

Research/Review

# Impact of Entrepreneurship Program and Individual Orientation on Entrepreneurial Intention: Motivation as Mediator

Dafa Rafif Pratama <sup>1\*</sup>, Rr Erlina <sup>2</sup>, Nurul Husna <sup>3</sup>

<sup>1</sup> Management Department, Universitas Lampung, Indonesia: [dafarafifpratama@gmail.com](mailto:dafarafifpratama@gmail.com)

<sup>2</sup> Management Department, Universitas Lampung, Indonesia

<sup>3</sup> Management Department, Universitas Lampung, Indonesia

\* Corresponding Author : Dafa Rafif Pratama

**Abstract.** The relationship between entrepreneurship programs, individual entrepreneurial orientation, and entrepreneurial intention can be strengthened by entrepreneurial motivation, which acts as an internal drive encouraging individuals to take action toward starting a business. Motivated individuals tend to explore ideas and identify market opportunities to build independent ventures. Universities play a crucial role by organizing programs that inspire students to pursue self-reliance through entrepreneurship, while also equipping them with relevant knowledge and practical experience to enhance their skills and risk-taking ability. At Universitas Lampung (UNILA), these efforts are facilitated by the Center for Career and Entrepreneurship Development (CCED), which supports various entrepreneurship initiatives aimed at increasing students' motivation and providing hands-on experiences. These experiences strengthen students' drive to start a business, as entrepreneurial intention is influenced by internal factors such as motivation, reinforced through direct program involvement. Hence, motivation can serve as a mediating variable that links entrepreneurship programs and individual entrepreneurial orientation with entrepreneurial intention.

**Keywords:** Entrepreneurship, Individual Orientation, Entrepreneurial Intention

## 1. Introduction

Entrepreneurship plays a crucial role in contributing to economic development, innovation, social progress, technological advancement, and improving societal welfare [1]. Entrepreneurs significantly benefit the economy as key drivers of economic growth through job creation, technology transfer to markets, fostering social empowerment, and enhancing competitiveness and innovation [2]. Given its importance, entrepreneurship development is essential for achieving economic prosperity, and thus, the government holds the responsibility to foster entrepreneurial spirit, particularly among the youth. The younger generation can become the backbone of economic resurgence if adequately prepared to face future economic challenges. In developing countries, it is vital to provide youth with inclusive support and encouragement to engage in entrepreneurship, enabling the rise of new, sustainable businesses that generate employment [3]. According to the Global Entrepreneurship Monitor 2022, Indonesia experienced a decline in its Total Early-stage Entrepreneurial Activity (TEA) rate from 15% in 2018 to 8.07% in 2022, attributed to low self-confidence among early-stage entrepreneurs. Compared to other populous countries like China and India, Indonesia ranks lowest in motivating individuals to choose entrepreneurship as a career path [4].

Lampung Province holds significant potential for youth entrepreneurship due to its strategic location as the gateway to Sumatra, offering business access advantages to key markets [5]. However, the province faced a relatively high open unemployment rate of 4.23% in 2023, driven by limited formal job opportunities [6]. Therefore, promoting youth entrepreneurship

Received: April 15, 2025

Revised: April 30, 2025

Accepted: May 21, 2025

Online Available: May 23, 2025

Curr. Ver.: May 23, 2025



Copyright: © 2025 by the authors.

Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)

is a necessary solution to reduce unemployment, which requires support from relevant stakeholders, especially the government as a regulator providing entrepreneurship development programs [7]. Beyond government support, higher education institutions also play a critical role by equipping students with entrepreneurial ideas and mindset, which are vital for increasing the number of young entrepreneurs. Universities serve as key enablers in preparing and motivating students for entrepreneurship (Rosyadi et al., 2019), particularly through dedicated programs that nurture students' entrepreneurial intentions [8] and significantly enhance their motivation and willingness to start businesses [9].

The main goal of entrepreneurship programs is to shape students' mindset, work ethic, motivation, and entrepreneurial intention to support career success and life quality [10]. However, without assessing program quality and other influencing factors, universities may fail to achieve these objectives [11]. As entrepreneurial skills can be developed, higher education increasingly promotes entrepreneurship programs [12]. Universities must shift focus from job-seeking to job-creating by enhancing students' knowledge, creativity, innovation, opportunity recognition, and confidence. These programs build entrepreneurial intention and motivate action, especially when students actively participate [13]. They also help develop individual orientation and entrepreneurial intention. [13] highlight that motivation and individual orientation mediate the program's effect on intention, while [14] emphasize the strong impact of such programs, calling for continued strengthening. Universities are thus encouraged to view entrepreneurship broadly, as opportunity identification, problem-solving, and value creation, not just business creation [15].

