

## THE MODERATING ROLE OF ENTREPRENEURSHIP EDUCATION IN INCREASING ENTREPRENEURIAL INTENTIONS IN MEDICAL STUDENTS

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### Abstract

Growing entrepreneurial intentions is very important. By obtaining entrepreneurship education, medical students are expected to have entrepreneurial intentions. This study aims to analyze the moderating role of entrepreneurship education in the relationship between entrepreneurial self-efficacy and the need for achievement with entrepreneurial intentions in medical students. The sample in this study was medical students at the Muhammadiyah University of North Sumatra. a total of 129 questionnaires were declared valid and continued with hypothesis testing. The research results show that entrepreneurial self-efficacy influences entrepreneurship intention, Need for achievement influences entrepreneurship intention, Entrepreneurship education influences entrepreneurship intention, Entrepreneurship education acts as a moderator variable in the influence of entrepreneurial self-efficacy on entrepreneurship intention, but Entrepreneurship education does not act as a moderator variable in the influence of need for achievement on entrepreneurship intention. Entrepreneurship education must be designed in such a way as to strengthen students' entrepreneurial intentions, especially medical students.

**Keywords:** *Entrepreneurial self-efficacy; entrepreneurship intention; Need for achievement; Entrepreneurship education; medical students*

### INTRODUCTION

Entrepreneurship allows a person to mobilize his ability to create creativity, and innovation and dare to stand alone to start his business (Bismala, 2021). Entrepreneurial activity to start a business will be considered as a behavior that is planned intentionally and begins with an intention which is considered a cognitive behavior (Grandma, 2022). Individuals face opportunities but not all individual has the aptitude to spot these possibilities and turn them into prosperous businesses. Identifying the right entrepreneurial opportunity is intentionally behavior oriented. Entrepreneurial behavior is largely predicted by entrepreneurial intentions (Tiwari et al., 2017).

Entrepreneurial or intention is an important predictor of the embodiment of entrepreneurial behavior, so that intention needs to be grown. The key factor influencing

entrepreneurial behavior and activity is intention, which also mediates the effects of demographic factors, individual qualities, personality traits, and social, cultural, and environmental factors (Fragoso et al., 2020). Entrepreneurial intention is a person's feeling of career choice that comes from personal factors, social context, and professional attitudes. Student Entrepreneurial Intentions can be fostered in a higher education environment. Students will be more confident in choosing an entrepreneurial career because they have received an entrepreneurship education. Therefore, entrepreneurship education is referred to as developing students' entrepreneurial abilities after participating in entrepreneurship lessons (Nguyen et al., 2022). This was previously mentioned by Hansemark (1998), that the fundamental objective of the entrepreneurship program is to develop abilities, knowledge, skills, attitudes, and personal attributes that are important for entrepreneurial activities.

Entrepreneurship has been made part of the curriculum in the world of education, with the hope of fostering entrepreneurial intentions. This is supported by research Baluku et al. (2019) which suggests a positive and significant effect of mentoring on entrepreneurial intentions, which supports the notion that entrepreneurship learning is an important tool for promoting entrepreneurship. Mentoring is recognized as the practice of enabling students (or mentees) to make informed choices when faced with adversity (St-Jean & Mathieu, 2015). The goal of education and training should be to change attitudes rather than knowledge because this has a greater impact on the process of starting a firm and removing perceived hurdles to entrepreneurship (Ferreira et al., 2012). While research results of Ertuna & Gurel (2011) show that education not only has a direct effect on entrepreneurial intentions but also has a moderating effect through its influence on personality traits. Bismala et al. (2022) in their research found that entrepreneurship education was able to promote entrepreneurial orientation in medical students. This means that entrepreneurship education can improve entrepreneurial orientation consisting of risk-taking, creativity and innovation, and proactiveness.

On the other hand, Nguyen et al. (2022) concluded that entrepreneurship education certainly has an indirect impact on the entrepreneurial intentions of Engineering students. However, research results of Gerba (2012) showed that business management students who had taken entrepreneurship courses in college generally reported having more intention to become entrepreneurs than engineering students who had not taken entrepreneurship courses. Temporary Wu et al. (2021) researched on social entrepreneurial intention, and found that social entrepreneurial self-efficacy has a moderating effect on the relationship between perceived social value and social entrepreneurial intention.

