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The Influence of Entrepreneurship Education, Locus of Control, and Attitude Toward Entrepreneurship on the Entrepreneurial Intention of Students in the Office Administration Education Study Program at Universitas Negeri Surabaya.

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ABSTRACT

The high rate of educated unemployment indicates that university graduates have not been fully absorbed into the formal labor market. This condition highlights the need to strengthen entrepreneurship as an alternative solution for job creation. This study aims to analyze the effect of entrepreneurship education, locus of control, and attitude towards entrepreneurship on the entrepreneurial intention of students in the Office Administration Education Study Program at Universitas Negeri Surabaya. This study employed a quantitative approach using a survey method. The research population consisted of students who had completed entrepreneurship courses, with a saturated sampling technique applied. Data were collected through questionnaires and analyzed using multiple linear regression with the assistance of SPSS. The results show that entrepreneurship education, locus of control, and attitude towards entrepreneurship have a positive and significant effect on entrepreneurial intention, both partially and simultaneously. This study emphasizes the importance of strengthening entrepreneurship education supported by psychological factors and positive attitudes toward entrepreneurship to foster students' entrepreneurial intentions.

Keywords: entrepreneurship education, locus of control, attitude towards entrepreneurship, entrepreneurial intention.

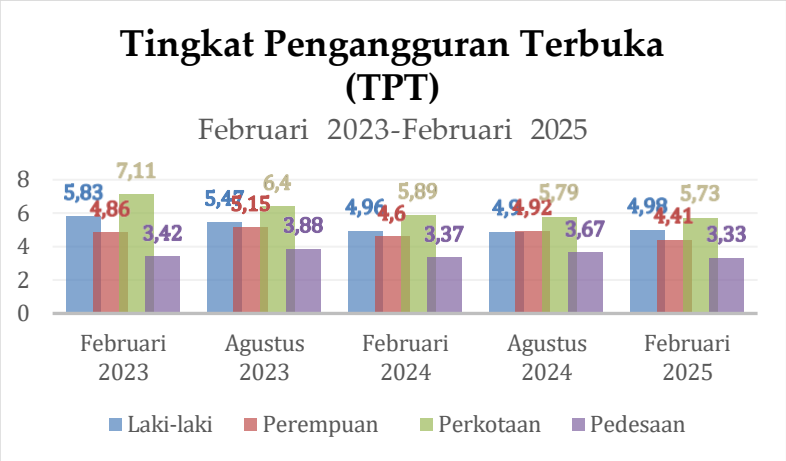
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INTRODUCTION

In recent years, employment conditions in Indonesia have faced increasingly complex challenges, especially in the midst of changes in economic structure and the demands of globalization. One of the prominent issues is the high unemployment rate, especially among college graduates. This phenomenon reflects the inequality between the number of graduates produced each year and the limited absorption of the job market. The tight competition between job seekers has resulted in many graduates not being immediately absorbed into the formal world of work. This situation reinforces the reality of *educated unemployment*, which indicates structural problems in the education system and the job market. The gap between graduate competencies and industry needs is one of the main causative factors. Many graduates are not equipped with the practical skills and adaptability needed by the ever-changing world of work. In addition, the limited number of formal jobs also exacerbates the situation, so that new graduates have to compete not only with fellow new workers, but also with an experienced workforce.

In this context, it is important to start shifting the paradigm of higher education from merely printing job seekers to printing job creators. One of the approaches that is considered relevant and strategic is through strengthening entrepreneurship education that can equip students with skills, attitudes, and independent mindsets to create job opportunities, both for themselves and for others. This condition shows that the higher education system needs to adjust to the dynamics of the labor market through a more applicable and contextual entrepreneurship curriculum (Handayani & Sari, 2024). The high unemployment rate of higher education graduates also shows that the education system has not fully succeeded in preparing students to become *job creators* instead of just job *seekers*.

Thisemphasizes the urgency to encourage the strengthening of entrepreneurship education that is oriented towards the formation of attitudes, skills, and an independent mindset. Therefore, it is important for universities to integrate a more applicable entrepreneurship curriculum to respond to national employment dynamics.



Source : Processed Researcher (2025) Graph 1.
1 Unemployment Rate in Indonesia

Based on Open Unemployment (TPT) in Indonesia, there is a downward trend in unemployment from year to year, especially during the period from February 2023 to February 2025. In February 2023, TPT was recorded at 5.45%, then gradually decreased to 5.32% in August 2023, 4.82% in February 2024, 4.91% in August 2024, and finally reached 4.76% in February 2025. This decline shows an improvement in national employment conditions, which can be attributed to the post-pandemic economic recovery, an increase in job training programs, and the government's encouragement of the entrepreneurial sector. According to the Central Statistics Agency (2025), this decline is also due to the increase in informal employment and the increasing participation of micro and small businesses as a source of livelihood for the community.

However, even though the numbers are decreasing, TPT still shows that hundreds of thousands of new graduates from various levels of education have not been absorbed by the job market every year. This is in line with the findings of Utami & Suparman (2020), who stated that "universities are still not fully able to direct their graduates to become job creators, so the dependence on the formal sector is still high." Therefore, it is necessary to strengthen entrepreneurship education to foster entrepreneurial intentions, especially among the younger generation and students. Based on the Open Unemployment Rate (TPT) Chart Based on Education Level in 2024, it can be seen that the highest unemployment is experienced by graduates of Vocational High Schools (SMK), which is 9.01%, followed by public high school graduates at 7.05%. Meanwhile, university graduates recorded an unemployment rate of 5.25%, and Diploma I/II/III graduates of 4.83%. On the other hand, those who only completed junior high school education experienced unemployment at 4.11%, and those who did not/never went to school or only graduated from elementary school had the lowest unemployment rate, which was 2.32%. This shows that there is a mismatch between educational qualifications and the needs of the world of work, where higher formal education does not necessarily guarantee greater job opportunities.

This phenomenon reinforces the findings of Sulistyo-Basuki (2020) that "educated unemployment is often caused by a gap between the skills acquired through education and the changing needs of the job market." Thus, it is important for educational institutions to not only focus on theoretical aspects, but also equip students with entrepreneurial skills and soft skills that can increase the competitiveness of graduates in the world of work and in creating their own jobs. This problem is also strengthened by the low absorption of labor in sectors that have been the basis of undergraduate graduates such as administration, education, and economics. The challenge is even more complex when in reality in the field university graduates actually contribute to a fairly high unemployment rate. According to

Chankseliani & McCowan (2021), the higher education system in developing countries is generally not optimal in facilitating the development of employability skills, so graduates are not ready to face professional demands. Ironically, only 10.2% of the working-age population in Indonesia have successfully completed higher education (Kompas.com, 2025), but this group remains a significant contributor to national unemployment. Taking into account this phenomenon, the urgency to strengthen the link between the world of education and the world of work (link and match) is increasingly urgent. Campuses are required to not only produce graduates who excel academically, but also to be able to adapt to a flexible, dynamic, and technology-based world of work. Reformulation of the curriculum based on industrial needs, integration of entrepreneurship programs, and strengthening soft skills are important strategies in reducing the rate of intellectual unemployment in Indonesia. In the face of high unemployment rates, especially among university graduates, entrepreneurship has emerged as a strategic alternative that is able to provide a long-term solution to the inequality between the number of job seekers and available jobs. Entrepreneurial activities not only play a role as a means to generate income independently, but also as a major driver in the creation of new jobs and national economic growth.