The University of Lampung (UNILA), established in 1965, is the first and oldest public university in Lampung Province. It currently has eight faculties and 118 academic programs across diploma, undergraduate, master's, doctoral, and professional levels [16]. As a higher education institution, UNILA is committed to fostering students' entrepreneurial spirit by integrating entrepreneurship courses into every faculty's curriculum and offering various entrepreneurship programs, including funding for student business proposals. These initiatives aim to develop students' entrepreneurial mindset and skills, encouraging them to become job creators who positively impact the regional economy [17].

A preliminary survey was conducted to measure UNILA students' entrepreneurial intentions after participating in these programs. The study targeted students from the 2021 and 2022 cohorts, who were assumed to have taken the compulsory entrepreneurship course. Using an online survey with 110 respondents, entrepreneurial intention was categorized into low (0–33%), medium (34–66%), and high (66–100%). The results revealed a low level of entrepreneurial intention among students: only 32.7% expressed a strong desire to own a business, and 30% had a strong determination to start one. However, satisfaction with the entrepreneurship programs was relatively high, with over 70% of respondents answering “Yes” to five out of six satisfaction-related questions. This suggests that other factors in program design must be addressed to better stimulate entrepreneurial intention.

The entrepreneurship course, as a mandatory subject, was the most attended program with 99.1% participation. In contrast, only 36.4% of students engaged in practical entrepreneurship activities, such as business incubation or proposal funding. Furthermore, 78.2% of respondents planned to seek employment after graduation, 12.7% intended to pursue further studies, and only 9.1% aimed to become entrepreneurs. This low level of entrepreneurial intention among UNILA students, despite program exposure, highlights a challenge for UNILA in program implementation. It also indicates the need for further evaluation of the program's effectiveness and consideration of additional supporting factors to enhance entrepreneurial intention among students.

The relationship between entrepreneurship programs, individual entrepreneurial orientation, and entrepreneurial intention can be strengthened by entrepreneurial motivation, which acts as an internal drive encouraging individuals to take action toward starting a business. Motivated individuals tend to explore ideas and identify market opportunities to build independent ventures. Universities play a crucial role by organizing programs that inspire students to pursue self-reliance through entrepreneurship, while also equipping them with relevant knowledge and practical experience to enhance their skills and risk-taking ability. At

Universitas Lampung (UNILA), these efforts are facilitated by the Center for Career and Entrepreneurship Development (CCED), which supports various entrepreneurship initiatives aimed at increasing students' motivation and providing hands-on experiences. These experiences strengthen students' drive to start a business, as entrepreneurial intention is influenced by internal factors such as motivation, reinforced through direct program involvement. Hence, motivation can serve as a mediating variable that links entrepreneurship programs and individual entrepreneurial orientation with entrepreneurial intention.

Previous studies have confirmed that entrepreneurial orientation positively affects entrepreneurial intention [11], yet the individual orientation aspect, such as proactiveness, innovativeness, and risk-taking, has not been sufficiently explored in its impact on entrepreneurial intention [18]. There is a suggestion that its effect might be limited or indirect. Thus, further research is needed to explore how entrepreneurial motivation mediates this relationship to better understand the formation of entrepreneurial intentions among students [1]. This study seeks to examine both the direct effects of entrepreneurship programs and individual orientation, as well as the mediating role of motivation, to assess the effectiveness of current entrepreneurship programs in shaping competencies and encouraging students to pursue entrepreneurship as a career choice.

## **2. Preliminaries or Related Work or Literature Review**

### **Entrepreneurship Program**

Entrepreneurial skills are crucial for students aiming to become successful entrepreneurs and can be developed through university entrepreneurship programs. These programs include teaching, training, and mentoring to build knowledge, skills, and an innovative mindset, helping students create jobs and solve social and economic problems [19]. [20] highlight that such programs enhance individual capabilities and increase entrepreneurial activities. University entrepreneurship programs also boost students' confidence and ability to identify opportunities and handle risks. Their main goal is to develop innovative and competent future entrepreneurs. Therefore, universities must carefully design these programs to ensure they prepare students to face business challenges ahead.

### **Entrepreneurship Orientation**

Individual entrepreneurial orientation refers to a person's willingness or drive to become an entrepreneur, combined with their entrepreneurial capacities and competencies. It is an individual's psychological tendencies and attitudes toward entrepreneurship, characterized by innovation spirit, resilience, and the ability to seize business opportunities. This orientation can be developed through experiential learning to enhance entrepreneurial competencies [11]. Additionally, appropriate university entrepreneurship programs support the acquisition of knowledge- and skill-based entrepreneurial competencies. The concept is based on the idea that successful entrepreneurs are those who can innovate and utilize business opportunities despite limited resources. Although entrepreneurial orientation was initially developed at the company level, it holds significant potential for development at the individual level.

