

The Influence of Entrepreneurship Education on Work Motivation and Entrepreneurial Career Intentions for Students on Vocational Education

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Abstract

The aim of the research is to determine and explain entrepreneurship education on work motivation and entrepreneurial career intentions among Bali Tourism Polytechnic students. This quantitative research method involved 2,556 students, then samples were taken based on Morgan's theory which was corrected by Warwich and Lininger, and 392 people were obtained. Hypothesis testing using Structural Equation Modeling with Partial Least Squares. The research results are; (1) entrepreneurship education has a positive and significant direct effect on work motivation, shown in the coefficient value of 0.251, T-statistics 2.428 and P-Values 0.016; (2) Entrepreneurship education has a positive and significant direct effect on entrepreneurial career intentions, shown in the coefficient value of 0.107, T-Statistics 2.057 and P-Values 0.042; (3) Work motivation has a direct positive and significant effect on entrepreneurial career intentions with a coefficient value of 0.468, T-Statistics 5.868 and P-Values 0.000; (4) entrepreneurship education has an indirect effect on entrepreneurial career intentions through work motivation shown in the coefficient value of 0.118, T-Statistics 2.055 and P-Values 0.040. This research found that work motivation has the strongest direct influence on entrepreneurial career intentions, besides that it can also mediate the influence of entrepreneurship education on entrepreneurial career intentions. It is recommended to increase entrepreneurial career intentions among vocational higher education students by involving work motivation as a mediating variable.

Keywords: *Entrepreneurship education; work motivation, entrepreneurial career intentions.*

INTRODUCTION

The profession that can be relied upon to achieve success in life is entrepreneurship. Challenges and opportunities always go hand in hand with this activity, few people dare to undertake it. With entrepreneurship, there is a huge opportunity to develop, but entrepreneurship also has threats and a lot of competition, as a result, it requires a strong will and ability along with the courage to take action. This is what makes many people not dare to become entrepreneurs. Few students who study at the entrepreneurship level plan to become entrepreneurs. Ambitions for entrepreneurial work among

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entrepreneurship training students are relatively small, after graduating from training, many alumni choose to work as employees or become employees rather than opening their businesses (Fernanda & Ibrahim, 2022)

Entrepreneurship education at the Tourism Polytechnic is an educational institution that focuses on providing reliable human resources for hotel and tourism industries. At the end of 2019, aspects of the hotel and tourism business throughout the world, especially in Bali, experienced depreciation, as a result, many hotel employees and other aspects of the tourism business were laid off. Face this atmosphere, and many graduates will work like entrepreneurs. The results of the study (Zulfahmi, 2022), show that entrepreneurship is creating something new by bearing the effects and rewards. To create a nation's economy, it is also stated that an entrepreneur is a person whose innovative function is to create value in something using effective methods. Entrepreneurship can act as the core of controlling a nation's economy, and quickly provide a field of activity for students (Amalia & Murniawaty, 2020).

The institution encourages students to develop their entrepreneurial profession. Entrepreneurial ambition can be interpreted as a strong will to use the method of creating, innovating, and making an impact to get the opportunity to start a new business (Kania, 2020), Acting like a skills school, the Bali Tourism Polytechnic trains students with various skills in tourism and hospitality following their study program. Students have several general courses, one of which is an entrepreneurial skills course. This course is an extrinsic perspective that is expected to influence students' entrepreneurial intentions. It provides information and knowledge about entrepreneurship, such that entrepreneurship will lead a nation to achieve economic progress. Japan, for example, has a developed economy because many of its residents are less inclined towards entrepreneurship (Jadmiko, 2020).

The desire for entrepreneurial work is the intention and strong desire for a person to carry out creativity and innovation and dare to experience all the risks that have been calculated to take advantage of the opportunity to carry out a business by combining the resources that exist at the origin of one's activities (Sitiari et al., 2022) and (Roring et al., 2022). The 6 indicators obtained to reflect the entrepreneurial intentions of Bali Poltekpar students are as follows: 1) Strong commitment and intention, 2) Self-confidence, 3) Innovative and flexible, 4) Openness to risk and uncertainty, 5) Responsibility, and 6) Leadership.