The Indonesian government is also aware of the importance of the role of entrepreneurship in national economic development. Through programs such as Merdeka Belajar Kampus Merdeka (MBKM), the Ministry of Education and Culture encourages universities to provide a wider space for students to develop entrepreneurial potential. This program opens opportunities for students to be directly involved in internship activities, entrepreneurial projects, and social enterprise-based community service. This approach aims to instill innovative, creative, and independent values as a provision in facing the rigors of the world of work.

Entrepreneurship is not only seen as an alternative solution to reduce unemployment, but also as a driver of sustainable economic growth. Entrepreneurship has a strategic role in creating new jobs, expanding the local economic base, and increasing the nation's competitiveness in the midst of the era of globalization. Therefore, the formation of entrepreneurial intentions among students, especially through systematic education and coaching, is an important step in preparing the young generation who are not only dependent on formal work, but also able to create job opportunities independently and sustainably. According to the Ministry of Education and Culture (2023), "universities are encouraged to become entrepreneurial incubators that are able to produce graduates not only as job seekers, but also as job creators." This suggests that the orientation of higher education is beginning to shift from simply producing academic graduates to producing adaptive, creative, and innovative individuals in a dynamic world of work.

Thus, the development of entrepreneurship among students is one of the strategies that is not only relevant, but also very urgent to be implemented systematically to reduce the educated unemployment rate and support inclusive and sustainable economic growth. In the era of digital economy and job market uncertainty, the role of higher education has undergone a significant paradigm shift. No longer solely functioning as a job seeker printing institution, universities are now required to be able to create graduates who become job creators.

The implementation of entrepreneurship education in higher education is no longer exclusive to students majoring in economics, but rather a transdisciplinary need that can strengthen the capacity of graduates from various backgrounds, including education, science, and humanities. This is in line with the demands of the world of work which increasingly emphasizes adaptive, innovative, and leadership skills in facing complex challenges. Especially for education students, the integration of entrepreneurship in the curriculum is able to broaden their career orientation, not only as teachers, but also as agents of change who are able to create value and solutions in society through independent efforts. Therefore, there needs to be serious attention to the development of curriculum and entrepreneurial learning activities that are contextual, applicative, and based on real experience in order to foster entrepreneurial intentions in a sustainable manner.

The high unemployment rate, especially among college graduates, shows that the available job opportunities are not proportional to the number of graduates produced each year. This condition indicates the need to shift the orientation of higher education from the creation of job seekers to job creators. In this context, entrepreneurship is one of the alternative solutions to reduce educated

unemployment. Entrepreneurial activities not only function to create new jobs and expand productive economic activities, but also to increase national competitiveness. Therefore, the formation of entrepreneurial intentions among students is a fundamental step in reducing the long-term unemployment rate.

Entrepreneurial intention refers to the intention, desire, and readiness of individuals to start and manage a business independently. This intention plays a role as the main predictor for the emergence of real entrepreneurial behavior. Based on the Theory of Planned Behavior (Ajzen, 1991), behavioral intentions are formed through three main components, namely attitude toward behavior, subjective norms, and perceived behavioral control. In the context of entrepreneurship, the stronger a person's intention to be an entrepreneur, the more likely the individual is to actually do it. Therefore, increasing entrepreneurial intention is an important stage before the emergence of actual entrepreneurial behavior.

The problem that arises at this time is that even though entrepreneurial opportunities are increasingly open, the level of entrepreneurial intention of students is still relatively low. Most students, especially from education study programs, are still oriented towards the teaching profession or permanent jobs in the public sector. This low intention can be caused by a lack of understanding of entrepreneurial potential, high risk perception, and the lack of optimal implementation of entrepreneurship education in the university environment. As a result, education graduates tend to experience limitations in creating jobs independently.

The results of previous research showed that entrepreneurial intentions are influenced by several interrelated factors. These factors include entrepreneurship education, locus of control, and attitude toward entrepreneurship. These three factors have an important role in shaping students' readiness and orientation to be involved in entrepreneurial activities.

1. Entrepreneurship Education
   Entrepreneurship education is a learning process designed to instill the knowledge, skills, and independent attitude needed in starting and managing a business. Through entrepreneurship education, students are given applicable learning experiences, such as business simulations, entrepreneurship training, and case studies that can foster the courage to take risks and the ability to innovate. Research by Astiana et al. (2022) and Wardana et al. (2020) shows that entrepreneurship education has a significant effect on increasing students' entrepreneurial intention because it broadens horizons, builds confidence, and fosters intrinsic motivation to become job creators.
2. Locus of Control
   The locus of control deals with the extent to which the individual believes that the outcome of his or her actions is determined by himself or herself (internally) or by external factors such as luck and the environment. Individuals with an internal locus of control have the belief that success is obtained through personal effort, so they are better prepared to face challenges in entrepreneurship. Research by Wijaya and Gracia (2024) proves that students with an internal locus of control have higher entrepreneurial intentions than those with an external locus of control. This is due to belief in one's own abilities which increases responsibility, perseverance, and courage to take risks.
3. Attitude Toward Entrepreneurship
   Attitudes towards entrepreneurship reflect an individual's views, judgments, and inclinations towards the business world. Students who have a positive attitude towards entrepreneurship will view the entrepreneurial profession as a valuable and meaningful opportunity. According to Mahfudh, Budiawan, and Ali (2024), a positive attitude towards entrepreneurship acts as a mediating variable between self-efficacy and entrepreneurial intention. This means that high self-confidence will be more effective in encouraging entrepreneurial intentions if accompanied by a positive view of entrepreneurial activities.

These three factors complement each other in shaping a person's intention to be an entrepreneur. Entrepreneurship education strengthens cognitive and skill aspects, locus of control strengthens psychological and self-confidence aspects, while attitudes towards entrepreneurship strengthen

affective aspects that foster internal motivation to act. The combination of these three is an important foundation in fostering the entrepreneurial intention of students, especially education students who have been oriented towards formal professions. Thus, strengthening these three factors in the higher education environment is expected to be an effective strategy to reduce the unemployment rate of graduates and encourage the birth of an independent and competitive young generation.

Students of the education study program need to be equipped with understanding and entrepreneurial skills to be able to adapt outside the formal education sector, including in the development of education-based businesses. Universities as institutions that produce superior human resources have a strategic responsibility to design an entrepreneurship curriculum that is not only theoretical, but also applicable and contextual. These efforts are part of higher education's response to the challenges of intellectual unemployment and job market instability, as well as contributing to inclusive and sustainable economic development.

Entrepreneurial intention is an important indicator that reflects a person's readiness and inclination to start and run a new business. This intention does not appear suddenly, but is influenced by a combination of various internal and external factors, such as the knowledge possessed, the psychological condition of the individual, and the perception of entrepreneurship itself. In the context of higher education, students who have exposure to entrepreneurship education tend to show a higher level of intention to engage in entrepreneurial activities. Entrepreneurship education provides not only conceptual understanding, but also practical experience through various learning methods such as business projects, simulations, internships, and case studies.

In addition to education, psychological factors such as *the locus of control* also play an important role. Students who have a high belief that their life outcomes are determined by personal efforts and actions (internal *locus of control*) are more courageous to make decisions and take responsibility for risks in entrepreneurship. This confidence and sense of responsibility are an important foundation in developing the intention to be an independent entrepreneur. Another factor is the individual's attitude towards the world of entrepreneurship. A positive attitude towards the entrepreneurial profession will strengthen the perception that being an entrepreneur is not only financially promising, but also provides freedom and high social meaning. This attitude is usually formed through personal experiences, social environments, as well as cultural and educational influences. Therefore, these three aspects (entrepreneurship education, *locus of control*, and attitude towards entrepreneurship) are complementary determinant factors in forming entrepreneurial intentions, especially among students. Understanding and strengthening these three factors is a strategic step in building an independent and job-oriented young generation.