In addition, other factors influence entrepreneurial intentions, namely self-efficacy (Fragoso et al., 2020; Tiwari et al., 2017; Sesen, 2013; Baluku et al., 2019; Ng & Jenkins, 2018; Najafabadi et al., 2016; Samydevan et al., 2021; Wilson et al., 2007; Grandma, 2022; Kisubi et al., 2021) and need for achievement (Che Embi et al., 2019; Ferreira et al., 2012; Ibidunni et al., 2020). Students with high ESE can program their careers, and intentions, act to pursue planned careers and have a strong intention to become entrepreneurs (Sesen, 2013). Baluku et al (2019) found that self-efficacy is also a mediator in relationship mentoring and student entrepreneurship intentions.

It has been demonstrated that the degree of interest in pursuing an entrepreneurial career is significantly influenced by entrepreneurial self-efficacy, or the conviction that one possesses

the abilities essential to succeed in starting a business (Wilson et al., 2007). In ESE, it is assumed that individuals who can successfully start a business will have high entrepreneurial intentions. Having confidence in one's capacity to carry out business creation activities successfully based on an evaluation of one's entrepreneurial talents is known as having entrepreneurial self-efficacy (Samydevan et al., 2021). Self-efficacy is not about skills owned by someone; rather it is about self-assessment in terms of what one can do with the skills one has (Chawla & Bhatia, 2021). Positive and significant effect of entrepreneurial self-efficacy on growth-oriented intentions and independence-oriented intentions (Shi et al., 2020). This is contrary to the results of the study of Bismala (2021) and Amofah et al. (2020), which state that self-efficacy does not affect entrepreneurial intentions.

To increase self-efficacy, Najafabadi et al. (2016) consider the following: instruction; a focus on hands-on learning; psychological traits and societal expectations that affect entrepreneurial intents; visits to successful businesspeople with projects in agriculture; invites to businesspeople to share their experiences; fostering and enhancing the entrepreneurial traits that will result in the growth of students' entrepreneurial behavior through the use of motivating elements (risk-taking, self-confidence, achievement, independence, creativity, and innovation)

The intention to demonstrate entrepreneurial behavior is also supported by a strong need for achievement (Che Embi et al., 2019; Ferreira et al., 2012; Ibidunni et al., 2020). The need for achievement is a behavior to do difficult work, face uncertainty, and take personal responsibility for the consequences of performance (Bismala & Handayani, 2021). The need for achievement is based on the hope of doing something better or faster than other people or better than previous achievements. Participating in entrepreneurship programs has an impact on a greater need for achievement (Hansemark, 1998). A person with a need for achievement appreciates self-reliance, prefers to solve issues on their own, enjoys taking reasonable risks, and is keenly interested in the results of their actions or decisions (Sesen, 2013).

Solesvik (2013) found that the influence of perceived Entrepreneurial Motivation on Entrepreneurial Intentions was fully mediated by student attitudes, subjective norms, and perceived level of behavioral control. Mukesh et al. (2020) found a relationship between achievement motivation and entrepreneurial potential in both business and engineering students. This means that there is no difference between business and engineering students in terms of achievement motivation and entrepreneurial potential. However Sesen (2013) found that the effect of the need for achievement on students' entrepreneurial intentions was not significant.

Although currently, entrepreneurship education has become a curriculum in many tertiary institutions, however, in reality, not many students choose careers as entrepreneurs. Entrepreneurial behavior is caused by entrepreneurial intentions, so it needs to be investigated how the moderating role of entrepreneurship education in the relationship between entrepreneurial self-efficacy and the need for achievement with entrepreneurial intentions. So far, most research on entrepreneurship has been conducted on business students, and very few have studied medical students. In addition, entrepreneurship education is widely used as a mediating variable, but very few position entrepreneurship education as a moderating variable. So the purpose of this research is to analyze the moderating role of entrepreneurship education

in the relationship between entrepreneurial self-efficacy and need for achievement with entrepreneurial intentions in medical students.