Entrepreneurship education is a conscious way of applying principles and methodologies towards the development of life skills that are based on the ability to experience impact, creativity, and innovation through structured education and training that can be carried out in formal, informal, and non-formal education routes for fulfillment. individual and citizen desire (Amalia & Murniawaty, 2020). There are 5 markers reflect the entrepreneurial education of Bali Poltekpar students. These are as follows: 1) Generating a desire for entrepreneurship, 2) Increasing entrepreneurial insight and knowledge, 3) Responsibility for business opportunities, 4) Creating an entrepreneurial personality, and 5) Having life skills.

The urge for activity is a force that originates from within or is caused by the environment within a person, which urges or moves him to carry out activities or professions to achieve goals that have been established (Rahayu & Kurniawan, 2022) and (Lopentus & Slamet, 2019). In this research 6 markers can reflect the motivation of Bali Poltekpar students' activities, namely: 1) Physiological Desire, 2) Physical Desire, 3) Security Desire, 4) Social Desire, 5) Appreciation Desire, and 6) Self-Actualization Desire.

Activity pressure is an elementary view that is predicted to have a major influence on students' entrepreneurial intentions. This view remains in the heads of students. Because the Bali Poltekpar is a skills school, almost all students who study at this body want to

master several skills needed in the field of activity. So, the purpose of students going to school is to work. For this reason, students must have a great urge for activity, which is tried to be proven in this study. Not only is it expected to influence students' interest in entrepreneurship, but this view is also predicted to be able to bridge the impact of entrepreneurial upgrading views on students' interest in entrepreneurship.

The cases in this study are; (1) Entrepreneurship training has a direct and meaningful influence on the urge for activity; (2) Entrepreneurship training has a direct and meaningful influence on entrepreneurial ambition; (3) Activity pressure has a direct and meaningful influence on entrepreneurial ambition; and (4) Entrepreneurship training indirectly influences students' entrepreneurial ambitions through pressure on activities

METHOD

Research Design

This quantitative descriptive research examines natural incidents naturally and analyzes the information to find aspects and possible causes of the incident being monitored, by using common sense, if x to y is without common sense directly free elastic or ex-post facto (McNaughton & Cowell, 2018) and (Leavy, 2017). It is a survey that collects information through questionnaires (Sugiyono, 2010), which aims to calculate the level of dependence between changes in one aspect and changes in other aspects that are formed based on relationship coefficients (Nasution et al., 2020). Based on its characteristics, this research has a predictive nature, namely that it takes into account limited elastic situations based on free elastic effects and does not require parametric statistical experiments (Garson, 2016). This research uses the SEM-PLS (Structural Equation Model- Partial Least Square) analysis method, a paradigm of the abstract form of the bond between free elastic (exogenous) and limited elastic (endogenous) which can be presented in the following abstract picture of the bond between free elastic (exogenous) and limited elastic (endogenous) can be presented in the next figure

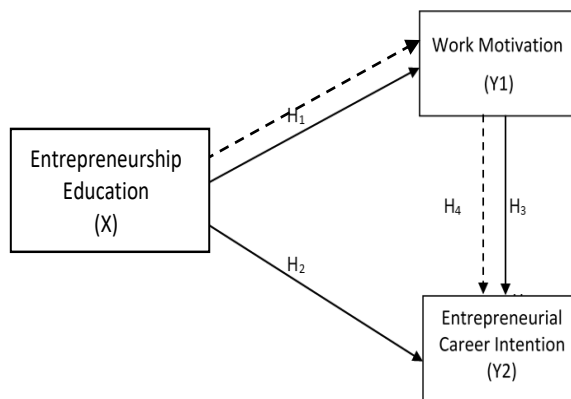


Figure 1. Relationship of Research Variables

Based on the research concept, the assumptions formalized are: (1) there is a direct effect of entrepreneurial education on the encouragement of activity, (2) there is a direct effect of entrepreneurial education on the desire for self-employed work, (3) there is a direct effect of encouragement of activity on the desire for work self-employment and (4) there is a direct impact of entrepreneurial education on the desire for self-employed work through encouragement of activities.

