

## THE NEXUS BETWEEN UNIVERSITY SUPPORT AND ENTREPRENEURIAL MINDSET: DOES ENTREPRENEURSHIP EDUCATION MATTER?

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**Abstract:** This study intends to analyze the nexus between university support and an entrepreneurial mindset. This study also analyzes the mediating role of entrepreneurship education in this relationship. The research subjects are Public Islamic higher education (PTKIN) students who have participated in entrepreneurship education programs. The data in this study were collected using an online questionnaire. The number of respondents in this study was 297 students. Entrepreneurship education and entrepreneurial mindset are dependent variables and university support is an independent variable. Data analysis by Partial Least Square-Structural Equation Modeling (PLS-SEM). The results define that university support has a positive effect on entrepreneurship education and entrepreneurial mindset. Entrepreneurship education also has a positive effect on the entrepreneurial mindset. In addition, entrepreneurial mindsets mediate the relationship between university support and entrepreneurial mindsets. The implication of this finding is to enhance the students' entrepreneurial mindset, PTKIN must provide support for an entrepreneurship education program for students. PTKIN needs to develop a university-based entrepreneurial ecosystem.

**Keywords:** social cognitive theory, entrepreneurship ecosystem, entrepreneurship education, entrepreneurial mindset, undergraduate students

**Abstrak:** Penelitian ini bertujuan untuk menganalisis hubungan antara dukungan perguruan tinggi dan pola pikir kewirausahaan. Penelitian ini juga menganalisis peran mediasi pendidikan kewirausahaan dalam hubungan tersebut. Subyek penelitian adalah mahasiswa Perguruan Tinggi Agama Islam Negeri (PTKIN) yang telah mengikuti program pendidikan kewirausahaan. Data dalam penelitian ini dikumpulkan dengan menggunakan kuesioner online. Jumlah responden dalam penelitian ini adalah 297 mahasiswa. Pendidikan kewirausahaan dan pola pikir kewirausahaan merupakan variabel terikat sedangkan dukungan universitas sebagai variabel bebas. Analisis data dengan Partial Least Square-Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa dukungan universitas berpengaruh positif terhadap pendidikan kewirausahaan dan pola pikir kewirausahaan. Pendidikan kewirausahaan juga berpengaruh positif terhadap pola pikir kewirausahaan. Selain itu, pola pikir kewirausahaan memediasi hubungan antara dukungan universitas dan pola pikir kewirausahaan. Implikasi dari temuan ini adalah untuk meningkatkan pola pikir kewirausahaan mahasiswa, PTKIN harus memberikan dukungan terhadap program pendidikan kewirausahaan bagi mahasiswa. PTKIN perlu mengembangkan ekosistem kewirausahaan berbasis universitas.

**Kata kunci:** teori kognitif social, ekosistem kewirausahaan, pendidikan kewirausahaan, pola pikir kewirausahaan, mahasiswa sarjana

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## INTRODUCTION

Entrepreneurship is described by Bygrave & Zacharakis (2011) as the creative and innovative act of creating a business for profit. In the modern economy, entrepreneurship not only contributes to economic growth, productivity, and improvement of social welfare but also changes the world by solving various problems (Baumol and Strom, 2007; Bosma et al. 2018; Galindo and Méndez-Picazo, 2013; Hoselitz, 1952). Meanwhile, according to Park (2017), entrepreneurship is an individual effort that can not only change personal life but also the fate of a region and a country. Many countries promote entrepreneurial activities because entrepreneurship provides great benefits for their youth (Ataei et al. 2020).

The institution that supports the government program in terms of entrepreneurship is Islamic Higher Education (PTKI). PTKI has recently realized the importance of entrepreneurship in order to support the excellence of the university and its students. Several Public Islamic Higher Education (PTKIN), especially those with the status of a Public Service Agency (BLU) have begun to aggressively develop creativity and innovation in the productive business sector. As a BLU, PTKIN has the flexibility to seek new financial sources outside the state budget (APBN) with productive business activities that can provide financial benefits. BLU's status also encourages PTKIN to strengthen its entrepreneurial culture. In terms of entrepreneurship education programs, in general, PTKIN has included entrepreneurship courses in its curriculum. Stadium general, seminars, and entrepreneurship training are also conducted for students with assistance from lecturers as supervisors (Fauroni et al. 2016). Although entrepreneurship education programs have been carried out at PTKIN, in reality, there are still many students who do not have an entrepreneurial mindset (Sutanto et al. 2021). This is shown by Zubaedi (2015) that there are many students who want to become governments employee and private employees rather than being entrepreneurs.