## LITERATURE REVIEW

Entrepreneurial intention is an important predictor of the embodiment of entrepreneurial behavior, so that intention needs to be grown. The key factor influencing entrepreneurial behavior and activity is intention, which also mediates the effects of demographic factors, individual qualities, personality traits, and social, cultural, and environmental factors (Fragoso et al., 2020). Entrepreneurial intention is a person's feeling of career choice that comes from personal factors, social context, and professional attitudes. Student Entrepreneurial Intentions can be fostered in a higher education environment. Students will be more confident in choosing an entrepreneurial career because they have received an entrepreneurship education. Therefore, entrepreneurship education is referred to as developing students' entrepreneurial abilities after participating in entrepreneurship lessons (Nguyen et al., 2022). This was previously mentioned by Hansemark (1998), that the fundamental objective of the entrepreneurship program is to develop abilities, knowledge, skills, attitudes, and personal attributes that are important for entrepreneurial activities.

Bismala et al. (2022) in their research found that entrepreneurship education was able to promote entrepreneurial orientation in medical students. This means that entrepreneurship education can improve entrepreneurial orientation consisting of risk-taking, creativity and innovation, and proactiveness.

On the other hand, Nguyen et al. (2022) concluded that entrepreneurship education certainly has an indirect impact on the entrepreneurial intentions of Engineering students. However, research results of Gerba (2012) showed that business management students who had taken entrepreneurship courses in college generally reported having more intention to become entrepreneurs than engineering students who had not taken entrepreneurship courses. Temporary Wu et al. (2021) researched on social entrepreneurial intention, and found that social entrepreneurial self-efficacy has a moderating effect on the relationship between perceived social value and social entrepreneurial intention.

In addition, other factors influence entrepreneurial intentions, namely self-efficacy (Fragoso et al., 2020; Tiwari et al., 2017; Sesen, 2013; Baluku et al., 2019; Ng & Jenkins, 2018; Najafabadi et al., 2016; Samydevan et al., 2021; Wilson et al., 2007; Grandma, 2022; Kisubi et al., 2021) and need for achievement (Che Embi et al., 2019; Ferreira et al., 2012; Ibidunni et al., 2020). Students with high ESE can program their careers, and intentions, act to pursue planned careers and have a strong intention to become entrepreneurs (Sesen, 2013). Baluku et al (2019) found that self-efficacy is also a mediator in relationship mentoring and student entrepreneurship intentions.

The authors state the research hypothesis as follows:

H1: Entrepreneurship education acts as a moderator variable in the effect of entrepreneurial self-efficacy on entrepreneurship intention.

H2: Entrepreneurial self-efficacy affects entrepreneurship intention.

H3: Entrepreneurship education affects entrepreneurship intention.

H4: Entrepreneurship education act as a moderator variable in the effect of the need for achievement on entrepreneurship intention.

H5: Need for achievement affects entrepreneurship intention.

## RESEARCH METHOD

This research is a quantitative study, with an explanatory approach, which intends to examine the moderating role of entrepreneurship education in the relationship between entrepreneurial self-efficacy and the need for achievement with entrepreneurial intentions. Researchers collected data on medical students who studied entrepreneurship at University of Muhammadiyah Sumatera Utara by survey method, totaling 215 people.

In this study, respondents were given 7 days to fill out the questionnaire, according to the instructions given. After the questionnaire was filled in, the researcher checked and tabulated it so that he could carry out further data processing.

Research variables are entrepreneurial intention, which is a person's feeling of career choice in the field of entrepreneurship, as measured by the dimensions: Preference, Desire to create a business, and Growth opportunities (7 questions).

Need for achievement is the behavior to do difficult work, face uncertainty, and take personal responsibility for the consequences of its performance, with indicators of doing business as a form of achievement, personal satisfaction with doing business, and satisfaction in the ability to create jobs (4 question items). Entrepreneurship education is education that is carried out to prepare students to enter the business world and acquire entrepreneurial skills, with dimensions that include the quality of lecturers, entrepreneurial climate, quality of standard application and curriculum, and assessment (15 question items). Entrepreneurial self-efficacy is self-confidence that one has the skills necessary to succeed in creating a business, with the dimensions of seeking new ideas, self-confidence in planning, and self-confidence in organizing (10 question items).

Hypothesis testing was carried out with the help of the SmartPLS3 program, by conducting measurement model tests, namely testing the construct validity and reliability of each indicator. After that do a structural model test which aims to determine the effect that occurs between the variables of this study, with a significance level of 5%.