Research Subjects and Samples

This research is that there are 2,556 Bali Tourism Polytechnic students. The collection of population illustrations of the recommended type is a classification of people with special qualities and characteristics that are of interest to researchers and is formulated well and

very carefully (Morgan, 1970) and (Agung, 2014). In this research, researchers are concerned with students in the 2021 or 2022 academic year. On the other hand, the illustration is part of the population who are the research subjects (Sugiyono, 2010). The number of illustrations was determined using the Morgan and Krejcie method (Rawung, 2020). which is in the form of a chart. The minimum number of illustrations is 335. Estimating the possibility that not all questionnaires will be returned, or the questionnaires will be returned but are incomplete, until the researchers increase it using the Warwick and Lininger calculation method so 392 respondents.

Instrument of the Research

All elasticities are measured using a questionnaire in the form of a Likert ratio, a method for indicating respondents' feelings about entrepreneurship by selecting substitutes for the answers that have been provided (Best, 1982). The ratio form used in this research consists of 5 alternatives, namely; Strongly Agree (SS) score 5; Agree (S) score 4; Undecided (RR) score 3; Disagree (TS) score 2; and Strongly Disagree (STS) score 1. Next, modify the Likert ratio of the 5 alternative answers by eliminating the middle type of answer, namely unfaithful or unfaithful. This is most important to see the tendency of respondents' opinions in the agree or disagree zone. Giving a number as a replacement for the answer Strongly Disagree = 1; Disagree= 2; Agree=4; and Strongly Agree=5. To clarify the indicators measured in each research elastic, a questionnaire grid was prepared as in Table 1 below.

Table 1. Instruments of the Research and Indicators

Construct,	Indicator,	Number of Items,
Entrepreneurship Education. (X)	X1. Entrepreneurial desire	6
	X2. Knowledge	6
	X3. Business opportunities	6
	X4. Entrepreneurial character	6
	X5. Life skills	6
	X6. Cooperation	5
	Total	35
Work Motivation. (Y1)	Y1.1. Physiological needs	6
	Y1.2. Physical needs	6
	Y1.3. The need for security	6
	Y1.4. Social needs	6
	Y1.5. The need for appreciation	6
	Y1.6. Self-actualization needs	5
	Total	35
Entrepreneurial career intentions. (Y2)	Y2.1. Commitment	6
	Y2.2. Confident	6
	Y2.3. Creative	6
	Y2.4. Tolerance to risk	6
	Y2.5. Responsibility	6
	Y2.6. Leadership	5

In organizing the research instrument, the three questionnaire features were adapted from the sources used in this research, and some were also prepared by the researchers themselves. All questionnaires totaled 105 items whose validity and reliability had been tested using the SPSS type 26 for the Windows PC program. As a result, all items were claimed to be valid and reliable because they had a calculated r-number greater than the r-table at the level of 0.05 and had a very large reliability coefficient: entrepreneurial education = 0.917, activity encouragement = 0.939, and entrepreneurial desire = 0.919.

Procedure

The questionnaire was submitted in a random sampling manner, randomly estimating each sub-population group in the research program at the Bali Poltekpar to achieve balance. Agung, (2014) said that proportional sampling is the collection of illustrations based on a balance between each level, area, or group in the population so that the illustrations are more representative. Based on the commensurate sampling method, an illustrative distribution of each sub-population was obtained.

Data Analysis

The collected information is analyzed statistically using SPSS and Smart-PLS. The SPSS program carries out descriptive analysis and then uses a systematic method to test assumptions based on Partial Least Squares. The results of the analysis explain both the relationship between assumptions (systemic form) and the reliability and validity of markers (Arya Pering, 2020).

RESULTS AND DISCUSSION

Analysis Results

All variables in this research have a positive and significant relationship with entrepreneurship. Data from the entire sample were considered. The research results show that students have an average score on the entrepreneurship education variable M = 144.31 or 80.74%, and SD = 14.97. Work motivation has M= 145.46 or 83.12% and SD= 17.59. The highest mean was observed for entrepreneurial career intentions M = 146.44 or 83.68% and SD = 14.54. These results are shown in Table 4 below.