### **Entrepreneurial Motivation**

Motivation is a crucial challenge in starting a new business [21]. It is an internal psychological drive to achieve entrepreneurial goals, helping individuals stay patient and focused. Entrepreneurs with strong intrinsic motivation tend to overcome challenges and succeed more. Motivation arises from personal traits, environment, goals, and rewards, influencing the drive to grow a business. Besides financial reasons, motivation can also be social or life-style-based, shaped by how individuals perceive risk and opportunities.

### **Entrepreneurial Intention**

Intention directs individuals to achieve goals through planned actions and is a key predictor of future behavior. It reflects the link between internal motivation and actual action. Entrepreneurial intention is the mindset guiding individuals to choose an entrepreneurial career by creating new businesses and strongly influences the decision to start a business. Understanding entrepreneurial intention is crucial as it drives the 'intention to act' in entrepre-

neurship. Studies highlight that entrepreneurial intention is fundamental in creating entrepreneurs, shaped by external and internal factors like risk perception, environmental support, and individual experience [12].

**Hypotheses**

**H1:** Entrepreneurship programs have a positive and significant effect on entrepreneurial intention among Universitas Lampung students from the 2021 and 2022 cohorts.

**H2:** Entrepreneurial orientation has a positive and significant effect on entrepreneurial intention among Universitas Lampung students from the 2021 and 2022 cohorts.

**H3:** Entrepreneurial motivation mediates the effect of entrepreneurship programs on entrepreneurial intention among Universitas Lampung students from the 2021 and 2022 cohorts.

**H4:** Entrepreneurial motivation mediates the effect of individual entrepreneurial orientation on entrepreneurial intention among Universitas Lampung students from the 2021 and 2022 cohorts.

**3. Proposed Method**

**Algorithm/Pseudocode**

This study uses a quantitative research design to examine the relationships between variables and test hypotheses, as quantitative methods allow measurement of numerical data and empirical analysis [22]. Primary data are collected through online questionnaires distributed to Universitas Lampung undergraduate students from the 2021 and 2022 cohorts who participated in university entrepreneurship programs [23]. The population includes 18,115 students based on data from BAK UNILA (2024), with a sample size of 392 determined by Slovin’s formula at a 5% margin of error and 95% confidence level. Simple random sampling, a probability sampling technique ensuring equal chance of selection, is used. Data collection combines literature review to enrich theoretical insights and questionnaires employing a five-point Likert scale to assess variables such as entrepreneurship programs, entrepreneurial orientation, motivation, and entrepreneurial intention.

**Definition of Operational Variable**

Operational definition is the process of observing abstract ideas or concepts by breaking them down into attitudes and characteristics [23].

**Table 1.** Definition of Operational Variable.

No	Variable	Definition	Indicator	Scale
1	Entrepreneurship Program (X1)	Entrepreneurship programs at universities are systematic efforts to equip individuals with entrepreneurial knowledge, skills, and experience through educational infrastructure, training, and technology-based support to create innovative and competitive entrepreneurs in the digital era (Guerrero et al., 2020).	1. Integration of entrepreneurship courses into the curriculum. 2. Entrepreneurship facilities and infrastructure. 3. Access to business capital assistance. 4. Entrepreneurship training and workshops. 5. Availability of access to business assistance and mentoring. 6. Support for commercialization of technology-based business ideas. 7. Utilization of digital business models in entrepreneurship programs (Guerrero et al., 2020).	Likert
2	Individual Entrepreneurship Orientation (X2)	Individual entrepreneurial orientation is an individual's tendency shown by entrepreneurial characteristics, such as innovation, proactiveness, and risk-taking, which play an important role for individuals	1. Acting boldly in risky situations. 2. Preferring unique and different approaches. 3. Preferring personal learning methods through experimentation and original approaches.	Likert