Social cognitive theory (SCT) has been used in previous research related to entrepreneurship. Wang et al. (2019) use SCT to develop a comprehensive understanding of the entrepreneurial motivations of small business actors in tourism and hospitality by exploring personal

and environmental factors. While Cui et al. (2021) examined the relationship between entrepreneurship education and entrepreneurial mindset. In contrast to the two previous studies, Li & Wu (2019), Mukhtar et al. (2021), Sze et al. (2021), and Zhang & Huang (2021) used SCT to describe the factors that influence entrepreneurial intentions.

This study uses SCT developed by Bandura (2001) to explain the entrepreneurial behavior of students in Public Islamic Higher Education. SCT explains the interaction between personal variables (cognition), environmental factors, and behavior in human functioning. This theory emphasizes the influence of the social environment where the individual lives on the individual's behavior. The external environment acts as a resource for individuals to improve self-prediction. The process of influence between the external environment on behavior can vary according to the knowledge and characteristics of individual cognition.

Research on entrepreneurial mindset has been carried out by Cui et al. (2021), Handayati et al. (2020), Mukhtar et al. (2021), Saptono et al. (2020), and Wardana et al. (2021). Based on previous research, the entrepreneurial mindset is influenced by the entrepreneurial culture (Mukhtar et al. 2021), entrepreneurial knowledge (Saptono et al. 2020), attitudes (Wardana et al. 2021), entrepreneurial inspiration (Cui et al. 2021), and entrepreneurial education (Mukhtar et al. 2021; Wardana et al. 2021). While Cui et al. (2021) stated that the relationship between entrepreneurship education and entrepreneurial mindset is mediated by entrepreneurial inspiration.

In addition to revealing the antecedents of an entrepreneurial mindset, previous research also explained that the entrepreneurial mindset is an antecedent of entrepreneurial intentions (Mukhtar et al. 2021) and entrepreneurial preparation (Saptono et al. 2020). The nexus between entrepreneurship education and entrepreneurial intention is mediated by the entrepreneurial mindset (Handayati et al. 2020). Furthermore, the nexus between entrepreneurship education and entrepreneurial preparation is mediated by the entrepreneurial mindset (Saptono et al. 2020). Interesting results were revealed by Wardana et al. (2020) who state that self-efficacy toward entrepreneurship has no effect on the entrepreneurial mindset.

The previous studies on university support and its effect on entrepreneurial intentions have been carried out by Islam (2019) and Sesen & Ekemen (2020). Jena (2020) also explained in her findings that the entrepreneurial environment in universities has a positive effect on students' entrepreneurial intentions. In line with Jena's findings, Mohammad (2020) stated that higher education support can increase self-efficacy toward entrepreneurship which in turn has a positive impact on entrepreneurial intention. However, the counter findings stated by Sesen (2013) and Sidratulmunthah et al. (2018), that university support has no effect on entrepreneurial intentions.

Based on the research results of Keat et al. (2011) the role of universities will increase entrepreneurial tendencies. Furthermore, Fernández et al. (2015) found that collegiate business incubators in Spain support the viability of the college-based entrepreneurial ecosystem. In contrast, Shirokova et al. (2016) stated that the university environment had a negative effect on students' start-up business formation activities. This could be an indication that the support provided by universities to create a good environment for entrepreneurship is still inadequate. Based on the results of previous studies, several things have not been revealed about entrepreneurship among college students. It is still too early to conclude a solid nexus between education and mindset in the context of entrepreneurship. Therefore, it is important to further examine the relationship between entrepreneurship education and university support for entrepreneurial mindset through social cognitive theory (SCT).