Table 2. Descriptive Statistical Analysis

Construct	Mean	Standard Deviation	Max Score	Mean percentage
Entrepreneurship education	144,31	13.97	175	82,46%
Work motivation	145,46	14,59	175	83,12%
Entrepreneurial career intention	146,44	12.54	175	83,68%

The categorization of variables is seen from the mean and standard deviation as follows; The results of the analysis using the the Structural Equation Modeling with Partial Least Squares technique with the smart PLS application are displayed in Figure 1 below

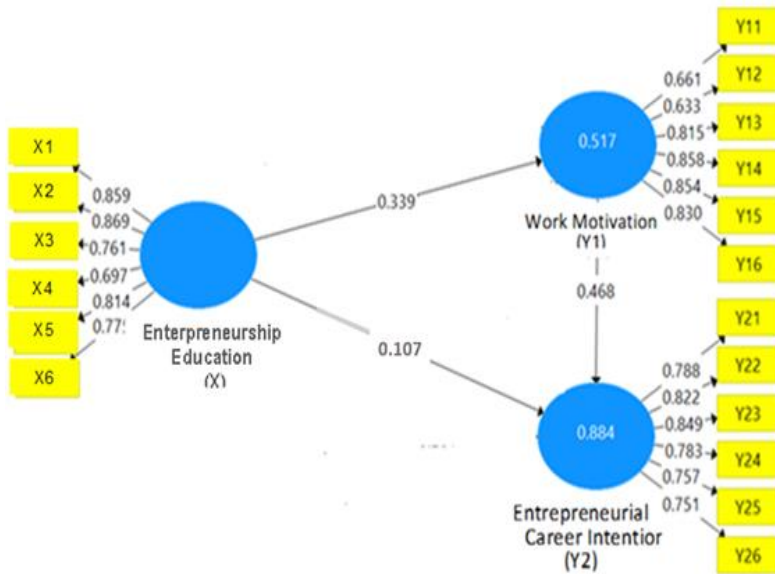


Figure 2. Structural Equation Models

The results of the evaluation of the outer loading of the construct on the indicators and the results of the validity and reliability tests using the Structural Equation Modeling with Partial Least Squares technique are shown in table 3 below.

Table 3. Loading of Construct Reflective Validity and Reliability

Construct	Reflection	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Entrepreneurship education, (X)	X1 < - X	0,859	0,890	0,920	0,697
	X2 < - X	0,869			
	X3 < - X	0,761			
	X4 < - X	0,697			
	X5 < - X	0,814			
	X6 < - X	0,771			
Work motivation, (Y1)	Y1.1 < - Y1	0,661	0,876	0,902	0,609
	Y1.2 < - Y1	0,633			
	Y1.3 < - Y1	0,815			
	Y1.4 < - Y1	0,858			
	Y1.5 < - Y1	0,854			
	Y1.6 < - Y1	0,830			
Entrepreneurial career intention, (Y2)	Y2.1 < - Y2	0,788	0,881	0,910	0,628
	Y2.2 < - Y2	0,822			
	Y2.3 < - Y2	0,849			
	Y2.4 < - Y2	0,783			
	Y2.5 < - Y2	0,757			

	Y2.6 < - Y2	0,751			
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Cronbach's alpha or reliability of the three elastics exceeds 0.70, as shown in table 3 As support for the relationship between the elastics, the maximum relationship coefficient to the desire for entrepreneurial work $r = 0.88$ is offered by the entrepreneurial education elastic $r = 0.890$, after which encouragement activity $r = 0.867$. Since relationship research allows us to identify some important concepts regarding statistical and elastic relationships, the causes and effects of hypothetical relationships have been further studied through the PLS method. The reliability and validity of each dimension (the three elastics) and its indicators will be tested first, using analysis of the confirmatory aspects of the indicator's PLS program.