No	Variable	Definition	Indicator	Scale
		to build entrepreneurial activities (Hassan et al., 2021).	4. Acting to anticipate future problems, needs, or changes (Hassan et al., 2021).	
3	Entrepreneurial Motivation (Z)	Entrepreneurial motivation is a strong stimulation from within an individual which is considered a triggering factor to connect between intention and action in entrepreneurial activities so as to direct it to achieve goals (Barba-Sánchez & Atienza-Sahuquillo, 2018).	<ol style="list-style-type: none"> <li>1. Achieving independence in life by doing business.</li> <li>2. Having the desire to become a leader or boss for yourself.</li> <li>3. Being oriented to develop yourself professionally through business.</li> <li>4. Being motivated to do business to achieve high income.</li> <li>5. Making career success one of the goals of doing business.</li> <li>6. Choosing to do business to achieve long-term job stability.</li> <li>7. Trying to achieve financial security in the future through business.</li> <li>8. Having the motivation to contribute to social welfare through business (Barba-Sánchez &amp; Atienza-Sahuquillo, 2018).</li> </ol>	Likert
4	Entrepreneurial Intention (Y)	Entrepreneurial intention is a major determinant of entrepreneurial behavior and describes an individual's conscious plans and efforts to start a new business in the future (Xanthopoulou & Sahinidis, 2024).	<ol style="list-style-type: none"> <li>1. Strong desire to become an entrepreneur.</li> <li>2. Personal determination to start a new business.</li> <li>3. Seriously thinking about a business plan.</li> <li>4. Dedication and effort to run a business in the future.</li> <li>5. Confidence to manage entrepreneurial challenges (Xanthopoulou &amp; Sahinidis, 2024).</li> </ol>	Likert

### Data Analysis Technique

This study uses Structural Equation Modeling (SEM) with SmartPLS v3, employing Partial Least Squares (PLS) due to its flexibility with small samples, non-normal data, and complex constructs [24], [25]. Validity tests include convergent validity, using loading factors  $>0.50$  and AVE  $>0.50$ , and reliability tests using Cronbach's Alpha and Composite Reliability with thresholds of 0.70. The structural (inner) model is evaluated by R-square values and path coefficients, with hypothesis testing via bootstrapping (10,000 iterations), accepting hypotheses when  $t > 1.96$  and  $p < 0.05$ . Mediation effects are assessed by comparing direct and indirect effects, determining full or partial mediation accordingly.

### 4. Results and Discussion

#### Model Evaluation Result

##### Outer Model Result

Outer loading represents the strength of the linear relationship between the variable indicators to be measured [24].

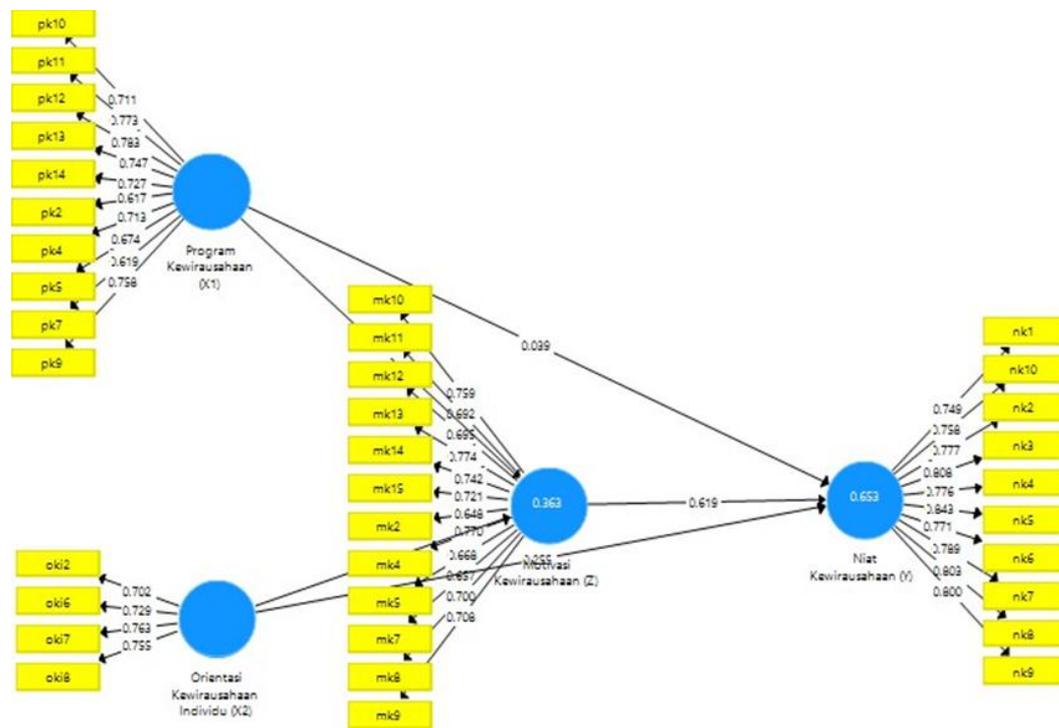


Figure 1. Outer Model.