In the university environment, especially education study programs, a common phenomenon that is often encountered is the tendency of students to direct their future solely on the teaching profession or Civil Servants (PNS). This career orientation is indeed in line with their field of study, but on the other hand it reflects the limited insight into alternative professions, such as entrepreneurship. Research by Nugroho and Suryani (2020) shows that "the majority of education students still have the conservative view that the only ideal career path is to become a formal teacher, and entrepreneurship has not been considered as the top choice." This indicates that education students are still low in the business world.

Although education students are generally prepared to become teachers, the reality of today's job market demands adaptive skills and multidimensional competencies, including in the field of entrepreneurship. Dependence on formal professional paths such as teachers and civil servants is increasingly disproportionate to the number of graduates produced each year, while the absorption of educational institutions is limited. This creates an imbalance between the supply and demand of labor. Therefore, education students need to be equipped with alternative insights through entrepreneurship education in order to have a wider, more flexible, and suitable career choice in accordance with the needs of the times.

Several previous studies have confirmed the importance of this aspect. Education students are considered to have potential as business actors, especially in fields that are in line with their expertise such as training, courses, digital learning, and educational content development. This potential will be more optimal if it is supported by strong entrepreneurial intentions. According to Ariyanto and

Hidayat (2021), "the entrepreneurial intention of education students can grow significantly if they are given learning experiences that are applicable and relevant to industry needs." This reinforces the argument that the development of intention cannot be separated from the role of higher education which systematically instills values, skills, and confidence in entrepreneurship.

The implementation of entrepreneurship education in the education student environment still faces various obstacles in the field. One of the main obstacles is the perception of students who are still very conventional about career choices. Education students generally see the profession of teachers or civil servants (PNS) as the only safe and respectable path. This view is reinforced by the social and cultural constructs that have long taken root in society, where the success of education graduates is measured by their success in becoming state civil servants. This causes interest in the world of entrepreneurship to be low, especially among students of education study programs.

Based on factual conditions in the field, it shows that the participation of education students in business incubation programs, entrepreneurship training, and startup competitions is still very minimal. Many of them consider that entrepreneurial activities are irrelevant to their field of study, or even contrary to their identity as aspiring teachers. In fact, the development of the digital era and the creative economy has opened up great opportunities for education students to be involved in various education-based entrepreneurial activities. For example, becoming an edupreneur by opening online tutoring services, creating digital learning content, developing interactive learning media, and establishing technology-based education platforms. These problems are not only caused by external factors such as limited access to capital and business networks, but also by weak value instilling and entrepreneurial attitudes during the lecture process. The entrepreneurship material taught is often still theoretical, less applicable, and has not been contextualized with the student's educational background. As a result, students do not feel emotionally and professionally connected to the entrepreneurial material presented. As stated by Wahyuni and Hartono (2022), "the main challenge is not in the lack of ability of education students to be entrepreneurial, but in the weak perception and courage to get out of conventional career paths." This situation requires a renewal of the approach in teaching entrepreneurship within the Education Personnel Education Institute (LPTK). Universities need to design an entrepreneurship curriculum that is not only universal, but also contextual according to the needs and characteristics of education students. Strengthening affective and motivational aspects is important so that students not only understand the concept of entrepreneurship, but also are encouraged to make entrepreneurship a rational and meaningful career choice. In addition, collaboration between universities and the industrial world, business actors, and the government can be a catalyst in fostering a more inclusive and supportive entrepreneurial ecosystem.

Various previous studies have shown that entrepreneurship education, locus of control, and attitudes towards entrepreneurship have a significant influence on students' entrepreneurial intentions. However, most of the research was conducted on students of economics, management, or business study programs, while studies on students of education study programs were still relatively limited. In fact, education students have different characteristics and career orientations, which are generally more focused on the educator profession or the formal sector. In addition, previous research has tended to examine these factors separately or in different institutional contexts, so it has not fully described how entrepreneurship education as a compulsory course in higher education interacts with students' internal psychological factors in forming entrepreneurial intentions.

The novelty of this research lies in the simultaneous testing of the influence of entrepreneurship education, locus of control, and attitude toward entrepreneur on entrepreneurial intentions in students of the Office Administration Education Study Program, State University of Surabaya. This research places entrepreneurship education not only as a knowledge transfer, but as an integral part of the formation of an adaptive, independent, and competitive profile of educational graduates. Thus, this research makes a new empirical contribution to the development of entrepreneurship models in the context of educational education, especially in an effort to prepare graduates who are not only oriented as job seekers, but also as job creators.

Thus, strengthening entrepreneurial intentions among education students must be carried out comprehensively, starting from cognitive, affective, to contive aspects. The three main factors such as entrepreneurial education, *locus of control, and attitude toward entrepreneurship* need to be encouraged

simultaneously to form a generation of education graduates who are not only ready to become educators, but also innovators, job creators, and agents of change in society.

The urgency of this research lies in the importance of understanding and strengthening internal factors that can encourage entrepreneurial intentions, especially among students of education study programs. Education students generally have a career orientation that tends to focus on the profession of teachers or civil servants, so their involvement in the business world is still relatively low. In this context, it is important to identify the extent to which entrepreneurial education, an individual's belief in control over his or her life outcome (*locus of control*), and attitudes towards the entrepreneurial profession contribute to shaping their intention to be entrepreneurial. This study aims to provide an empirical overview of the relationship between the three variables, so that the results can be the basis for designing education strategies and policies for fostering entrepreneurship that are more inclusive and applicable in the higher education environment.

METHOD

This research is an explanatory quantitative research, which is an approach used to explain the causal relationship between variables that have been formulated theoretically. In this case, the study aims to test and explain the influence of the independent variables, namely entrepreneurship education, *locus of control,* and *attitude toward entrepreneur* on the bound variable, namely the entrepreneurial intention of students. Explanatory research relies on numerical data collected through questionnaire instruments and analyzed using inferential statistical methods, such as multiple linear regression, to determine the direction and magnitude of influence between variables.

According to Sugiyono (2019), explanatory research is intended to explain the cause-and-effect relationship between variables based on hypotheses developed from relevant theories. This opinion is in line with the view of Creswell and Creswell (2023) that explanatory quantitative research aims to test theoretical models empirically. This type of research is assessed in accordance with the objective of identifying factors that affect entrepreneurial intentions, especially among students of education study programs. The results of previous research by Ramadhani et al. (2021) and Wahyuni & Hartono (2022) support the effectiveness of the explanatory approach in explaining the influence of psychological and educational variables on entrepreneurial intention behavior.

FINDING AND DISCUSSION

Data was obtained from students of the Office Administration Education Study Program, State University of Surabaya. The questionnaire consists of four variables, namely Entrepreneurship Education (X1), *Locus of Control* (X2), *Attitude Towards Entrepreneur* (X3), and Entrepreneurial Intention (Y), where each variable is measured using a Likert scale of 1–5. All question items have met the validity and realism tests that have been presented in the research methodology.