This study addresses several important questions: First, does university support have a positive effect on entrepreneurship education? Second, does university support have a positive effect on entrepreneurial mindset? Third, does entrepreneurship education have a positive effect on the entrepreneurial mindset? Fourth, whether entrepreneurial education mediates the relationship between college support and an entrepreneurial mindset. Conceptually, the aim of this research is to develop a new theoretical approach to explain the antecedents of the entrepreneurial mindset of the SCT approach. Operationally, this research aims to synthesize and empirically test the four research questions that have been proposed.

## METHODS

This study used a quantitative approach with an explanatory survey method, which is a research method carried out to explain a relationship between two or more variables by taking data from a group of subjects without prior intervention (Silalahi, 2015). The population of this research was all PTKIN students who have participated in entrepreneurial education programs. Based on PDDIKTI data, the number of PTKIN students was 709,742 (Direktorat Jenderal Pendidikan Tinggi, 2021). However, the number of students participating in entrepreneurial activities cannot be known certainty. This is because not all departments got entrepreneurship courses. In addition, each university's implementation of entrepreneurial activities was not the same. The selection of respondents in this study used a convenience sampling technique in which information was obtained from members of the population who were easy to obtain and able to provide the necessary information (Sugiyono, 2016). The number of samples in this study was 297 students. Data were obtained through an online questionnaire conducted in September 2021. The dependent variable in this study is the entrepreneurial mindset. While the independent variables are entrepreneurship education and university support. The explanation of the research variables and indicators is in Table 1.

Data were analyzed using Partial Least Square-Structural Equation Modeling (PLS-SEM). PLS-SEM was chosen because this study aims to identify the main determinants of a construct. The stages in the PLS-SEM analysis consist of evaluating the measurement model and evaluating the structural model (Sholihin and Ratmono, 2021). These steps are listed in Table 2.

Mason & Brown (2013) and Colombo et al. (2019) revealed that in the entrepreneurial ecosystem theory there are actors (both those who have started and those who have potential), organizations (such as companies, financial institutions, and banks), institutions (such as universities and government institutions) and entrepreneurial processes that formally and informally interact with each other to support entrepreneurial performance in a region. University support as a form of entrepreneurship ecosystem plays an essential role in the success of entrepreneurship education and the development of student entrepreneurial mindsets. Ghina et al. (2017) stated that the success of entrepreneurship education is determined by university support.

Furthermore, Guerrero et al. (2020) explained that university support in the form of a business incubator center can improve the entrepreneurial mindset. In the context of entrepreneurship, education can accelerate the mindset (Wardana et al. 2020). Referring to the findings, it is a presumption that entrepreneurship education can also mediate the relationship between university support and an entrepreneurial mindset. The following hypotheses can be formulated:

- H1 : University support has a positive effect on entrepreneurship education.
- H2 : University support has a positive effect on the entrepreneurial mindset.

- H3 : Entrepreneurship education has a positive effect on the entrepreneurial mindset.
- H4 : Entrepreneurship education mediates the relationship between university support and an entrepreneurial mindset.

SEM-PLS was used to analyze the direct effect of university support and entrepreneurship education on entrepreneurial mindsets based on social cognitive theory. In addition, PLS-SEM also examines the indirect effect of university support on an entrepreneurial mindset mediated by entrepreneurship education. The research framework can be seen in Figure 1.

Table 1. Variables Measurement

Definition	Measurement	Scale	Sources
Dependent Variable Entrepreneurship Education (EE) Entrepreneurship education was defined as the PTKI student's perception of the process of education and training carried out both within and without the education system.	Type Objectives Contents Methods	1 to 5 Likert scale (Strongly disagree to strongly agree)	Fayolle et al. (2006); Fayolle (2000)
Entrepreneurial Mindset (EM) The entrepreneurial mindset was defined as the way PTKI students think about a business that is growth-oriented and focused on capturing opportunities and overcoming uncertainty.	Alertness to opportunity Risk propensity Optimism Communication and colabortion Creativity and inovation Critical thinking Future orientation	1 to 5 Likert scale (Strongly disagree to strongly agree)	Rodriguez dan Lieber (2020); Cui et al. (2019)
Independent Variable University Support (US) University support was defined as the PTKI student's perception of the internal culture, the special structure of entrepreneurship, resources, and institutional mechanisms or strategies towards entrepreneurship.	Availability of funds Support networks Entrepreneurship centres Business incubators Entrepreneurship programs Entrepreneurship specialized libraries	1 to 5 Likert scale (Strongly disagree to strongly agree)	Fayolle et al. (2006); Fayolle (2000); Autio et al. (1997); Johannisson (1991)