Convergent validity is tested by analyzing the correlation between reflective indicators and their latent variables through outer loading values. Higher outer loadings indicate stronger contributions of indicators to construct measurement. According to [24], acceptable outer loading values range from 0.4 to 0.7, with  $\geq 0.7$  being ideal. Indicators with loadings between 0.4–0.7 may be retained if Composite Reliability (CR) and Average Variance Extracted (AVE) meet minimum thresholds, though their removal can be considered if it significantly improves CR and AVE. The outer loading results processed via SmartPLS v3 are presented in the following table:

Table 2. Outer Loading.

Variable	Indicator	Outer Loading	Result
Entrepreneurship Program (X1)	X1.1	0,617	Valid
	X1.2	0,713	Valid
	X1.3	0,674	Valid
	X1.4	0,619	Valid
	X1.5	0,758	Valid
	X1.6	0,711	Valid
	X1.7	0,773	Valid
	X1.8	0,783	Valid
	X1.9	0,747	Valid
	X1.10	0,727	Valid
	X2.1	0,702	Valid

Variable	Indicator	Outer Loading	Result
Individual Entrepreneurship Orientation (X2)	X2.2	0,729	Valid
	X2.3	0,763	Valid
	X2.4	0,755	Valid
Entrepreneurial Motivation (Z)	Z.1	0,648	Valid
	Z.2	0,770	Valid
	Z.3	0,668	Valid
	Z.4	0,657	Valid
	Z.5	0,700	Valid
	Z.6	0,708	Valid
	Z.7	0,759	Valid
	Z.8	0,692	Valid
	Z.9	0,695	Valid
	Z.10	0,774	Valid
	Z.11	0,742	Valid
	Z.12	0,721	Valid
Entrepreneurial Intention (Y)	Y.1	0,749	Valid
	Y.2	0,777	Valid
	Y.3	0,808	Valid
	Y.4	0,776	Valid
	Y.5	0,843	Valid
	Y.6	0,771	Valid
	Y.7	0,789	Valid
	Y.8	0,803	Valid
	Y.9	0,800	Valid
	Y.10	0,758	Valid

The AVE value is a measure that shows how well the latent variables (constructs) explain the variance of the indicators used in the research.

**Table 3.** AVE.

Variable	AVE	Result
Entrepreneurship Program (X1)	0,510	Valid
Individual Entrepreneurship Orientation (X2)	0,544	Valid
Entrepreneurial Motivation (Z)	0,507	Valid
Entrepreneurial Intention (Y)	0,621	Valid

Reliability testing evaluates the internal consistency and stability of a research instrument. Two key measures are used: (1) Cronbach's Alpha (CA) for internal consistency, and (2) Composite Reliability (CR) for overall indicator reliability. A construct is considered reliable if CA and CR values are  $\geq 0.70$ , though  $\geq 0.60$  is acceptable in exploratory studies (Hair et al., 2021). High reliability ensures consistent results under similar conditions. The calculated CA and CR values in this study meet these criteria, as shown in the following table:

**Table 4.** Reliability Test Result.

Variable	Comp. Reliability	Cronbarch's Alpha	Result
Entrepreneurship Program (X1)	0,892	0,912	Reliable
Individual Entrepreneurship Orientation (X2)	0,722	0,827	Reliable
Entrepreneurial Motivation (Z)	0,911	0,925	Reliable
Entrepreneurial Intention (Y)	0,932	0,942	Reliable

**Inner Model Result**

Structural model testing (inner model) is conducted by examining the R-square ( $R^2$ ) value to assess how well independent variables explain the variance in dependent variables.  $R^2$  reflects the proportion of variance in a dependent variable accounted for by one or more independent variables. According to [24],  $R^2$  values are categorized as substantial ( $\geq 0.75$ ), moderate ( $\geq 0.50$ ), and weak ( $\geq 0.25$ ). Based on data analysis using SmartPLS-v3, the obtained  $R^2$  values are presented in the following table:

**Table 5.** R2 Test Result.

Dependent Variable	R-Square	Category
Entrepreneurial Motivation	0,363	Weak
Entrepreneurial Intention	0,653	Moderat

Based on the results in the table, entrepreneurial programs and orientations explain entrepreneurial motivation by 0.363, while entrepreneurial motivation, programs, and orientations explain entrepreneurial intentions by 0.653. This R-square value is moderate to weak, but still shows adequate predictive ability of the model.