The results of the data description show that students have a relatively good level of understanding of entrepreneurship, *Locus of Control*, *Attitude Towards Entrepreneur*, and a fairly high level of entrepreneurial intention. These findings indicate that students of the Office Administration Education Study Program have a strong basic readiness to consider a career as an entrepreneur in the future. The data that has been collected is then analyzed using multiple linear regression analysis techniques to test the influence of each independent variable on students' entrepreneurial intentions. The description of the respondents' answers describes how students give an assessment of each statement in the questionnaire for the variables of Entrepreneurship Education, Locus of Control, Attitude Towards Entrepreneur, and Entrepreneurial Intention. The researcher calculated the average value of the respondents' answers from each indicator, then categorized using *the Three Box Method* (Ferdinand & Augusty, 2014)

Table 4. 1 Three Box Method

Score	Category
1,00 – 2,33	Low
2,34 – 3,67	Medium
3,68 – 5,00	Height

Source: *Ferdinand & Augusty, 2014*

The following are the results of descriptive statistical analysis for each variable studied presented according to the following table.

Table 4. 2 Descriptive Analysis Results

Variabel	Indicator	Total Item	Min	Max	Mean	Std. Devitation	Category
	X1.1	3	1.00	5.00	3.65	0.81	Medium
	X1.2	3	1.00	5.00	3.76	0.84	Height
	X1.3	4	1.00	5.00	3.80	0.87	Height
Variabel	**Indicator**	**Total Item**	**Min**	**Max**	**Mean**	**Std. Devitation**	**Category**
Entrepreneurial Knowledge (X1)							
Locus Of Control (X2)	X2.1	6	1.00	5.00	3.74	0.85	Height
	X2.2	6	1.00	5.00	3.71	0.96	Height
Attitude Towards Enterprenuer (X3)	X3.1	3	1.00	5.00	3.72	0.86	Height
	X3.2	3	1.00	5.00	3.76	0.91	Height
	X3.3	3	1.00	5.00	3.82	0.93	Height
	X3.4	3	1.00	5.00	3.86	0.88	Height
Entrepreneurial Intention (Y)	Y.1	3	1.00	5.00	3.71	0.86	Height
	Y.2	3	1.00	5.00	3.81	0.87	Height
	Y.3	3	1.00	5.00	3.75	0.90	Height

Source: *Data processed by researchers, 2025*

Based on the results of the descriptive analysis presented in the table, each of the research variables can be explained as follows:

a) Entrepreneurship Education

The variables of entrepreneurship education consist of three indicators, namely X1.1 (items 1–3), X1.2 (items 4–6), and X1.3 (items 7–10). The results of the calculation showed that all indicators were in the medium and high categories, this result showed that the respondents' entrepreneurial knowledge was already at a good level. The X1.1 indicator has a mean of 3.65 which belongs to the medium category, showing that the respondents' basic understanding of the concept of entrepreneurship is very good. The X1.2 indicator obtained a mean of 3.76, also in the high category, indicating that respondents have a strong understanding of the entrepreneurial process, such as the ability to see opportunities and develop business ideas. The X1.3 indicator recorded a mean of 3.80, a high category, thus illustrating that respondents have been able to understand aspects of entrepreneurship implementation, such as business management and problem solving.

b) Locus of Control

The *locus of control* variable is divided into two indicators, namely X2.1 (items 11–16) and X2.2 (items 17–22). Based on descriptive statistical calculations, both indicators are in the high category, so it can be concluded that the respondents' locus of control is at a strong level. The X2.1 indicator, with a mean of 3.74, shows that respondents have high confidence that the results they get come from their own efforts. This describes the dominance of the internal locus of control, which is the belief that success or failure is influenced by personal abilities, efforts, and decisions. Then, the X2.2 indicator, with a mean of 3.71, is also in the high category. These findings confirm that respondents consistently have a mindset that is oriented towards self-control in achieving goals.

c) Attitude Towatds Entrepreneur

The Attitude Entrepreneur variable is divided into four indicators, each consisting of three items: X3.1 (items 23-25), X3.2 (items 26-28), X3.3 (items 29-31), and X3.4 (items 32-34). The results of the descriptive analysis showed that all indicators were in the high category, which means that respondents had a positive attitude towards the world of entrepreneurship. The

X3.1 indicator recorded a mean of 3.72 which was in the high category, illustrating that respondents had a positive initial interest in entrepreneurial activities. The X3.2 indicator has a mean of 3.76, indicating that respondents view entrepreneurial activities as something useful and able to provide added value. Meanwhile, the X3.3 indicator with a mean of 3.82 reflects an increasingly strong attitude, especially related to interest, pleasure, and belief in entrepreneurial activities. The X3.4 indicator has a mean of 3.86, a high category, indicating that respondents tend to have stable and positive thinking and readiness to be involved in the business world.

d) Entrepreneurial Intention

The Entrepreneurial Intention variable consists of three indicators, namely Y.1 (items 35-37), Y.2 (items 38-40), and Y.3 (items 41-43). The results of the processing showed that all indicators were in the high category, so that the respondents' entrepreneurial intentions could be concluded to be strong. The Y.1 indicator had a mean of 3.71, indicating that respondents already had an initial interest and tendency to choose entrepreneurship as one of their career choices. The Y.2 indicator with a mean of 3.81 shows that respondents have a more serious desire to be involved in business activities, including readiness to carry out planning. Furthermore, the Y.3 indicator with a mean of 3.75 strengthens the finding that respondents have a high drive and determination to start trying or even starting a business in the future. These results show that the respondents' entrepreneurial intentions are at a good level, influenced by entrepreneurial knowledge, strong self-control, and a positive attitude towards the business world.

1) Analysis of Description of Entrepreneurial Knowledge Variables

The analysis of the description of the variables of Entrepreneurial Knowledge aims to provide an overview of the level of respondents' understanding of the concepts, principles, and basic aspects of entrepreneurship. Through this analysis, the researcher can find out the extent to which students understand entrepreneurship material which includes entrepreneurial characteristics, business opportunities, business planning, and risk management. The description of this variable is an important basis in interpreting the relationship between entrepreneurial knowledge and other variables studied in this study.

Table 4. 3 Tabulation of Respondent Answer Description Variable Entrepreneurial Knowledge

No Item	STS		TS		N		S		SS	
	∑Resp	%	∑Resp	%	∑Resp	%	∑Resp	%	∑Resp	%
1.	4	0,30	6	0,45	39	2,96	71	5,38	12	0,91
2.	3	0,23	8	0,61	31	2,35	76	5,75	14	1,06
3.	1	0,07	6	0,45	43	3,26	68	5,15	14	1.06
4.	1	0,07	10	0,76	35	2,65	71	5,38	15	1,14
5.	1	0,07	9	0,68	31	2,35	68	5,15	23	1,74
6.	2	0,15	6	0,45	34	2,58	63	4,77	27	2,04
7.	3	0,23	5	0,38	37	2,80	60	4,54	27	2,04
8.	2	0,15	7	0,53	40	3,03	64	4,85	19	1,44
9.	2	0,15	4	0,30	33	2,50	57	4,32	36	2,73
10.	5	0,38	6	0,45	33	2,50	64	4,85	24	1,82
Total	24		67		356		662		211	
%	1.82%		5.08%		26.97%		50.15%		15.98%	

Source : Processed by researcher, 2025

Based on the distribution table of respondents' answers for the 10 statements analyzed, it can be seen that the respondents' tendencies are mostly in the categories of Neutral (N) and Agree (S). Overall, the Agree category received the highest number of responses, with 662 responses or 50.15%, indicating that more than half of the respondents gave a positive rating to the statements presented.

On the other hand, the Strongly Disagree (STS) category had the least number, namely 24 responses or 1.82%. The low percentages in these two categories indicate that only a small percentage of respondents give a negative assessment to the statements submitted in the research instrument.

