Knowledge of business aspects	Likert Scale
Organizational experience	1. Achievement in creating a business 2. Innovation by acting on business incentives 3. Personal perception of business incentives 4. Perception of self-esteem as an indication of self-evaluation of competence in business matters.	Likert Scale
Entrepreneurial attitude	1. Interested in business opportunities, creative thinking, and innovative 2. Positive outlook on business failure 3. Have leadership and responsibility 4. Like to face risks and challenges	Likert Scale
Entrepreneurial intention	1. <i>Attitud</i> 2. <i>Subjective norm</i> 3. <i>Behaviour control</i>	Likert Scale

Source: Results of processed data (2024)

4. Results

This study examines the influence of entrepreneurial literacy, organizational experience on entrepreneurial intention through entrepreneurial attitude on students university state of makassar.

Table 2. Descriptive Statistics from Entrepreneurial Literacy Variable

	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	224	1.00	5.00	3.8571	.89199
X1.2	224	1.00	5.00	3.6696	.85115
X1.3	224	1.00	5.00	3.5982	.88292
X1.4	224	1.00	5.00	3.5714	.82792
X1.5	224	1.00	5.00	3.6205	.88014
X1.6	224	1.00	5.00	3.4643	.82482
X1.7	224	1.00	5.00	4.2321	.91800
X1.8	224	1.00	5.00	4.2902	.86314
X1.9	224	1.00	5.00	4.0982	.86755
Valid N (listwise)	224				

Source: Results of processed data (2024)

Entrepreneurial literacy was assessed through the application of nine distinct indicators, specifically designated as X1.1 through X1.9. The descriptive analysis reveals that the mean scores for these indicators varied from 3.4643 (X1.6) to 4.2902 (X1.8), suggesting that the respondents' level of entrepreneurial literacy falls within the elevated category.



The indicator exhibiting the highest mean score, X1.8 (4.2902), signifies that a majority of respondents perceive themselves as possessing a robust comprehension of specific facets of entrepreneurship. Conversely, the X1.6 indicator, which reflects the lowest average (3.4643), highlights domains that necessitate enhanced literacy in that particular area.

Table 3. Descriptive Statistics from Organizational Experience Variable

	N	Minimum	Maximum	Mean	Std. Deviation
X2.1	224	1.00	5.00	3.1250	1.36336
X2.2	224	1.00	5.00	2.9018	1.44533
X2.3	224	1.00	5.00	2.8348	1.52540
X2.4	224	1.00	5.00	3.1741	1.53904
X2.5	224	1.00	5.00	2.7857	1.30146
X2.6	224	1.00	5.00	3.3616	1.40101
X2.7	224	1.00	5.00	3.5625	1.37421
X2.8	224	1.00	5.00	3.6116	1.26209
X2.9	224	1.00	5.00	3.5446	1.29080
X2.10	224	1.00	5.00	3.6830	1.30280
X2.11	224	1.00	5.00	3.4464	1.23360
X2.12	224	1.00	5.00	3.4643	1.23425
X2.13	224	1.00	5.00	3.6607	1.26032
X2.14	224	1.00	5.00	3.5848	1.24991
Valid N (listwise)	224				

Source: Results of processed data (2024)

The organizational experience variable is measured using 14 indicators, namely X2.1 to X2.14. The results of the descriptive analysis show that the average value ranges from 2.7857 (X2.5) to 3.6830 (X2.10). Indicator X2.10 (3.6830) has the highest average value, indicating that certain organizational experiences are more often experienced by respondents. Meanwhile, indicator X2.5 (2.7857) with the lowest average indicates that there are aspects of the organization that are underrepresented among the respondents' experiences.

Table 4. Descriptive Statistics from Entrepreneurial Attitude Variable

	N	Minimum	Maximum	Mean	Std. Deviation
Z1.1	224	1.00	5.00	4.1429	.88695
Z1.2	224	1.00	5.00	3.7946	.81067
Z1.3	224	1.00	5.00	4.0134	.90579
Z1.4	224	1.00	5.00	3.9509	.92416
Z1.5	224	1.00	5.00	4.1250	.84307
Z1.6	224	1.00	5.00	3.8929	.85607
Z1.7	224	1.00	5.00	3.8304	.88219
Z1.8	224	1.00	5.00	3.9509	.89458
Z1.9	224	1.00	5.00	3.8884	.90887
Valid N (listwise)	224				

Source: Results of processed data (2024)

Entrepreneurial attitudes are measured using nine indicators, namely Z1.1 to Z1.9. The results of the analysis show that the average value ranges from 3.7946 (Z1.2) to 4.1429 (Z1.1). All values are above 3.5, indicating that respondents have a tendency to be positive towards entrepreneurship. Indicator Z1.1 (4.1429) has the highest average value, indicating that respondents strongly agree with the statement related to the indicator. Meanwhile, Z1.2 with an average of 3.7946 is still in the positive category but requires more attention to be improved.