## RESULT AND DISCUSSION

Researcher distributed 215 questionnaires, which was the required sample size. However, only 130 questionnaires were fully completed and suitable for further analysis. This indicates a questionnaire return rate of 61%. Based on the questionnaire results, the respondents' demographics are shown in the following table:

**Table 1. Demography Respondent**

Sex	Total	Percentage
Male	29	22%
Female	101	78%
Total	130	100%
Age		

19	23	18%
20	64	49%
21	36	28%
22	7	5%
Total	130	100%

Validity and reliability tests were carried out on all research instruments, namely Convergent validity consisting of loading factors, Cronbach's Alpha, composite reliability, and average variance extracted. The results are presented in the following table 2:

Table 2. Loading Factors, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted

Instruments	Loading Factors	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Entrepreneurial intentions		0896	0.918	0.616
My personal goal is to become an entrepreneur	0.764			
I am determined to make new ventures in the future	0.754			
I am willing to try harder to become an Entrepreneur	0.790			
Studying medicine gave me a lot of business inspiration	0.722			
Being an entrepreneur is a pride	0.864			
Before graduating I want to have a business	0.754			
I don't want to hope for a job after graduating from college	0837			
Entrepreneurial self-efficacy		0921	0936	0.622
For me, it is easy to create and manage a new venture	0.650			
If I set up a new venture, I am sure it will be successful	0.623			
I am creative	0.742			
I'm good at finding solutions to issues	0.883			
My leadership abilities are strong	0.886			
I'm an effective communicator	0.855			
I have good skills in developing products and services	0.840			
I have good skills in building professional relationships	0837			
I can easily learn entrepreneurship	0.729			
Entrepreneurship education		0.951	0.958	0.674
Entrepreneurship lecturers can convey entrepreneurship well and easily understood	0.836			

Entrepreneurship lecturers have a lot of experience in the field of entrepreneurship	0.708			
Entrepreneurship lecturers have an open mindset	0.755			
The explanation given by the entrepreneurship lecturer can open the mindset of students	0.858			
Support from lecturers in the form of entrepreneurship guidance is very helpful in fostering an interest in entrepreneurship	0.866			
The learning method used requires students to be active in entrepreneurial activities	0.787			
The material provided can foster entrepreneurial interest	0.867			
Students can understand the material provided	0.842			
Students are introduced to the real world of business	0.861			
Assessment is carried out on entrepreneurial activities carried out by students such as compiling a business plan and business model canvas	0.800			
Assessment is carried out on entrepreneurial activities carried out by students such as starting a new business	0.833			
Need for achievement		0.853	0.901	0.695
I set a target of becoming an entrepreneur	0.842			
I must be able to achieve the target within the time that I have set	0.835			
Becoming an entrepreneur is proof of my ability	0.875			
Becoming an entrepreneur is proof of achievement that I can create jobs	0.779			

The loading factor value of all instruments is greater than 0.6, so it can be said that all instruments are valid. The average variance extracted (AVE) value of all variables is greater than 0.5 so it can be stated that all variables have met good convergent validity. Meanwhile, value of Cronbach's Alpha and composite reliability are greater than 0.7, so it can be concluded that all research variables have good reliability.

This study aims to examine the role of moderation in the influence of the need for achievement and entrepreneurial self-efficacy on entrepreneurship intention. Table 2. The following shows a summary of the proposed hypothesis testing.

Table 2. Summary of hypothesis testing

VARIABLES	Original Sample (O)	Sample Means (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Decision
Entrepreneurship-Education moderates Entrepreneurial Self Efficacy and Entrepreneurship Intention	-0.179	-0.168	0.083	2,169	0.031	Accepted
Entrepreneurial Self Efficacy affects Entrepreneurship Intention	0.257	0.247	0.100	2,563	0.011	Accepted
Entrepreneurship-Education affects Entrepreneurship Intention	0.373	0.372	0.081	4,603	0.000	Accepted
Entrepreneurship-Education moderates Need For Achievement and Entrepreneurship Intention	0.144	0.129	0.075	1932	0.054	Rejected
Need For Achievement affects Entrepreneurship Intention	0.274	0.290	0.106	2,597	0.010	Accepted

Based on the data in table 2. above, the following results can be obtained:

1. Entrepreneurship education acts as a moderator variable in the effect of entrepreneurial self-efficacy on entrepreneurship intention (Hypothesis accepted).
2. Entrepreneurial self-efficacy affects entrepreneurship intention (Hypothesis accepted).
3. Entrepreneurship education affects entrepreneurship intention (Hypothesis accepted).
4. Entrepreneurship education does not act as a moderator variable in the effect of the need for achievement on entrepreneurship intention (hypothesis is rejected).
5. The need for achievement affects entrepreneurship intention (Hypothesis accepted).