If observed by item, almost all statements have a consistent pattern, namely the majority of respondents choose Agree (S) and Strongly Agree (SS). For example, in

statement number 2 the number of Agree responses reached 76 (5.75%) and number 10 reached 64 (4.85%), while the number of Strongly Agree responses was also relatively high on several items, such as items number 6 and 7 which each received 27 responses (2.04%). In addition, the Neutral category also has a fairly even distribution in each item, ranging from 31 to 43 responses, which indicates that there is a group of respondents who have not fully given a firm assessment.

Overall, this table shows that respondents' perception of the measured variables tends to be positive, reflected in the dominance of answers in the Agree and Strongly Agree categories. The high percentage of positive responses indicates that the statements in the questionnaire are well received by the respondents and give an idea that the research variables have a favorable assessment tendency.

2) Analysis of *Locus of Control Variable Description*

The analysis of the description of the Locus of Control variable aims to identify the extent of respondents' confidence in their ability to control various events or outcomes they experience. This variable describes the individual's orientation whether they tend to have internal control, i.e. believing that success comes from personal effort and ability, or external control, which is assuming that results are influenced by factors outside of oneself such as luck or environmental conditions. This description is important to understand how perceptions of self-control contribute to respondents' attitudes and behaviors in the context of the study.

Table 4. 4 Tabulation Description of Variable Respondent Answers *Locus of Control*

No.	STS		TS		N		S		SS	
	∑Resp	%	∑Resp	%	∑Resp	%	∑Resp	%	∑Resp	%
1.	4	0,25	15	0,95	23	1,45	75	4,73	15	0,95
2.	0	0	15	0,95	33	2,08	68	4,29	16	1,01
3.	1	0,06	7	0,44	43	2,72	65	4,10	16	1,01
4.	1	0,06	10	0,63	36	2,27	57	3,60	28	1,77
5.	4	0,25	13	0,82	36	2,27	54	3,41	25	1,58
6.	0	0	2	0,13	35	2,21	66	4,16	29	1,83
7.	3	0,19	5	0,32	36	2,27	63	3,97	25	1,58
8.	4	0,25	4	0,25	32	2,02	67	4,23	25	1,58
9.	8	0,51	8	0,50	33	2,08	57	3,60	26	1,64
10.	7	0,44	11	0,69	26	1,64	58	3,66	30	1,89
11.	1	0,06	10	0,63	26	1,64	57	3,60	38	2,40
12.	4	0,25	13	0,82	30	1,89	67	4,23	18	1,14
Total	37		113		389		754		291	
%	2.34%		7.13%		24.56%		47.60%		18.37%	

Source : Processed by researcher, 2025

Based on the distribution table of respondents' answers for the 12 statement items, it can be seen that the majority answer tendency leads to the categories of Agree (S) and Strongly Agree (SS). In total, the Agree category reached the highest number of responses at 754 responses or 47.60%, almost half of the total responses. Meanwhile, the Strongly Agree (SS) category also showed a considerable proportion, namely 291 responses or 18.37%. Combined, these positive responses reached 65.97%, indicating that most respondents gave a positive assessment of the statements given in the research instrument.

Furthermore, the Neutral (N) category occupies the middle position with a total of 389 responses or 24.56%. This shows that about a quarter of respondents choose not to give a certain bias to the existing statement, which may indicate that some respondents are still hesitant or consider the statement not entirely appropriate or not in accordance with their conditions.

Meanwhile, negative answers tend to be very low. The Disagree (TS) category received 113 responses or 7.13%, while the Strongly Disagree (STS) category was the category with the fewest responses, which was 37 responses or only 2.34%. A small percentage in both categories indicates that only a small percentage of respondents rated the statements in

the questionnaire negatively.

If analyzed on an item-by-item basis, the pattern of the distribution of the answers shows the same consistency. Almost all items received dominant Agree responses, such as item number 1 with 75 responses, item number 6 with 66 responses, and item number 12 with 67 responses. The Strongly Agree category also has a fairly high number of items in some items, for example item number 11 with 38 responses and item number 10 with 30 responses. The Neutral category has a fairly even distribution, being in the range of 23 to 43 responses across most items. The STS and TS categories remained the lowest in each item, indicating the stability of the positive perception tendency of respondents.

Overall, the results of this answer distribution show that respondents have a positive perception of the variables being measured. The dominance of the Agree and Strongly Agree responses indicates that the statements presented in the questionnaire are judged to be appropriate by the majority of respondents. This gives an idea that the variables in the study have good acceptance and show a tendency that respondents provide support for the content of the statement given.

3) Analysis of Attitude *Towards Entrepreneur Variable Description*

The analysis of the description of the Attitude Towards Entrepreneur variable aims to describe the respondents' attitudes towards the world of entrepreneurship, both from cognitive, affective, and behavioral tendencies. This variable reflects how respondents view, judge, and feel about entrepreneurial activities, including the extent to which they view entrepreneurship as an attractive, challenging, and profitable career choice. The description of these variables is important to understand the internal motivations of respondents as well as their tendencies in making decisions related to entrepreneurial interests.

Table 4. 5 Tabulation Description of Variable Respondent Answers *Attitude Towards Entrepreneur*

No.	STS		TS		N		S		SS	
	∑Resp	%	∑Resp	%	∑Resp	%	∑Resp	%	∑Resp	%
1.	4	0,25	6	0,38	41	2,59	65	4,10	16	1,01
2.	3	0,19	6	0,38	39	2,46	65	4,10	19	1,20
3.	3	0,19	10	0,63	34	2,15	53	3,35	32	2,02
4.	5	0,32	11	0,69	36	2,27	54	3,41	26	1,64
5.	3	0,19	9	0,57	33	2,08	62	3,92	25	1,58
6.	2	0,13	6	0,38	30	1,89	63	3,98	31	1,96
7.	2	0,13	8	0,51	32	2,02	47	2,97	43	2,72
8.	1	0,06	8	0,51	35	2,21	53	3,35	35	2,21
9.	4	0,25	8	0,51	34	2,15	56	3,54	30	1,89
10.	1	0,06	4	0,25	29	1,83	70	4,42	28	1,77
11.	3	0,19	9	0,57	27	1,70	70	4,42	23	1,45
No.	**STS**		**TS**		**N**		**S**		**SS**	
	∑Resp	**%**	**∑Resp**	**%**	**∑Resp**	**%**	**∑Resp**	**%**	**∑Resp**	**%**
12.	6	0,38	11	0,69	27		59	3,73	29	1,83
Total	37		96		397		717		337	
%	2.34%		6.06%		25.06%		45.28%		21.28%	

Source : Processed by researcher, 2025

Based on the results of the distribution of respondents' answers to 12 statement items, it can be seen that the majority of respondents gave a positive assessment of the measured variables. This is shown by the dominance of answers in the Agree (S) and Strongly Agree (SS) categories. In total, the Agree category received 717 responses or 45.28%, making it the category with the highest frequency. In addition, the Strongly Agree category also made a major contribution, namely 337 responses or 21.28%. If these two categories are combined, the positive response reaches 66.56%, which indicates that most respondents consider that the statements given in the questionnaire are in accordance with their conditions.

Meanwhile, as many as 397 responses or 25.06% were in the Neutral (N) category. This percentage shows that about a quarter of respondents chose not to give a certain bias to statements in research instruments. This can be interpreted that some respondents

do not have a strong view or feel that the statement is not fully appropriate or inappropriate for their circumstances.