**Table 6.** Hypotheses Test Result.

Hypotheses	Effect	Path Coefficient	t-statistik	p-values	Result
H1	EP > EI	0,039	0,832	0,406	Rejected
H2	IEO > EI	0,255	5,128	0,000	Accepted
H3	EP > EM > EI	0,193	5,686	0,000	Accepted
H4	IEO > EM > EI	0,241	6,360	0,000	Accepted

Hypothesis testing was conducted after the data analysis to assess the significance of relationships between latent variables. The bootstrapping technique in PLS-SEM was used to generate path coefficients, t-statistics, and p-values without assuming normal data distribution. According to [24], a relationship is significant if the t-statistic  $> 1.96$  ( $\alpha = 0.05$ ) or p-value  $< 0.05$  with a positive path coefficient.

**Discussion*****The Influence of Entrepreneurship Programs on Entrepreneurial Intentions***

The discussion on the influence of entrepreneurship programs on the entrepreneurial intentions of Universitas Lampung (UNILA) students from the 2021 and 2022 cohorts revealed that the hypothesis stating a significant positive effect was not supported. Based on PLS analysis, the program showed no statistically significant impact on students' entrepreneurial intentions. Descriptive analysis indicated that the program was rated moderately well (average score 3.25), with entrepreneurship training and workshops receiving the highest rating (3.95), highlighting UNILA's effort to enhance entrepreneurial skills. However, the lowest score (3.54) for infrastructure suggests that better facilities are essential to support student entrepreneurial intentions. The findings emphasize that entrepreneurship programs alone are insufficient to drive entrepreneurial intentions. A broader strategy is needed, including

stronger involvement from educators and support units like the Central Career and Entrepreneurship Development (CCED). These results align with [26], who found that such programs often lack significant influence, sometimes even discouraging entrepreneurship due to exposure to potential challenges. Therefore, for UNILA's programs to be effective, they must be well-designed, targeted, and capable of fostering students' intrinsic motivation toward entrepreneurship.

### ***The Influence of Individual Entrepreneurial Orientation on Entrepreneurial Intentions***

The discussion on the influence of individual entrepreneurial orientation on the entrepreneurial intentions of Universitas Lampung (UNILA) students from the 2021 and 2022 cohorts supports the hypothesis that such orientation significantly and positively affects entrepreneurial intentions. Statistical analysis confirmed H2, indicating a strong relationship. Descriptive results showed a high average score of 3.95, reflecting students' strong entrepreneurial orientation, particularly in proactiveness (4.07). However, the lowest score (3.84) was found in risk-taking, suggesting that although students are proactive, their willingness to take risks in starting a business needs strengthening, potentially through experiential learning and risk management training. This study highlights that individual entrepreneurial orientation, comprising risk-taking, innovativeness, and proactiveness, plays a crucial role in shaping students' entrepreneurial intentions. These traits are essential for starting a business and should be consistently nurtured through a supportive campus environment. The findings align with previous studies by [27], which affirm the positive effect of entrepreneurial orientation on entrepreneurial intention. They further emphasize that practical exposure, such as entrepreneurship courses and real-world experience, enhances this relationship, especially in risk-taking and proactive dimensions. Therefore, UNILA should prioritize structured programs that build these core traits to cultivate entrepreneurial-minded graduates.

### ***The Role of Entrepreneurial Motivation as a Mediator of the Influence of Entrepreneurship Programs on Entrepreneurial Intentions***

The discussion on the role of entrepreneurial motivation as a mediating variable between entrepreneurship programs and entrepreneurial intention among Universitas Lampung (UNILA) students (classes of 2021 and 2022) confirms that entrepreneurial motivation significantly and positively mediates this relationship. While the direct effect of entrepreneurship programs on entrepreneurial intention was not significant, the indirect effect through motivation showed a significant impact, indicating a full mediation. Descriptive analysis also showed high levels of entrepreneurial motivation (mean score: 4.02), especially in the desire for financial independence (mean: 4.18). However, students showed hesitation about entrepreneurship as a long-term career path (mean: 3.86), highlighting the need to better inform them about the long-term stability entrepreneurship can offer when properly managed. These findings emphasize that UNILA's entrepreneurship programs must go beyond practical training and target students' intrinsic motivation. Strengthening motivational aspects, such as achievement, independence, and self-actualization, can better foster entrepreneurial intention. Programs should incorporate personal storytelling, real-world entrepreneurial projects, and success stories to inspire students. These results align with studies by [1], confirming the critical mediating role of motivation. Moreover, the findings support Vroom's Expectancy Theory [28], asserting that students are more likely to develop entrepreneurial intentions when they believe the program will help achieve personal goals. Thus, entrepreneurial motivation must become a central focus in UNILA's program design to effectively enhance students' entrepreneurial intentions.