Measures of Convergent Validity and Reliability

Convergent validity is a factorial statistical figure for each potential construct. This means that a set of markers replaces and underlies one potential elastic. The factorial weight of each elastic must be greater than 0.60 to prove good convergent validit (Gozali, 2016), which can be seen in Chart 5 above which has proven convergent validity.

Construct reliability is estimated by dividing the aggregate reliability coefficient, this calculation is better than Cronbach's alpha, because it does not depend on the number of characteristics associated with each design (Andreas, 2016), the lowest number that is assumed to correspond to this coefficient is 0.70. Chart 5 proves that all elastics satisfy this situation; Entrepreneurship Education 0.920, Activity Encouragement 0.902. and entrepreneurial work intention is 0.910.

Average Variance Extracted (AVE) shares data regarding the totality of marker variances accumulated by potential elastics. The greater the AVE number the greater the marker's skill in predicting potential elasticity. Suggests that the AVE number must be more than 0.50 so that markers can describe the construct well. Chart 5 shows that all constructs have an AVE number of more than 0.50, meaning that the reliability assessment meets the established standards; 0.697 for entrepreneurship education, 0.609 for activity motivation, and 0.628 for entrepreneurial employment intention

Discriminant Validity

The path diagram process shows that latent constructs discriminating constructs are simultaneously able to explain variance in observed variables that is greater than the variance of unmeasured constructs which is associated with measurement error. The results of the discriminant validity analysis of the correlation between constructs based on the Fornell-Larcker Criterion are shown in Table 4 below.

Table 4. Results of Discriminant Validity Analysis

Variables	X	Y1	Y2
X	0,835		
Y1	0,598	0,780	
Y2	0,774	0,689	0,793

Goodness of Fit Test

The internal form assessment includes 2 important things, namely the goodness of fit assessment and the assessment of the impact of exogenous elastic on endogenous elastic through assumption testing. Both assessments refer to PLS output

In this research, there is one exogenous elastic, namely Entrepreneurial Education (X), and two endogenous elastics, namely Activity Encouragement (Y1), these elastics are also called intermediation elastics and Entrepreneurial Work Desire (Y2).

The results of PLS work need to be evaluated using R-square for each limited elastic, and R-square Adjusted Predictive Prevalence to see the impact of potentially exogenous constructs on endogenous elastics. To assess the Goodness of Bugat, a systemic form is presented in Chart 4.13 which contains the R-square coefficient for each endogenous elastic.

Table 5. R-Square Value of Endogenous Constructs

Endogenous Constructs	R-Square	Category
Work motivation	0,517	moderate
Entrepreneurial career intention	0,884	strong

If an R-Square score of 0.67-1.00 indicates a good structural model, an R-Square between 0.34-0.66 indicates a moderate structural model and an R-Square smaller than 0.33 indicates a weak model. Based on Table 4.13, it can be seen that the R-Square score for work motivation is 0.517 in the moderate category and entrepreneurial career intention is 0.884 in the strong category. The results of the Q^2 or Q-square test for Batu Geiser are as follows.

$$Q^2 = 1 - (1 - R1^2) (1 - R2^2)$$

$$Q^2 = 1 - (1 - 0.517) (1 - 0.884)$$

$$Q^2 = 1 - (0,484 \times 0,116)$$

$$Q^2 = 1 - 0.056$$

$$Q^2 = 0.934$$

The Q^2 result of 0.934 means that 93.4% of the variation in entrepreneurial career intentions can be explained by the constructs of Entrepreneurship Education and Work Motivation, while the remaining 3.66% is explained by other variables outside the constructs of this research. Thus the model has very strong predictions regarding the analysis results.

Result of Hypothesis Test

The results of testing the direct influence of one construct on other constructs following the research hypothesis can be seen in the path coefficient accompanied by T-statistics and p-value which can be presented in Table 6 below.