If analyzed more deeply per item, it can be seen that almost all statement items are dominated by Agree and Strongly Agree answers. For example, items number 10 and 11 each received 70 responses in the Agree category, indicating that the statement was considered highly relevant by respondents. The Strongly Agree category also has a high frequency on some items, such as item number 7 with 43 responses and item number 3 with 32 responses. On the other hand, the STS and TS categories still showed low numbers in each item, which reinforces the pattern that respondents' perception of the research variables in general is positive.

Overall, the results of this distribution illustrate that the research instrument has a good reception by the respondents. The dominance of positive responses shows that the majority of respondents agree with the content of the statement submitted. It also indicates that the variables studied are in good condition according to the respondents' perception and can be a solid basis for further analysis at the next stage in quantitative research.

4) Analysis of Description of Entrepreneurial Intention Variables

The analysis of the description of the Entrepreneurial Intention variable aims to provide an overview of the level of desire, readiness, and commitment of respondents in choosing and carrying out entrepreneurial activities as a career choice. This variable reflects how strong an individual's intention is to start a business, viewed from the aspects of planning, self-confidence, and internal drive to realize a business idea. This description is an important basis for understanding the factors that influence the respondents' decision to do business as well as the relationship between the intention variable and other variables studied.

Table 4. 6 Tabulation Description of Respondent Answers Variable Entrepreneurial Intention

No.	STS		TS		N		S		SS	
	∑Resp	%	∑Resp	%	∑Resp	%	∑Resp	%	∑Resp	%
1.	3	0,25	7	0,59	42	3,53	68	5,73	12	1,01
2.	5	0,42	7	0,59	41	3,45	63	5,30	16	1,35
3.	2	0,17	7	0,59	42	3,53	60	5,05	21	1,77
4.	1	0,08	10	0,84	28	2,36	56	4,71	37	3,12
5.	3	0,25	6	0,51	34	2,86	58	4,88	31	2,61
6.	0	0	6	0,51	37	3,12	63	5,30	26	2,19
7.	1	0,08	12	1,01	34	2,86	58	4,88	27	2,28
8.	2	0,17	10	0,84	31	2,61	63	5,30	26	2,19
9.	6	0,51	6	0,51	38	3,20	54	4,55	28	2,36
Total	23		71		327		543		224	
%	1.94%		5.98%		27.53%		45.70%		18.86%	

Source : Processed by researcher, 2025

Based on the results of the tabulation of the distribution of respondents' answers on nine statement items, it can be seen that the majority of respondents gave a positive assessment of the variables measured. This can be seen from the dominance of choices in the Agree (S) and Strongly Agree (SS) categories. Overall, the Agree category received the highest number of responses, with 543 responses or 45.70%. Meanwhile, the Strongly Agree category also made a major contribution with 224 responses or 18.86%. If these two categories are combined, the total positive response is 64.56%, which shows that most respondents have a tendency to agree with the statements in the questionnaire.

The Neutral category (N) was in the middle position with 327 responses or 27.53%. This percentage indicates that more than a quarter of respondents have not shown a certain tendency towards the statements given. This neutral attitude can be interpreted as that some respondents feel doubtful, have no direct experience, or consider the statement not to be fully relevant to their condition.

The results at the item level also show a relatively consistent pattern. Almost every statement is dominated by the Agree and Strongly Agree categories. For example, item number 4 showed a fairly high Strongly Agree response, namely 37 respondents (3.12%),

while items number 3 and 9 had the highest neutral response, 42 and 38 respondents, respectively. The STS category of each item remained at a very low number, indicating a minimal rejection rate from respondents.

Overall, the results of this distribution illustrate that respondents gave a positive assessment of the research variables. The dominance of Agree and Strongly Agree responses confirmed that the statements in the research instrument were seen as relevant and appropriate by most respondents. These findings show that the measured variables are in fairly good condition according to the respondents' perceptions, and provide a solid basis for further analysis in the next discussion.

1. Data Analysis Results

1) Classic Assumption Test

The classical assumption test is a series of tests that must be met in multiple linear regression analysis in order for the resulting model to be BLUE (*Best Linear Unbiased Estimator*). The main goal of the classical assumption test is to ensure that the regression model is not biased and meets the necessary statistical characteristics so that the results of the analysis can be trusted. Some of the tests that are commonly performed include normality tests, multicollinearity tests, and heteroscedasticity tests.

a. Normality Test

The normality of the sample data distribution was measured by the normality test, which resulted from the regression of independent variables and dependent variables. The normality test of this study uses the Kolmogrov – Smirnov technique by looking at the Asymp value. Sig (2 tailed) > alpha to make its decision or done by looking at histogram graphs and normal probality plots. The results of the normality test are as follows:

Table 4. 7 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		132
Normal Parameters[a,b]	Mean	0,0000000
	Hours of deviation	3,60852841
Most Extreme Differences	Absolute	0,068
	Positive	0,068
	Negative	-0,060
Test Statistic		0,068
Asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source : Data processed by researchers, 2025

Based on the results of the Kolmogorov-Smirnov normality test (K-S test) on Unstandardized Residue, a significance value (Asymp. Sig. 2-tailed) was obtained of 0.200, which is greater than 0.05. Thus, it can be concluded that the residual data is normally distributed.

b. Multicollinearity Test

The multicollinearity test is used to test the correlation between independent variables in a regression model. In the multicollinearity test, it is seen from the VIF and Tolerance values. If the tolerance value is > 0.1 and the VIF value is < 10, then multicollinearity does not occur, and vice versa. The results of the

multicollinearity test are as follows:

Table 4. 8 Multicollinearity Test Results

Variabel	Tolarance	LIVE	Remarks
Entrepreneurship Education	0,770	1,299	No multicollinearity
Locus Of Control	0,788	1,302	No multicollinearity
Attitude Towards Enterprenuer	0,686	1,457	No multicollinearity

Source : Data processed by researchers, 2025

Based on the results of the multicollinearity test in the Coefficients table, the Tolerance values for the X1 variable were 0.770, X2 was 0.788, and X3 was 0.686, all of which were above the minimum limit of 0.10. In addition, the VIF value for the variable X1 is 1.299, X2 is 1.302, and X3 is 1.457, all of which are below 10.

Thus, it can be concluded that this regression model does not experience multicollinearity, so that the independent variables (Entrepreneurship Education, Locus of Control, and Attitude Towatds Entrepreneur) do not have a high correlation with each other. This means that each independent variable can be used to explain the dependent variables validly and not interfere with each other in the model.

c. Heteroscedasticity Test

The heteroscedasticity test is used to test whether there is an uneven or inconstant variation of residual error between one observation and another in a regression model. One of the methods used is the Glejser Test, which is by regressing the residual absolute value (ABS_RES) to an independent variable. Decision-making criteria:

1. If the significance value (Sig.) > 0.05, then there is no equal residual heteroscedasticity / homoskedastic).
2. If the significance value (Sig.) ≤ 0.05, then there is an indication of heteroscedasticity. The heteroscedasticity test uses the Glejser test with a significant value criterion > 0.05, then heteroscedasticity does not occur, and vice versa.

Table 4. 9 Heteroscedasticity Test Results

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Say.
		B	Std. Error	Beta		
1	(Constant)	2,031	2,589		0,784	0,434
	X1	0,010	0,060	0,017	0,166	0,869
	X2	-0,003	0,054	-0,005	-0,048	0,962
	X3	0,010	0,052	0,020	0,184	0,854
a. Dependent Variable: Abs_RES						

Source : Data processed by researchers, 2025

Based on the results of the heteroscedasticity test using the Glejser method, the significance value for the variables of Entrepreneurship Education (X1) was 0.869, Locus of Control (X2) was 0.962, and Attitude Towatds Entrepreneur (X3) was 0.854. The entire significance value is greater than 0.05.