### ***The Role of Entrepreneurial Motivation as a Mediator of the Influence of Individual Entrepreneurial Orientation on Entrepreneurial Intentions***

This study shows that entrepreneurial motivation acts as a partial mediator between individual entrepreneurial orientation and entrepreneurial intention of UNILA students in the 2021 and 2022 intakes. The results of statistical tests confirm that both the direct and indirect effects of individual entrepreneurial orientation on entrepreneurial intention are positive and significant. This means that although individual entrepreneurial orientation has a direct effect on entrepreneurial intention, the presence of entrepreneurial motivation also strengthens the relationship. Descriptively, students' entrepreneurial intention is quite high, with the highest indicator being a strong desire to do business, while the lowest indicator indicates a lack of

seriousness in preparing a business plan. This finding underlines the importance of increasing entrepreneurial motivation to encourage students' intention to become entrepreneurs. UNILA needs to pay more attention to developing student motivation through real entrepreneurial experiences that focus on strengthening the characteristics of entrepreneurial orientation, such as the courage to take risks, innovation, and proactiveness. This is in line with previous studies that emphasize that motivation is an important factor in changing entrepreneurial orientation into entrepreneurial intention. Thus, systematic efforts in shaping entrepreneurial motivation and orientation will increase students' readiness to build businesses and create jobs.

## 5. Conclusions

This study highlights the significant mediating role of entrepreneurial motivation in the relationship between both entrepreneurship programs and individual entrepreneurial orientation on students' entrepreneurial intentions at Universitas Lampung (UNILA) for the 2021 and 2022 cohorts. The findings reveal that while entrepreneurship programs alone do not significantly influence entrepreneurial intention (H1 rejected), individual entrepreneurial orientation positively and significantly affects it (H2 accepted). Furthermore, entrepreneurial motivation fully mediates the effect of entrepreneurship programs on entrepreneurial intention (H3 accepted) and partially mediates the relationship between individual entrepreneurial orientation and entrepreneurial intention (H4 accepted). These results underscore the critical importance of fostering internal motivation among students to enhance the effectiveness of entrepreneurship programs. However, this research is limited to a specific university context and does not account for external environmental factors or longitudinal effects. Future research should consider broader samples, longitudinal designs, and explore the role of environmental and institutional support to deepen the understanding of how entrepreneurial intention develops over time.

## References

- [1] A. Hassan, I. Anwar, I. Saleem, K. M. B. Islam, and S. A. Hussain, "Individual entrepreneurial orientation, entrepreneurship education and entrepreneurial intention: The mediating role of entrepreneurial motivations," *Ind. High. Educ.*, vol. 35, no. 4, pp. 403–418, 2021, [Online]. Available: <https://doi.org/10.1177/09504222211007051>
- [2] N. Bosma, J. Content, M. Sanders, and E. Stam, "Institutions, entrepreneurship, and economic growth in Europe," *Small Bus. Econ.*, vol. 51, pp. 483–499, 2018.
- [3] I. K. Ogamba, "Millennials empowerment: youth entrepreneurship for sustainable development," *World J. Entrep. Manag. Sustain. Dev.*, vol. 15, no. 3, pp. 267–278, 2019.
- [4] N. Bosma and S. I.-S. A. Hill, "Global Entrepreneurship Monitor 2019/2020 Global Report," 2020.
- [5] Kementerian Investasi/BKPM, "Lampung sebagai Destinasi Investasi dan Kewirausahaan," 2023. <https://www.investindonesia.go.id>
- [6] BPS Provinsi Lampung, "Tingkat Pengangguran Terbuka (TPT)," 2023. <https://lampung.bps.go.id/id/statistics-table/2/NDcjMg==/tingkat-pengangguran-terbuka-tpt-.html>
- [7] M. A. K. Hutagalung, R. Fitri, and S. R. W. Ritonga, "Generasi Muslim Milenial dan Wirausaha," *Semin. Nas. Has. Pengabd. Kpd. Masy. 2019 - SINDIMAS 2019*, pp. 300–304, 2019.
- [8] I. Darmawan, "Menumbuhkan Minat Berwirausaha Mahasiswa Melalui Pendidikan Kewirausahaan Berbasis Caring Economics," *J. Ekon. Pendidik.*, vol. 18, no. 1, 2021.
- [9] C. E. Easley and Y. S. Lee, "Do university entrepreneurship programs promote entrepreneurship?," *Strateg. Manag. J.*, vol. 42, no. 4, pp. 833–861, 2021.
- [10] N. Arshed, R. Rauf, and S. Bukhari, "Empirical Contribution of Human Capital in Entrepreneurship," *Glob. Bus. Rev.*, vol. February, 2021, [Online]. Available: <https://doi.org/10.1177/0972150920976702>
- [11] S. Sahoo and R. K. Panda, "Exploring entrepreneurial orientation and intentions among technical university students: Role of contextual antecedents," *Educ. Train.*, vol. 61, no. 6, pp. 718–736, 2019, [Online]. Available: <https://doi.org/10.1108/ET-11-2018-%0A0247>