Table 6. Result of Direct Effect and Indirect Effect

Effect	Loading	Standard Deviation	T-Statistics	P-Values	Hypothesis
X -> Y1	0,251	0,104	2,428	0,016	H ₁ support
X -> Y2	0,107	0,052	2,057	0,042	H ₁ support
Y1 -> Y2	0,468	0,080	5,868	0,000	H ₁ support
X1 -> Y1 -> Y2	0,118	0,057	2,055	0,040	H ₁ support

Based on table 4 above, shows that all exogenous or construct elastics have a direct influence on endogenous elastics, namely T-Statistics > 1.96 and P-Values < 0.05. In this way, using statistical methods, research assumptions can be proven as follows.

The direct relationship between entrepreneurial education (X) and work encouragement (Y1) is shown by a coefficient of 0.251 and a T-statistic value of 2.428 which is greater than 1.96 and a P-value of 0.016 which is 0.05 smaller. This means that H₁ is accepted, whereas H₀ is rejected. It could be said that entrepreneurial education has a direct

positive and significant influence on work drive, meaning, that if entrepreneurship increases, work drive increases.

The direct relationship between entrepreneurial education (X) and the desire for an entrepreneurial career (Y2) is shown in the coefficient of 0.107 the T-statistic value of 2.057 is greater than 1.96 and the P-value is 0.042 is smaller than 0.05. This means that H1 is accepted and vice versa H0 is rejected. It is said that entrepreneurial education has a direct effect on the desire for an entrepreneurial career, meaning, that if there is an increase in the quality of entrepreneurial education, the desire for an entrepreneurial career will also increase.

The direct relationship between motivation for work (Y1) and desire for an entrepreneurial career (Y2) is shown in the coefficient of 0.468 the T-statistic value of 5.868 is greater than 1.96 and the P-value of 0.000 is smaller than 0.05. In this case, H1 is accepted and conversely, H0 is rejected. It is said that work drive has a direct positive and important influence on the desire for an entrepreneurial career, meaning that if there is an increase in work drive it causes the desire for an entrepreneurial career to increase.

The indirect relationship between entrepreneurial education (X) and the desire for an entrepreneurial career (Y2) through work encouragement (Y1) is shown in the coefficient of 0.107 and the T-statistic value of 2.057 is greater than 1.96 and the P-value of 0.042 is smaller than 0.05. In this case, H1 is accepted and conversely, H0 is rejected. It is said that entrepreneurial education influences indirectly the desire for an entrepreneurial career through the encouragement of work, meaning that an increase in entrepreneurial education through the encouragement of work can cause the desire for an entrepreneurial career to become stronger.

DISCUSSION

Entrepreneurial education has a direct positive and significant influence on student work encouragement, as evidenced by the results of the analysis of entrepreneurial education (X) which has a T-statistic value of 2.428, more than 1.96, and a sig. of 0.016, less than 0.050, which means it is significant (Fernanda & Ibrahim, 2022), considers that entrepreneurial education is an effort to change the attitudes of people or groups so that they become entrepreneurs through teaching and training so they can improve their actions (Sri et al., 2020). reports that education is a way of transferring knowledge analytically from one person to another according to standards set by experts. By transferring knowledge, it is hoped that it will be able to change aspirations and attitudes and increase the maturity of thinking and maturity of character through formal education and informal education.

Entrepreneurship Education has a positive and important connection to the Entrepreneurial Work Intention of Bali Poltekpar students as shown by research results and information aspirations. Entrepreneurship Education with The P-values of 0.023 is smaller than 0.050 which is important (Aras, 2022), explains that entrepreneurial education is a way for people or groups, using organized methods and efforts, to look for opportunities to create special values, aims to fulfill desires and desires by empowering innovation and character, regardless of the resources currently used., entrepreneurial education that can increase knowledge and educational skills so that it will influence and strengthen the desire to work as an entrepreneur. Research carried out by (Dorahman & Sa'odah, 2020), the impact of entrepreneurial education (X) on the entrepreneurial attention rate (Y2) is 12,983. The regression coefficient on the elasticity of entrepreneurial education is 0,522 so the result can be referred to as each accumulation because the characteristic is worth one number or the number of entrepreneurship education will provide an increase in the number of 0.522 bases. The regression coefficient on self-efficacy elasticity is 0.786, so it can be said that each accumulation

(because of characteristics+) of one number or entrepreneurial education number will provide an increase in the number of 0.786 bases. Uniform research was also attempted by (Mugiyatun & Khafid, 2020).