Table 2. Evaluation Model in PLS-SEM

Structural Model	
Internal consistency reliability	Composite Reliability > 0.70
Convergent validity	Loading > 0.70 Average Variance Extracted (AVE) > 0.50
Discriminant Validity	Fornell-Larcker Criterion: the square root of each construct's AVE > its correlation with other construct Heterotrait-Monotrait (HTMT) > 0.90
Measurement Model	
Collinearity	Variance Inflation Factor (VIF) < 3.3
Coefficient of determination	R <sup>2</sup> = 0.75, 0.5, 0.25 (Substatial, Moderate, Weak) f <sup>2</sup> = 0.35, 0.15, 0.02 (Large, Medium, Small)
Effect size	Q <sup>2</sup> > 0
Predictive relevance	

Source: Hair, et al. (2017); Hair et al. (2013); Sholihin & Ratmono (2021)

## RESULTS

### Characteristics of Respondents

The characteristic of respondents in number and percentage, by sex, age, type of PTKIN, and Location of PTKIN, are described in Table 3. Respondents from PTKIN students in this study are female dominant, aged between 19 and 20 years old, from IAIN, and located in Sumatera.

### Model Measurement Evaluation

Evaluation of the measurement model in this study by measuring internal consistency reliability, convergent validity, and discriminant validity. The results of the measurement of internal consistency reliability and convergent validity are in Table 4. The composite reliability (CR) value for all variables is more than 0.7. That is to say variable university support, entrepreneurship education, and entrepreneurial mindset have met the internal consistency reliability criteria (Hair et al. 2017).

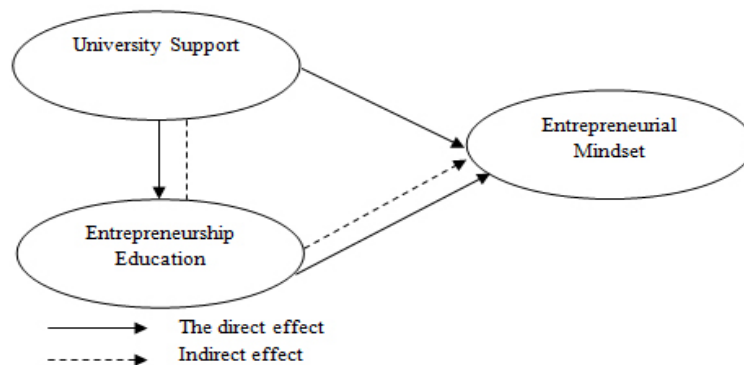


Figure 1. Research framework

Table 3. Characteristics of respondents

Information	Total	Percentage
<b>Sex</b>		
Female	239	80.47
Male	58	19.53
<b>Age</b>		
17-18	18	6.06
19-20	148	49.83
21-22	96	32.32
23-24	31	10.44
25-26	4	1.35
<b>Type of PTKIN</b>		
UIN	57	19.19
IAIN	238	80.14
STAIN	2	0.67
<b>Location of PTKIN</b>		
Sumatera	219	73.74
Jawa	25	8.42
Kalimantan	39	13.13
Sulawesi	6	2.02
Maluku	8	2.69



Table 4. Measurement Model

Construct	Indicator	Loading	CR	AVE
University Support	US 1	0.833	0.962	0.697
	US 2	0.87		
	US 3	0.871		
	US 4	0.879		
	US 5	0.833		
	US 6	0.825		
	US 7	0.852		
	US 8	0.864		
	US 9	0.771		
	US 10	0.714		
	US 11	0.858		
Entrepreneurship Education	EE 1	0.722	0.947	0.6
	EE 2	0.72		
	EE 3	0.798		
	EE 4	0.823		
	EE 5	0.828		
	EE 6	0.835		
	EE 7	0.782		
	EE 8	0.808		
	EE 9	0.802		
	EE 10	0.735		
	EE 11	0.716		
	EE 12	0.711		
Entrepreneurial Mindset	EM 1	0.77	0.924	0.551
	EM 2	0.71		
	EM 3	0.635		
	EM 4	0.747		
	EM 5	0.758		
	EM 6	0.791		
	EM 7	0.773		
	EM 8	0.766		
	EM 9	0.715		
	EM 10	0.747		