Table 5. Descriptive Statistics from Entrepreneurial Intention Variable



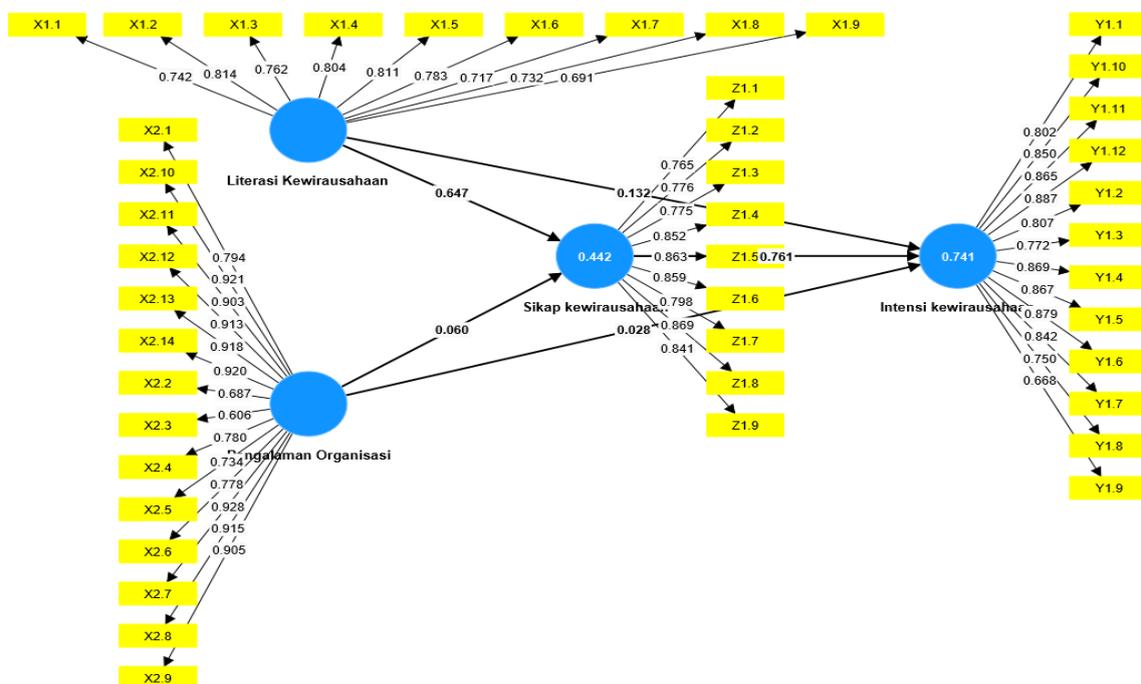
	N	Minimum	Maximum	Mean	Std. Deviation
Y1.1	224	1.00	5.00	3.9196	.96707
Y1.2	224	1.00	5.00	4.0670	.95174
Y1.3	224	1.00	5.00	4.0045	.93989
Y1.4	224	1.00	5.00	3.9866	.93502
Y1.5	224	1.00	5.00	3.8170	.97846
Y1.6	224	1.00	5.00	3.9241	.94159
Y1.7	224	1.00	5.00	3.7991	.96569
Y1.8	224	1.00	5.00	3.5714	1.06062
Y1.9	224	1.00	5.00	3.4821	1.04587
Y1.10	224	1.00	5.00	3.7500	.95175
Y1.11	224	1.00	5.00	3.8929	.97371
Y1.12	224	1.00	5.00	3.8795	.96519
Valid N (listwise)	224				

Source: Results of processed data (2024)

The entrepreneurial intention variable is measured through 12 indicators, namely Y1.1 to Y1.12. Descriptive analysis shows that the average value ranges from 3.4821 (Y1.9) to 4.0670 (Y1.2). The average indicator is in the range of 3.5 to 4.0, indicating that respondents tend to have quite high entrepreneurial intentions. Indicator Y1.2 (4.0670) has the highest average value, indicating that certain aspects of entrepreneurial intentions are highly approved by respondents. On the other hand, Y1.9 (3.4821) with the lowest average indicates areas that need more attention to improve respondents' entrepreneurial intentions.