Activity Encouragement has a direct positive and important influence on the Entrepreneurial Work Intentions of Bali Tourism Polytechnic students, based on research results and information aspirations. Activity Encouragement (Y1) has a value of 5.868 which is greater than a value of 1.96, as a result, it has a positive effect on influencing and has a P-value of 0.000, which is less than 0.050, which is important. (Aini & Oktafani, 2020), reports that someone who has good activity motivation will prove their identity by always trying to do or get 5 things, as follows. (1) Responsibility, namely wanting to show a very big individual responsibility for the profession he is doing. (2) Results of activities, namely wanting to carry out his profession to the maximum, to achieve the desired results. (3) Opportunities to progress, the desire to achieve development in one's profession, which is demonstrated by obtaining an income or reward that is balanced or commensurate with the responsibilities one carries out in the profession, and (4) Recognition of abilities, always willing to be recognized if good abilities are demonstrated by obtaining income or rewards that are greater than usual. That way, if someone is motivated to work, they will have a desire to become an entrepreneur, because there are challenges and there are also profit opportunities.

Entrepreneurial education has an indirect positive and important influence on the desire to work in entrepreneurship through the encouragement of activities, as evidenced by the results of research and information desire observed from the t-aspiration figure of 2.055 which is greater than the t-table of 1.96 and the P-value figure of 0.040. Less than 0.050. It is also said that encouragement of activities can mediate the effect of entrepreneurial education on the desire to work in entrepreneurship, it is said to be partial mediation because entrepreneurial education has positive and important direct and indirect effects on the desire to work in entrepreneurship. Research conducted by (Rahayu & Kurniawan, 2022). The regression coefficient on the elasticity of entrepreneurial education is 0.522, so it can be said that each accumulation because of characteristics of one number or entrepreneurial education number will provide an increase in the number of 0.522 bases. The regression coefficient on self-efficacy elasticity is 0.786, so it can be said that each accumulation because of characteristics of one number or entrepreneurial education number will provide an increase in the number of 0.786 bases. After that, a t experiment was carried out to test the significance of the constant and elasticity related to Entrepreneurial Attention. The chart above proves that the elastic coefficient of entrepreneurial education with the number Sig = 0.002 is smaller than the probability number of 0.05 or $0.05 \geq 0.002$ so H_a is obtained and H_o is rejected, so it can be concluded that entrepreneurial education has an indirect effect on aspirations. entrepreneurship through activity encouragement (Fernanda & Ibrahim, 2022).

CONCLUSION

Referring to the results of the analysis and review of research results, it can be concluded that: (1) Entrepreneurial education has a direct positive and significant influence on work motivation, shown in a coefficient of 0.251 and a T-statistic result of 2.428, more than 1.96 and P-Values. of 0.016 is less than 0.050. This means that an increase in the quality of entrepreneurial education can lead to an increase in students' motivation to work, (2) Entrepreneurial education has a direct positive and significant influence on the desire for an entrepreneurial career, shown in a coefficient of 0.264 and a T-Statistic result of 2.281, more than 1.96 and P-Values of 0.023 are less than 0.050, meaning that an increase in the quality of entrepreneurial education will lead to an increase in the desire for an entrepreneurial career in students. (3) The drive to work has a direct positive and significant influence on the desire for an entrepreneurial career as shown in the

coefficient of 0.468 and the results of the T-Statistics of 5,868 more than 1,96 and P-Values 0,000 less than 0,050 means that there is an increase in work drive causing the desire for an entrepreneurial career to increase, (4) entrepreneurial education has an indirect influence on the desire for an entrepreneurial career through work drive as shown in coefficient of 0.118 and T-Statistics results of 2.055 more than 1.96 and P-Values of 0.040 less than 0.050. The findings of this research are that work drive has a very strong direct effect on the desire for an entrepreneurial career, apart from that This work is also able to mediate the influence of entrepreneurial education on students' entrepreneurial career desires.

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