Evaluation of convergent validity is carried out with two criteria, namely loading and AVE. Table 4 described the loading values from 11 indicators for the variables of entrepreneurship education, 12 indicators for university support, and 11 indicators for an entrepreneurial mindset. The loading value ranged from 0.710 to 0.879. The value is more than 0.7, which means that each indicator measures its construct validly.

The AVE scores for university support, entrepreneurship education, and entrepreneurial mindset are 0.697, 0.600,

and 0.551. The AVE score is more than 0.5. Based on the AVE, all variables in this model have satisfied the convergent validity criteria.

The evaluation of the third measurement model is discriminant validity as measured by the Fornel-Lercker criteria and HTMT. The results of the calculations for the Fornel Lercker characteristic are in Table 5.

Based on Fornel Larcker criteria, the diagonal bold in Table 5 described AVE root value for all construct. All constructs in this research have met discriminant validity because the AVE root value for each construct is higher than the correlation between constructs on the non-diagonal elements (Hair et al. 2017).

Table 6 describes the HTMT ratio value for overall data. Discriminant validity was confirmed when all values for HTMT ratio were less than 0.8 (Henseler et al. 2015). Based on the observation, the maximum value of the HTMT ratio was 0.756. That means all variables were meet the discriminant validity.

### Structural Model Evaluation

Evaluation of the structural model is carried out by looking at four criteria, namely collinearity, coefficient determination ( $R^2$ ), effect size ( $f^2$ ), and predictive relevance ( $Q^2$ ). The collinearity test was carried out by looking at the VIF value which was the result of the full collinearity test. If the value of full collinearity VIF is less than 3.3, the model is free from problems of vertical, lateral collinearity, and common method bias (Hair et al. 2013). All constructs in the research have a VIF coefficient in the range of 1.880 up to 2.402. Because of VIF value is less than 3.3, there is no collinearity for this construct.

The test results show that the coefficient determination ( $R^2$ ) of the entrepreneurial mindset variable is 0.529. That is, the variation of an entrepreneurial mindset is explained by the variable of university support and entrepreneurship education by 52.9 percent. Furthermore, the value of  $R^2$  for the entrepreneurship education variable is 0.465. This means that 46.5 percent of the variation in entrepreneurship education can be explained by the university support variable. The  $R^2$  value of entrepreneurial mindset and entrepreneurship education is included in the moderate predictive level (Hair et al. 2017).

Table 5. Fornel-Lercker Criterion

	Entrepreneurship Education	University Support	Entrepreneurial Mindset
Entrepreneurship Education	0.755		
University Support	0.662	0.835	
Entrepreneurial Mindset	0.696	0.585	0.742

Table 5. HTMT

	Entrepreneurship Education	University Support	Entrepreneurial Mindset
Entrepreneurship Education			
University Support	0.706		
Entrepreneurial Mindset	0.756	0.631	

There are three main categories of effect size ( $f^2$ ), namely 0.02 (small), 0.15 (medium), and 0.35 (large) (Hair et al. 2013). The  $f^2$  value of university support on entrepreneurship education and entrepreneurial mindset is 0.465 (large effect size) and 0.131 (medium effect size). Whereas the  $f^2$  value of entrepreneurship education on the entrepreneurial mindset is 0.398. This value indicates a large effect size. The predictive relevance values ( $Q^2$ ) for the variables of entrepreneurship education and entrepreneurial mindset are 0.463 and 0.529, respectively. Because the  $Q^2$  value greater than 0 indicates that the model has a good predictive relevance (Hair et al. 2017).