Hypothesis Testing

An alternative model that describes the relationship between the three latent variables in this study is as follows:



Source: Results of processed data (2024)

Figure 1. Alternative Model
Table 6. Outer loadings



	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1.1 <- EL	0.742	0.739	0.048	15.374	0.000
X1.2 <- EL	0.814	0.814	0.027	30.147	0.000
X1.3 <- EL	0.762	0.761	0.037	20.453	0.000
X1.4 <- EL	0.804	0.803	0.026	30.438	0.000
X1.5 <- EL	0.811	0.810	0.030	26.926	0.000
X1.6 <- EL	0.783	0.782	0.029	26.886	0.000
X1.7 <- EL	0.717	0.714	0.043	16.496	0.000
X1.8 <- EL	0.732	0.730	0.041	18.031	0.000
X1.9 <- EL	0.691	0.687	0.053	13.094	0.000
X2.1 <- OE	0.794	0.789	0.045	17.639	0.000
X2.10 <- OE	0.921	0.917	0.028	32.370	0.000
X2.11 <- OE	0.903	0.901	0.028	32.146	0.000
X2.12 <- OE	0.913	0.911	0.028	32.080	0.000
X2.13 <- OE	0.918	0.916	0.027	33.540	0.000
X2.14 <- OE	0.920	0.918	0.027	33.654	0.000
X2.2 <- OE	0.687	0.676	0.068	10.144	0.000
X2.3 <- OE	0.606	0.598	0.064	9.498	0.000
X2.4 <- OE	0.780	0.772	0.051	15.273	0.000
X2.5 <- OE	0.734	0.728	0.058	12.611	0.000
X2.6 <- OE	0.778	0.769	0.053	14.651	0.000
X2.7 <- OE	0.928	0.924	0.030	31.300	0.000
X2.8 <- OE	0.915	0.913	0.027	34.390	0.000
X2.9 <- OE	0.905	0.903	0.032	28.093	0.000
Y1.1 <- EI	0.802	0.802	0.030	27.123	0.000
Y1.10 <- EI	0.850	0.849	0.022	37.968	0.000
Y1.11 <- EI	0.865	0.864	0.021	41.380	0.000
Y1.12 <- EI	0.887	0.886	0.019	46.326	0.000
Y1.2 <- EI	0.807	0.805	0.029	27.648	0.000
Y1.3 <- EI	0.772	0.770	0.034	22.409	0.000
Y1.4 <- EI	0.869	0.868	0.018	47.357	0.000
Y1.5 <- EI	0.867	0.867	0.019	45.686	0.000
Y1.6 <- EI	0.879	0.878	0.020	44.763	0.000
Y1.7 <- EI	0.842	0.842	0.025	34.075	0.000
Y1.8 <- EI	0.750	0.751	0.039	19.371	0.000
Y1.9 <- EI	0.668	0.667	0.051	13.202	0.000
Z1.1 <- EA	0.765	0.762	0.039	19.655	0.000
Z1.2 <- EA	0.776	0.775	0.032	24.503	0.000
Z1.3 <- EA	0.775	0.772	0.040	19.479	0.000
Z1.4 <- EA	0.852	0.851	0.023	37.575	0.000
Z1.5 <- EA	0.863	0.863	0.021	41.244	0.000
Z1.6 <- EA	0.859	0.858	0.023	37.158	0.000
Z1.7 <- EA	0.798	0.796	0.038	21.083	0.000
Z1.8 <- EA	0.869	0.868	0.020	42.657	0.000
Z1.9 <- EA	0.841	0.841	0.021	39.153	0.000

Source: Results of processed data (2024)

The results of each variable and indicator contained in the table 6 shown that EL (Entrepreneurial literacy) = All indicators have loading factors above 0.7, except X1.9 (0.691). This shows that most of the X1 indicators are reliable enough to measure the latent variable X1. OE (Organizational experience) = Some indicators such as X2.3 (0.687) and X2.4 (0.606) have values below 0.7, making them less reliable in measuring the latent variable X2. However, most of the other indicators are reliable with values above 0.7. EI (Entrepreneurial Intention) = Indicators Y1.8 and Y1.9 have loading values



below 0.7, making them less reliable. Other indicators have fairly high loading values and are reliable for measuring variable Y1. EA (Entrepreneurial Attitude) = All indicators have good loading factor values (above 0.7), indicating that Z1 is measured with high reliability by all its indicators.