This shows that there is no significant influence between the three independent variables on the residual absolute value, so it can be concluded that the regression model does not experience heteroscedasticity. Thus, the residual variance in the model is homogeneous (constant) at each predictor value, so the regression model is feasible to use for further analysis.

2) Multiple Linear Regression Analysis Results

Multiple linear regression analysis aims to test and analyze the influence between independent and dependent variables and to reveal the extent of the influence between independent variables (X1, X2, and X3) on the dependent variables (Y). The following are the results of multiple linear regression analysis:

Table 4. 10 Multiple Linear Regression Analysis Results

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	8,211	3,960		2,073	0,040
	X1	0,257	0,091	0,241	2,817	0,006
	X2	0,062	0,082	0,065	0,753	0,453
	X3	0,291	0,079	0,332	3,661	0,000
a. Dependent Variable: Y						

N Source: Data processed by researchers, 2025

The Coefficients table shows the value of the coefficients as follows:

- Constant (a) = **8.211**
- Coefficient X1 (Entrepreneurship Education) = **0.257**
- Koefisien X2 (*Locus of Control*) = **0,062**
- Coephysin X3 (*Attitude Towards Entrepreneur*) = **0.291**

Thus, the multiple linear regression equation is:

$$Y = 8.211 + 0.257X1 + 0.062X2 + 0.291X3$$

3) Uji Hypothesis

a. T test (Partial)

The t-test in this study was carried out to find out whether there was a positive influence between the variables of Entrepreneurial Knowledge (X1), Locus of Control (X2), and Attitude Towatds Entrepreneur (X3) partially (individually).

Table 4. 11 Results of the t-test (partial)

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	8,211	3,960		2,073	0,040
	X1	0,257	0,091	0,241	2,817	0,006
	X2	0,062	0,082	0,065	0,753	0,453

	X3	0,291	0,079	0,332	3,661	0,000
a. Dependent Variable: Y						

Source: Data processed by researchers, 2025

The results of the t-test can be explained the influence of each independent variable on entrepreneurial intention (Y) as follows:

a) Entrepreneurship Education (X1) and entrepreneurial intention (Y)
The Entrepreneurship Education variable has a significance value of 0.006 <0.05. This shows that X1 has a significant effect on Entrepreneurial Intention. This means that the level of entrepreneurship education that students receive, the greater their intention to be entrepreneurial.

b) Locus of Control (X2) and entrepreneurial intent (Y)
The Locus of Control variable obtained a significance value of 0.453 > 0.05. Thus, X2 does not have a significant effect on Entrepreneurial Intention. This means that students' confidence in the ability to control results or events has not been able to make a real contribution to increasing entrepreneurial intention.

c) Attitude Towards Entrepreneur(X3) and entrepreneurial intention (Y)
The Attitude to Entrepreneurship variable recorded a significance value of 0.0001 < 0.05. These results show that X3 has a significant effect on Entrepreneurial Intention. This means that students who have a positive attitude towards entrepreneurial activities tend to have higher intentions to start a business.

Overall, the results of the t-test showed that of the three independent variables tested, two variables, namely Entrepreneurship Education and Attitude towards Entrepreneurship, had a significant effect on Entrepreneurial Intention, while Locus of Control did not show a significant influence.

b. F Test (Simultaneous)
The F test in this study is aimed at finding out whether there is a positive influence between the variables of Entrepreneurial Knowledge (X1), Locus of Control (X2), Attitude Towatds Entrepreneur (X3), and Entrepreneurial Intention (Y) simultaneously (together).

Table 4. 12 Test F Results (Simultaneous)

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	651,823	3	217,274	16,304	.000b
	Residual	1705,814	128	13,327		
	Total	2357,636	131			
a. Dependent Variable: Y						
b. Predictors: (Constant), X3, X1, X2						

Source : Data processed by researchers, 2025

Based on the results of the analysis, it can be simultaneously concluded that the variables X1, X2, and X3 together affect the Entrepreneurial Intention of Students of the Office Administration Education Study Program, State University of Surabaya. This means that the combination of the three independent variables is able to explain changes in the dependent variables and the regression model used is suitable for use in further testing.

c. Coefficient of Determination (R^2)
The determination coefficient (R^2) test was carried out to predict the magnitude of the influence exerted by independent variables on dependent variables. The test results (R^2) can be seen based on the following table:

Table 4. 13 Determination Coefficient Test Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.526a	0,276	0,260	3,65057
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y				

Source : Data processed by researchers, 2025

Based on the results of the determination coefficient test, the R Square value was obtained of 0.276. This shows that the variables of Entrepreneurship Education (X1), Locus of Control (X2), and Attitude Towatds Entrepreneur (X3) were able to explain the variation in changes in Entrepreneurial Intention (Y) by 27.6%, while the remaining 72.4% were influenced by other variables that were not studied in this study.

The R-Square value of 0.276 indicates that after adjusting for the number of independent variables, the regression model is still able to explain 27.6% of the variation in the dependent variables. Thus, the regression model used in this study has sufficient explanatory capabilities, but there are still other factors outside the model that are more dominant influencing students' interests.

A. Discussion

1. Respondent Characteristics

The results of the study show that entrepreneurship education, locus of control, and attitude toward entrepreneur have a positive and significant effect on students' entrepreneurial intentions. This finding is further strengthened by the characteristics of the respondents who show that all students have taken entrepreneurship courses and most of them have participated in internship or field practice activities (PLP). This condition provides a learning experience that is not only theoretical, but also applicative, so that it is able to shape students' perception and readiness for the business world.

In addition, the majority of respondents have entrepreneurial experience, either independently or on a small scale. This experience contributes to building students' confidence and confidence in their ability to manage businesses. These characteristics support the finding that students with strong internal locus of control tend to have higher entrepreneurial intentions, because they believe that the success of a business is determined by personal effort and decisions, not solely by external factors.

2. The Influence of Entrepreneurial Knowledge (X1) on Entrepreneurial Intention (Y)

Entrepreneurship education in college is a university-mandated course designed to equip students with entrepreneurial knowledge, skills, and attitudes. In the context of the Office Administration Education Study Program, entrepreneurship courses have a strategic role in supporting the profile of graduates who are not only competent as office administration educators, but also have managerial skills, creativity, and economic independence. Through entrepreneurship learning, students are expected to be able to develop alternative careers outside the formal education sector, as well as become agents of change that are adaptive to the dynamics of the world of work and the needs of society. The results of the analysis showed that Entrepreneurial Knowledge had a significant effect on Entrepreneurial Intention with a significance value of $0.006 < 0.05$. This means that the higher the intensity and quality of entrepreneurship education obtained by students, the greater their motivation to be entrepreneurial. This finding is in line with the theory that entrepreneurship education is able to foster knowledge, ability, and courage in identifying business opportunities. Through courses, seminars, business projects, and exposure to entrepreneurial experiences, students become more confident and see entrepreneurship as a realistic and exciting career option.