The path coefficient is used for evaluating the structural model. Table 6 and Figure 2 show the coefficient and p-value of four hypotheses in this research. The nexus between university support and entrepreneurship education has a coefficient of 0.682 and a p-value <0.05. It means that university support has a positive effect on entrepreneurship education. This also means that university support can improve the performance of entrepreneurship education. While the nexus between university support and entrepreneurial mindset has a coefficient of 0.220 and p-value <0.05. It indicates that university support has a positive effect on the entrepreneurial mindset. It also means that university support can improve students' entrepreneurial mindset.

The last nexus in this research is between entrepreneurship education and entrepreneurial mindset. The coefficient for the relationship is 0.562 (p-value <0.05). It is indicated that entrepreneurship education can escalate the entrepreneurial mindset. Furthermore, from table 6 (hypothesis 4), mediating effect of entrepreneurship

education on the nexus between university support and entrepreneurial mindset is accepted based on coefficient (0.384) and p-value (0.001). The result indicates that entrepreneurship education mediates the relationship between university support and an entrepreneurial mindset.

The result of the Hypothesis-I test shows that university support has a positive effect on entrepreneurship education at PTKIN. This indicates that the more the university support, the better the quality of entrepreneurship education provided at PTKIN. The best university support is a manifestation of the entrepreneurial ecosystem which in this study is shown by the availability of funds, support networks, entrepreneurship centers, business incubators, entrepreneurship programs, and special entrepreneurship libraries can improve the quality of entrepreneurship education in the form of Types, Objectives, Contents, Methods.

The entrepreneurial ecosystem involves a network of systems, and the interaction of individuals and organizations, such as financial intermediaries, universities, other research institutions, suppliers and customers, multinational corporations, or governments (Colombo et al. 2019). The purpose of establishing an entrepreneurial ecosystem is to overcome the problems of low public allocation of entrepreneurship, lack of clear entrepreneurship policy objectives, weak entrepreneurial aspirations, difficult access to finance and limited entrepreneurship education programs (Isenberg, 2011). Higher education is one part of the entrepreneurial ecosystem that supports entrepreneurs in developing business ideas (Sherwood, 2018).

Table 6. Structural Model

Hypothesis	Relation	Coefficient	P-Value	Decision
H1	US → EE	0.682	0.001	Accepted
H2	US → EM	0.220	0.001	Accepted
H3	EE → EM	0.562	0.001	Accepted
H4	US → EE → EM	0.384	0.001	Accepted

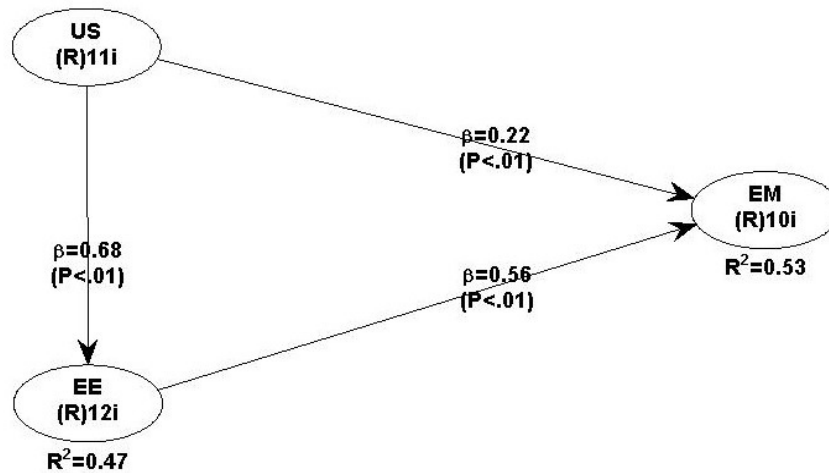


Figure 2. Path Model (EM (Entrepreneurial Mindset), EE (Entrepreneurship Education), US (University Support))

The results of this study are also in line with the findings of Ghina et al. (2017) which state that the success of the management of entrepreneurship education at SBM-ITB is due to the support of universities. This study also supports the findings of Civera et al. (2020) which revealed that higher education leaders who actively build networks can strengthen the entrepreneurial education process at these universities.