- [12] F. Liñán and A. Fayolle, "A systematic literature review on entrepreneurial intentions: citation, thematic analyses, and research agenda," *Int. Entrep. Manag. J.*, vol. 11, pp. 907–933, 2015.
- [13] Andleeb, Ahmad, Hassan, Rahman, and Abdullah, "Linkage of Knowledge Sharing, Organizational Culture, Supply Chain Strategies Towards Employee Creativity in Manufacturing Organizations," *Int. J. Supply Chain Manag.*, vol. 9, no. 4, pp. 132–140, 2020, [Online]. Available: <https://doi.org/10.59160/ijscm.v9i4.4175>
- [14] Y. Lv *et al.*, "How entrepreneurship education at universities influences entrepreneurial intention: Mediating effect based on entrepreneurial competence," *Front. Psychol.*, vol. 12, p. 655868, 2021.
- [15] I. Luis-Rico, A. Escolar-Llamazares, M.-C. De la Torre-Cruz, T. Jiménez, Á. Herrero, and A. Palmero-Cámara, C. Jiménez-Eguizábal, "Entrepreneurial interest and entrepreneurial competence among Spanish youth: An analysis with artificial neural networks," *Sustainability*, vol. 12, no. 4, p. 1351, 2020.
- [16] Universitas Lampung, "Fakultas dan Program Studi," 2023. <https://www.unila.ac.id/fakultas-dan-program-studi/>
- [17] H. Hamdan, "Peran Pendidikan Kewirausahaan di Perguruan Tinggi dalam Meningkatkan Daya Saing Mahasiswa dalam Memasuki Dunia Kerja," *J. Pendidik. Dan Kewirausahaan*, vol. 12, no. 2, pp. 734–749, 2024.
- [18] I. Saleem, "Traits and entrepreneurial intention : testing the mediating role of entrepreneurial attitude," *J. Int. Bus. Entrep. Dev.*, vol. 13, no. 1, pp. 40–60., 2021.
- [19] J. Jardim, A. Bártolo, and A. Pinho, "Towards a global entrepreneurial culture: A systematic review of the effectiveness of entrepreneurship education programs," *Educ. Sci.*, vol. 11, no. 8, p. 398, 2021.
- [20] E. Lyons and L. Zhang, "Who does (not) benefit from entrepreneurship programs?," *Strateg. Manag. J.*, vol. 39, no. 1, pp. 85–112, 2018.
- [21] S. Kah, S. O'Brien, S. Kok, and E. Gallagher, "Entrepreneurial motivations, opportunities, and challenges: an international perspective," *J. African Bus.*, vol. 23, no. 2, pp. 380–399, 2022.
- [22] M. K. Jamieson, G. H. Govaart, and M. Pownall, "Reflexivity in quantitative research: A rationale and beginner's guide," *Soc. Personal. Psychol. Compass*, vol. 17, no. 4, pp. 1–15, 2023, [Online]. Available: <https://doi.org/10.1111/spc3.12735>
- [23] Sekaran and Bougie, *Research Methods for Business : A Skill Building Approach*, Seventh Ed. United States of America: Wiley, 2016.
- [24] J. F. Hair Jr, G. T. M. Hult, C. M. Ringle, M. Sarstedt, N. P. Danks, and S. Ray, "Partial least squares structural equation modeling (PLS-SEM) using R: A workbook," *Springer Nat.*, 2021.
- [25] I. Ghozali, *Konsep, Teknik, Aplikasi Menggunakan Smart PLS 3.0 Untuk Penelitian Empiris*. Semarang: Badan Penerbit UNDIP, 2015.
- [26] T. Ahmed, V. G. R. Chandran, and J. Klobas, "Specialized entrepreneurship education: does it really matter? Fresh evidence from Pakistan," *Int. J. Entrep. Behav. Res.*, vol. 23, no. 1, pp. 4–19, 2017.
- [27] S. Kumar, Z. A. Paray, and A. K. Dwivedi, "Student's entrepreneurial orientation and intentions: A study across gender, academic background, and regions," *High. Educ. Ski. Work. Learn.*, vol. 11, no. 1, pp. 78–91, 2021.
- [28] V. H. Vroom, *Work and Motivation*. New York: John Wiley & Son, Inc., 1964.