Table 7. R-square

	R-square	R-square adjusted
EL (Entrepreneurial literacy)	0.741	0.738
EA (Entrepreneurial Attitude)	0.442	0.437

Source: Results of processed data (2024)

The Adjusted R² value for Entrepreneurial Intention is 0.738, which means that 73.8% of the variance of entrepreneurial intention can be explained by entrepreneurial literacy, organizational experience, and entrepreneurial attitude. Meanwhile, the R² value for Entrepreneurial Attitude is 0.437, indicating that 43.7% of the variance of entrepreneurial attitude can be explained by entrepreneurial literacy and organizational experience.

Table 8. f-square

	Entrepreneurial Intention	Entrepreneurial literacy	Organizational experience	Entrepreneurial Attitude
EI (Entrepreneurial Intention)				
EL (Entrepreneurial literacy)	0.037			0.700
OE (Organizational experience)	0.003			0.006
EA (Entrepreneurial Attitude)	1.248			

Source: Results of processed data (2024)

Based on the F Square Value produced, Entrepreneurial Attitude has the greatest influence on Entrepreneurial Intention ($f^2 = 1.248$). Entrepreneurial Literacy has a major influence on Entrepreneurial Attitude ($f^2 = 0.700$). On the other hand, Organizational Experience shows a very small influence on both variables.

Table 9. Path coefficients

	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T statistics (O/STDEV)	P values
EL -> EI	0.132	0.134	0.059	2.239	0.025
EL -> EA	0.647	0.650	0.075	8.652	0.000
OE -> EI	0.028	0.028	0.037	0.751	0.453
OE -> EA	0.060	0.063	0.064	0.943	0.346
EA -> EI	0.761	0.758	0.050	15.249	0.000

Source: Results of processed data (2024)

These results indicate that entrepreneurial literacy has a positive and significant influence on entrepreneurial attitudes. With a very small P-value ($p < 0.05$), it can be concluded



that the higher the entrepreneurial literacy of students, the more positive the entrepreneurial attitudes they show. Entrepreneurial literacy also has a positive and significant influence on entrepreneurial intention. The path coefficient of 0.132 indicates that entrepreneurial literacy provides a relatively small but significant direct contribution to students' entrepreneurial intention. The results show that organizational experience does not have a significant effect on students' entrepreneurial attitudes ($p > 0.05$). The low path coefficient value (0.060) and insignificant indicates that organizational experience is not the main factor influencing entrepreneurial attitudes in this model. Similar to entrepreneurial attitudes, organizational experience also has no significant effect on students' entrepreneurial intentions ($p > 0.05$). The very small path coefficient value (0.028) indicates that organizational experience has a direct contribution that is almost insignificant in increasing entrepreneurial intentions. Entrepreneurial attitude has a very strong and significant positive influence on students' entrepreneurial intentions. With a path coefficient value of 0.761 and a very small P-value ($p < 0.05$), entrepreneurial attitude can be considered a key variable in encouraging students' entrepreneurial intentions.

Discussion

Entrepreneurial literacy shows a positive and significant influence on students' entrepreneurial attitudes. This result is in line with the theory that entrepreneurial literacy (Azis et al., 2025) —knowledge and understanding of entrepreneurship—plays an important role in building a positive mindset towards entrepreneurship. In-depth knowledge of entrepreneurship provides insight that encourages students to have a proactive, confident, and risk-taking attitude in exploring business opportunities. Fosnot, (2013) suggests that knowledge about entrepreneurship cannot be transmitted passively, but is actively constructed by the individual based on reflection, experience, and social interaction.

Educational institutions need to strengthen entrepreneurial literacy programs through curriculum, training, and entrepreneurship seminars. Emphasis on applicable entrepreneurial knowledge can help students form a more positive entrepreneurial attitude. Sánchez, (2013) explained that entrepreneurship education programmes play a key role in improving entrepreneurial competence and intention among secondary school students. Entrepreneurship education can increase a student's intention to start a new business.

Entrepreneurial literacy also has a positive and significant influence on students' entrepreneurial intentions, although with a smaller direct contribution compared to its influence on entrepreneurial attitudes. These results support the view that entrepreneurial knowledge directly influences one's intention to start a business, but this effect is stronger when mediated by entrepreneurial attitudes. Efforts to improve entrepreneurial literacy should be directed not only at transferring knowledge but also at developing values and attitudes that drive entrepreneurial intentions. Direct experience through business simulations or entrepreneurial internships can strengthen the effect of entrepreneurial literacy on intentions. This finding is also in line with Beliaeva et al., (2017) who proved that there is a positive relationship between entrepreneurship education and entrepreneurial intention among university students.