The result of the Hypothesis-II test shows that university support has a positive effect on the entrepreneurial mindset of students at PTKIN. Based on the result, it can be concluded that the more university support, the better the entrepreneurial mindset of students at PTKIN. University support is a manifestation of the entrepreneurial ecosystem that can improve the entrepreneurial mindset as indicated by alertness to opportunity, risk propensity, optimism, communication and collaboration, creativity and innovation, critical thinking, and future orientation.

The results of this study are in line with the research of Saeed et al. (2015) which states that educational and higher education support can increase self-efficacy which is a cognitive variable in entrepreneurship. In addition, this study is also in line with the findings of

Guerrero et al. (2020) which state that the existence of a business incubator center which is a form of university support in entrepreneurial activities can increase risk tolerance which is one indicator of an entrepreneurial mindset.

The result of the Hypothesis-III test shows that entrepreneurship education has a positive effect on the entrepreneurial mindset of students at PTKIN. It can be concluded that the better the entrepreneurship education, the better the entrepreneurial mindset of students at PTKIN. Excellent entrepreneurship education is reflected in the quality of the types, objectives, content, and learning methods that can increase students' entrepreneurial mindset.

Entrepreneurship education aims to increase the students' mindset (Guerrero et al. 2020). Furthermore, (Rodriguez & Lieber (2020) revealed that entrepreneurship education can improve students' mindset. This is because, through entrepreneurship education, students can increase their confidence in facing their career choices. They need the ability to communicate, collaborate, think critically, solve problems, and recognize opportunities.



The research finding proves that entrepreneurship education escalates the students' mindset. This finding verifies Winkler's model which claims that entrepreneurship education affects the entrepreneurial mindset (Winkler, 2014). This finding also supports prior research conducted by Saptono et al. (2020), Handayati et al. (2020), and Solesvik et al. (2013), who argue that entrepreneurship education enhances entrepreneurial mindsets. This study also proves Irawanto & Novianti (2021) findings that entrepreneurship education with a pedagogic approach has a significant effect on innovative behavior which is one indicator of the entrepreneurial mindset.

The result of the Hypothesis-IV test shows that the relationship between university support and entrepreneurial mindset is mediated by entrepreneurship education. This means that university support that has been carried out by PTKIN indirectly increases student entrepreneurial mindset. University support that drives entrepreneurship education has succeeded in increasing the entrepreneurial mindset of students in PTKIN.

This study succeeded in proving the mediating role of entrepreneurship education on the nexus between university support and an entrepreneurial mindset. This presumption is built on the findings of previous research which states that the success of entrepreneurship education is determined by the university support (Ghina et al. 2017). Meanwhile, a business incubator center as a manifestation of university support can increase the students' mindset (Guerrero et al. 2020). Furthermore, entrepreneurship education can accelerate the students' mindset (Wardana et al. 2020).

### Managerial Implication

The results of this study contribute to social cognitive theory in the context of entrepreneurship. The quality of entrepreneurship education can be improved through university support such as the availability of funds, support networks, entrepreneurship centers, business incubators, entrepreneurship programs, and special entrepreneurship libraries. University support and the right choice of entrepreneurship program are needed to develop a student's entrepreneurial mindset. To improve the entrepreneurial mindset, universities need to build an excellent entrepreneurial ecosystem. This is realized if universities provide full support to improve the quality of entrepreneurship education for students.

The results of the study can also be used as a reference for stakeholders to improve the entrepreneurial mindset of students, especially in PTKIN.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The result of the study is university support has a positive relationship with entrepreneurship education (Hypothesis-I accepted). University support also has a positive effect on entrepreneurial mindset (Hypothesis-II accepted). Entrepreneurship education has a positive effect on entrepreneurial mindset (Hypothesis-III accepted). The study found that the role of entrepreneurship education as a mediator variable between university support and entrepreneurial mindset (Hypothesis-IV accepted). The  $R^2$  value of entrepreneurial mindset is 0.529, which means 52.9 percent of PTKIN students' entrepreneurial mindset is explained by university support and entrepreneurship education.

### Recommendations

The limitation of the research is not a clear description of specific types of university support and entrepreneurship education. Future research is suggested to use an experimental approach to know the direct impact of university support and entrepreneurship education on the mindset of the students who are treated.

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