The results of this study are strengthened by the findings of Suharti and Sirine (2011) which show that entrepreneurship education has a positive and significant influence on students' entrepreneurial intentions. Entrepreneurship education is considered to be able to form knowledge, skills, and a creative mindset that encourages students to be more confident in making decisions to start a business. Similar findings were also explained by Purwana, Suhud, and Widyastuti (2017) who found that project-based entrepreneurship learning and hands-on practical experience in the campus environment significantly increased entrepreneurial intention. The higher the student's involvement in entrepreneurial activities, such as business projects or business incubators, the stronger their motivation to choose entrepreneurship as a career path. The two studies consistently support the results of this study, namely that the quality of entrepreneurship education plays an important role in shaping the readiness and interest of individuals to be entrepreneurs.

3. **The Effect *of Locus of Control*** (X2) **on Entrepreneurial Intention** (Y)

The results of the partial test on the Locus of Control variable showed a significance value of 0.453 > 0.05, so this variable did not have a significant influence on students' entrepreneurial intentions. This means that the difference in the level of confidence of students in controlling results and taking responsibility for actions does not make a meaningful contribution to their interest in entrepreneurship.

The locus of control has a significant effect on entrepreneurial intentions because it reflects an individual's belief in control over their successes and failures. Students with internal locus of control tend to have higher confidence in dealing with business risks and challenges. Entrepreneurship education acts as a reinforcement of internal locus of control by providing learning experiences, business simulations, and real problem-solving. Through this process, students increasingly believe that entrepreneurial success can be achieved through effort, planning, and perseverance, so that the intention to be entrepreneurial increases significantly.

This phenomenon can be explained through the context of the students who are respondents. Most college students may not have any real business experience, so the Locus of Control is not the dominant factor in determining entrepreneurial intentions. The results of this study are in line with several previous studies that also found that *Locus of Control* did not have a significant influence on entrepreneurial intention. Research conducted by Pratiwi (2017) shows that *the Locus of Control* does not contribute to students' entrepreneurial interests, where external factors such as family support and self-confidence are more dominant in shaping these interests. Similar findings were also conveyed by Novianti and Wibowo (2019) who stated that entrepreneurial intentions are more influenced by the educational environment and motivation, so that LOC does not have a significant influence. Rahmawati (2020) also emphasized that students tend to be influenced by social aspects and the readiness of the business environment rather than internal psychological factors such as self-control.

Furthermore, a study by Syamsudin and Lestari (2021) found that LOC does not have a significant effect because most students do not have real business experience, so internal beliefs are not a determining factor in entrepreneurial intention. Recent research by Putra and Indrawati (2022) also states that external factors such as business opportunities, entrepreneurship curriculum, and peer environment are more dominant in influencing entrepreneurial intentions than LOCs.

4. **The Influence *of Attitude Towards Entrepreneur*** (X3) **on Entrepreneurial Intention** (Y)

The variable of attitude towards entrepreneurship has a significance value of 0.0001< 0.05, which means that this variable has a significant effect on entrepreneurial intention. Students' positive attitudes towards the world of entrepreneurship, such as the view that entrepreneurship is an interesting, challenging, and profitable profession, have been proven to increase their desire to start a business.

The results of this study are supported by the Theory of Planned Behavior (Ajzen, 1991), which states that attitudes towards behavior are an important factor in shaping a person's intentions. The more positive an individual's attitude towards entrepreneurial activities, the more likely they are to have the intention to start a business. These findings are also consistent with previous research. Suharti and Sirine (2011) found that the Attitude of Towatds Entrepreneur has a strong influence on students' entrepreneurial intentions. The same thing is reinforced by Indarti and Rokhima (2008) and Hendrawan et al. (2017) who stated that positive perceptions of entrepreneurial challenges, opportunities, and profits significantly increase entrepreneurial intention. Other research by Nugroho and Purwanto (2018), Wibowo and Saputra (2020), and Fitriani (2021) also showed that positive attitudes are one of the most dominant predictors in shaping students' interest in entrepreneurship. Thus, the results of this study are in line with various previous studies that affirm the importance of attitude in determining entrepreneurial intentions.

5. **Simultaneous Influence of Variables of Entrepreneurial Knowledge (X1), Locus of Control (X2), Attitude of Towatds Entrepreneur (X3) on Entrepreneurial Intention (Y)**

Based on the results of the F test, a significance value of 0.000 < 0.05 indicates that the three independent variables simultaneously have a significant effect on students' entrepreneurial intentions. This means that the combination of entrepreneurial education experience, psychological conditions, and attitudes towards entrepreneurship together determine the formation of entrepreneurial interest.

Although only two variables are partially significant (X1 and X3), overall the regression model shows that all three contribute to the formation of entrepreneurial intentions. This indicates that entrepreneurial intention is a multidimensional phenomenon that is influenced by the interaction of various internal and external factors. The results of this study are supported by the findings of Adnyana and Purnami (2016) which show that entrepreneurial knowledge, locus of control, and Attitude Towatds Entrepreneur simultaneously have a significant effect on students' entrepreneurial intentions. The study confirms that the combination of understanding entrepreneurship, belief in self-ability, and positive attitude towards entrepreneurship form a strong motivation for students to choose the entrepreneurial path. A similar study was conducted by Kusmintarti, Thoyib, Ashar, and Maskie (2014) which found that Entrepreneurial Attitude, self-efficacy, and entrepreneurial knowledge together were able to explain the significant variation in entrepreneurial intention. The findings confirm that cognitive, psychological, and affective factors work simultaneously in influencing the emergence of entrepreneurial intentions.

CONCLUSIONS

This study aims to analyze the influence of entrepreneurship education, locus of control, and attitude toward entrepreneur on students' entrepreneurial intentions. The research data was obtained through the distribution of a closed questionnaire to students of the Office Administration Education Study Program, State University of Surabaya who have taken entrepreneurship courses. The research instruments were prepared based on relevant theoretical indicators and analyzed using a quantitative approach. The results of the analysis show that the data obtained is able to explain the relationship between variables empirically and support the research objectives that have been set. Based on the results of data analysis and discussion in the previous chapter, several conclusions can be drawn as follows:

1. Entrepreneurship Education has a significant influence on students' entrepreneurial intentions. Students who obtain good entrepreneurial learning (including knowledge, experience, business practices, and understanding of business opportunities) show higher entrepreneurial intentions. This indicates that the educational process, materials, and direct experience provided through entrepreneurship courses are able to encourage students to have the desire and readiness to become entrepreneurs.

2. *The Locus of Control* does not have a partial significant effect on Entrepreneurial Intention. Although in theory the *locus of control* can affect an individual's confidence to control their life outcomes, the results of the study show that this aspect has not yet become the dominant factor that encourages entrepreneurial intentions in students. This can be due to other external factors such as the environment, business experience, or a stronger level of confidence in influencing entrepreneurial decisions.
3. *Attitude Towards Entrepreneur* has a significant effect on students' entrepreneurial intentions. A positive attitude towards the world of entrepreneurship, the perception that entrepreneurship is an attractive career choice, provides freedom, and has good social and economic values, has been proven to increase students' intention to become entrepreneurs.
4. Simultaneously, Entrepreneurship Education, *Locus of Control*, and *Attitude Towards Entrepreneur* have a significant effect on students' Entrepreneurial Intentions. Although only two variables (Entrepreneurship Education and *Attitude Towards Entrepreneur*) are partially significant, together the three variables still make a real contribution to the regression model. This shows that entrepreneurial intentions are not formed from a single factor, but are the result of the accumulation of entrepreneurial understanding, personality, and positive attitudes of students towards the business world.

Thus, it can be concluded that the entrepreneurial intention of the students of the Office Administration Education Study Program at the State University of Surabaya is influenced by a combination of aspects of entrepreneurial knowledge, attitude towards entrepreneurs, and internal personality factors, although the influence of some variables is partially different.

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