## Discussion

Entrepreneurial intention or intention is the main determinant of entrepreneurial action. The results showed that the need for achievement influences entrepreneurship intention. This is in line with previous research that has been done (Che Embi et al., 2019; Ferreira et al., 2012; Ibidunni et al., 2020). As stated (Sesen, 2013), an individual with a need for achievement values personal responsibility, prefers to solve problems without help, likes to take acceptable risks, and has a strong interest in the results of their efforts or decisions. This shows a high intention in running entrepreneurship.

The results of the study show that entrepreneurial self-efficacy influences entrepreneurship intention. This supports the research that was previously conducted (Fragoso et al., 2020; Tiwari et al., 2017; Sesen, 2013; Baluku et al., 2019; Ng & Jenkins, 2018; Najafabadi et al., 2016; Samydevan et al., 2021; Wilson et al., 2007; Grandma, 2022; Kisubi et al., 2021). Stated by Samydevan et al. (2021), that Entrepreneurial self-efficacy refers to



belief in a person's ability to successfully engage in business creation activities based on an assessment of his entrepreneurial skills. Someone confident in his ability in entrepreneurship will have stronger entrepreneurial intentions.

The research results show that entrepreneurship education influences entrepreneurship intention. This is in line with previous research that has been done (Baluku et al., 2019; Ertuna & Gurel, 2011; Nguyen et al., 2022; Gerba, 2012). At present Entrepreneurship Education has been carried out in Higher Education, with the hope that the graduates produced will be able to become entrepreneurs and be able to create jobs, not just look for work and expect limited employment. Entrepreneurship as an indicator of the progress of a country, of course, is expected to be cultivated by the younger generation, especially students. So it is hoped that by obtaining an entrepreneurship education, students will further improve their entrepreneurship intention.

Entrepreneurship education acts as a moderator variable in the effect of entrepreneurial self-efficacy on entrepreneurship intention (Hypothesis accepted). Obtaining entrepreneurship education is very important to strengthen entrepreneurial self-efficacy to encourage entrepreneurship intention. By obtaining entrepreneurship education, entrepreneurial self-efficacy is expected to increase, because students gain additional knowledge about entrepreneurship and how to do it. In Entrepreneurship Education, there is an element of mentoring, in the form of direct guidance and consultation with lecturers, thereby increasing entrepreneurial self-efficacy.

Entrepreneurship education does not act as a moderator variable in the effect of the need for achievement on entrepreneurship intention (hypothesis is rejected). Even though the need for achievement affects entrepreneurship intention, Entrepreneurship education does not act as a moderator variable in this relationship. This can be due to several factors, such as students feeling that they have enough entrepreneurship intention with a need for achievement and entrepreneurial self-efficacy, so that without entrepreneurship education they already have high entrepreneurship intention.

## CONCLUSION

Entrepreneurial intention is an important predictor of the embodiment of entrepreneurial behavior, so that intention needs to be grown. One way to foster entrepreneurial intentions is with entrepreneurship education. Entrepreneurship education is believed to be able to increase entrepreneurial intentions and strengthen the need for achievement and entrepreneurial self-efficacy of medical students. The research results show that entrepreneurial self-efficacy influences entrepreneurship intention, Need for achievement influences entrepreneurship intention, Entrepreneurship education influences entrepreneurship intention, Entrepreneurship education acts as a moderator variable in the influence of entrepreneurial self-efficacy on entrepreneurship intention, but Entrepreneurship education does not act as a moderator variable in the influence of need for achievement on entrepreneurship intention. Entrepreneurship education must be designed in such a way as to be able to strengthen Entrepreneurial self-efficacy and the need for achievement in medical students which will lead to entrepreneurship intention so that they can build their businesses after graduating from their education.

Another research that can be suggested is to explore the entrepreneurial characteristics possessed by medical students, which encourage entrepreneurship intention and entrepreneurship orientation so that entrepreneurship education can be directed to form these characteristics. In addition, in the entrepreneurship education that is carried out, you can use entrepreneurial practices directly,

The limitation of this research is the limited number of research subjects so it has not been able to describe the entrepreneurship education that is carried out at several medical campuses that organize entrepreneurship education.

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