Organizational experience did not have a significant effect on attitudes or entrepreneurial intentions. This finding is contrary to some literature that states that organizational experience can improve interpersonal skills, decision-making, and leadership—all aspects relevant to entrepreneurship. These findings are also in line with the results of research from Dobrev & Barnett, (2005) that support for ideas formed from the characteristics and experiences of an organisation is likely to influence individuals to become entrepreneurs. However, this insignificance can be explained by variations in the quality of organizational experience that respondents have. Organizational experience that is not specific to entrepreneurship may not be relevant enough to shape entrepreneurial attitudes and intentions. Institutions need to ensure that the organizational experiences provided to students are entrepreneurship-oriented. For example, by involving students in entrepreneurship-based organizations, such as business clubs, startup communities, or business incubation programs.

Entrepreneurial attitudes have the most significant influence on entrepreneurial intentions. This finding confirms the importance of attitudes as the main predictor of entrepreneurial intentions. Our findings also support Silveyra-León et al., (2023) that positive attitudes towards entrepreneurship, such as self-efficacy and the courage to take risks, directly encourage students' desire to start a business. Entrepreneurship development programs should focus on forming positive attitudes towards entrepreneurship. This approach can be done through training that hones students' interpersonal skills, entrepreneurial motivation, and psychological empowerment.

The analysis shows that entrepreneurial attitudes mediate the relationship between entrepreneurial literacy and entrepreneurial intentions. This mediator strengthens the influence of entrepreneurial literacy on entrepreneurial intention. In contrast, entrepreneurial attitude does not mediate the relationship between organizational experience and entrepreneurial intention. Our findings do not support Saleem, (2021), who revealed that entrepreneurial intention has a significant direct effect on entrepreneurial attitude and self-confidence, while also having a significant indirect relationship with entrepreneurial intention through the mediation of entrepreneurial attitude.

Educational institutions need to prioritize the formation of entrepreneurial attitudes as a primary strategy in increasing entrepreneurial intention. Entrepreneurial literacy can be used as a foundation for building positive attitudes, while organizational experience needs to be more directed at developing specific skills that support entrepreneurship. This finding is also in line with Bosman et al., (2023) view that changes in students' perceptions can develop an entrepreneurial mindset through specific training, presentation assignments in class, and effective implementation of entrepreneurial practices.

This model has good predictive power for entrepreneurial intention, which means that 74.1% of the variance in entrepreneurial intention can be explained by entrepreneurial literacy, organizational experience, and entrepreneurial attitude. Entrepreneurial attitude is the dominant factor in this model, with a significant contribution to the variance in entrepreneurial intention. In contrast, this model is less effective in explaining the variance in entrepreneurial attitude, indicating the need for additional variables to improve the explanation of entrepreneurial attitude.



5. Conclusion and Suggestion

Entrepreneurial literacy has a positive and significant influence on entrepreneurial attitudes and entrepreneurial intentions. This shows that good understanding and knowledge of entrepreneurship can shape positive attitudes and encourage entrepreneurial intentions. Organizational experience does not have a significant influence on entrepreneurial attitudes or entrepreneurial intentions. Organizational experience that is not relevant to entrepreneurship is less effective in influencing students' entrepreneurial attitudes or intentions. Entrepreneurial attitudes show the greatest influence on entrepreneurial intentions. A positive attitude towards entrepreneurship is a key factor that encourages students to have a strong intention to start a business. Entrepreneurial attitude significantly mediates the relationship between entrepreneurial literacy and entrepreneurial intention. This indicates that entrepreneurial literacy indirectly influences intention through the formation of a positive entrepreneurial attitude.

The implications of this research are theoretically, it is expected to contribute to the learning and development of entrepreneurship theory, particularly in higher education institutions in Indonesia. In practice can be expected to provide input for the development of an entrepreneurial learning model for students on the importance of a positive mindset change in shaping an entrepreneurial spirit. The importance of organisational experience for students is essential in forming a positive attitude towards entrepreneurship. Universities need to make a strong effort to foster an entrepreneurial spirit by providing practical entrepreneurship training through entrepreneurship courses so that, upon graduation, students have at least a strong attitude and mindset towards entrepreneurship.

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