EFFECT OF ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL ORIENTATION ON BUSINESS PERFORMANCE THROUGH ENTREPRENEURIAL ATTITUDE

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Abstract: Business performance is an effort made to maximize company profits obtained from providing value to customers by innovating to serve customer needs. Involving customers in an innovation process can be a mutually beneficial symbiotic relationship. This study examines the direct and indirect effects of Entrepreneurship Education, Entrepreneurial Orientation, and Entrepreneurial Attitude on business performance. The sample in this study was 250 entrepreneurial students in Malang. The data analysis techniques used were descriptive statistical analysis, multiple linear regression analysis, and path analysis. This study found that there is a direct influence of entrepreneurship education and entrepreneurial orientation on entrepreneurial attitude. Entrepreneurship education, entrepreneurial orientation, entrepreneurial attitude towards business performance. An indirect influence of entrepreneurship education on business performance through entrepreneurial attitude. There is an indirect influence of entrepreneurial orientation on business performance through entrepreneurial attitude.

Keywords: Business Performance, Entrepreneurial Attitude, Entrepreneurship Education, Entrepreneurial Orientation.

INTRODUCTION

The high unemployment rate has resulted in the welfare of the Indonesian people being neglected. Indonesia is one of the countries that rank 4th with the most population, with 274.9 million people as of December 14, 2020. If it is not balanced with the expansion of employment opportunities, the increasing population will increase unemployment. As for the information on the open unemployment rate (TPT) recently, according to BPS data, it has increased in the last year. The increase in 2019-2020 reached 1.84% (BPS, 2020). The government should pay more attention to the rising unemployment rate to minimize this unemployment rate every year. Therefore, it is necessary to change the mindset of prospective Indonesian higher education graduates by directing and supporting them to be oriented towards finding oriented towards job creation or entrepreneurship. Currently,
entrepreneurship or entrepreneurial is an effort that provides a large enough opportunity to seek additional financial support. In developing countries, entrepreneurship is an important part of solving economic problems. Entrepreneurs' many roles largely determine the rate and slowness of a country's economic growth. Efforts in entrepreneurship are directed at promoting innovative activities that can increase its innovative capabilities (Vodă & Florea, 2019).

Entrepreneurship education is an activity to improve the knowledge and information skills needed to pursue an opportunity and equip each individual with analytical skills and knowledge of the entrepreneurial process that enhances entrepreneurial assessment (Hussain & Norashidah, 2015). The opinion of (Wei et al., 2019), states that entrepreneurship education provides comprehensive management learning for each individual who will become an entrepreneur and helps them build the right values and increase their perception of innovation. Most of these entrepreneurship education programs are available at the university level, intended to increase entrepreneurial awareness and prepare aspiring entrepreneurs to start businesses (Ratten & Jones, 2020).

One that has a close attachment to entrepreneurship is entrepreneurial orientation. According to Covin & Miller (2014), entrepreneurial orientation is a set of behaviors related to the potential to create a value that manifests itself as a proactive and innovative method of making a decision, emphasizing outperforming the competition, having the opportunity to find, implement, evaluate and exploit opportunities on a business.

On the other hand, entrepreneurial orientation discusses those related to entrepreneurial decision-making or referred to as "entrepreneurial management style." Many researchers argue that this entrepreneurial orientation is closely related to entrepreneurship in terms of innovation, proactiveness, and risk-taking who think that innovation captures the tendency of experimenters to support new ideas and start with mature practices. In addition, with an entrepreneurial orientation strategy, entrepreneurs who are experts in politics can understand how to find potential opportunities more effectively and have more possibilities to take advantage of these opportunities (Hughes et al., 2018).

Business performance is considered an achievement and upholds performance in the economic, environmental, and social sectors in all circumstances (Hsu et al., 2016; Journal et al., 2008). A good work environment will affect creativity, employee skills, and improve employee performance, one of the characteristics of a good work environment is that it is supported by employees who can complete their duties with a full sense of responsibility, not only that, good management is also a major determinant of whether employees are comfortable working in a company or not. One of the major contributors to the development of business performance in the company is experienced in business which plays an important role in developing their skills into good skills, good performance, good attitude (Tseng, 2013). Competition to improve the performance of employees is very necessary to train the development of skills of each employee. With this, it can be used to measure employees as performance improvements that may not be maximized.

An entrepreneurial attitude is one of the most important elements in the business world, according to (Padilla-Angulo, 2019) entrepreneurship education can improve people's behavior towards entrepreneurship by inspiring and emphasizing the appreciation of entrepreneurial attitudes and eliminating the threat of ego related to entrepreneurship. The small business itself can be a symbol of success in entrepreneurship, and it will have a major impact on entrepreneurial attitudes that will run according to company goals. From another perspective, entrepreneurial attitude is a significant factor in the formation of an attitude related to the desires of entrepreneurs, entrepreneurial attitudes and entrepreneurial activities
are closely related because they both lead to clear results. And people who are involved in entrepreneurial activities tend to show positive attitudes towards entrepreneurial activities and people who lack positive traits are people who are hardly involved in entrepreneurial activities (Walter & Block, 2016).

The success of a business cannot be separated from the existence of basic knowledge about entrepreneurship education, entrepreneurial orientation, business performance, and attitude in entrepreneurship, and it is a unity that must be interrelated to create an ideal business. The ideal business can be seen from how capable a company can minimize risk and increase profit in its business activities. This is also supported by previous research as conducted by Cho & Lee (2018), that the results of this study indicate that the success of a business is influenced by business performance and entrepreneurship education in government and business high schools in South Korea. Not only that, but previous research by Iwu et al. (2021) also found that there is an interdependence relationship between business performance and entrepreneurship education programs at the university level at Nigerian universities.

Related to previous research, the results of research that show their subjects have entrepreneurship education as a basic reference in the formation of an entrepreneurial attitude can be seen from the impact given by entrepreneurship education on attitude formation by students, which can be seen from the training that has been given previously (Pulka et al., 2018). Entrepreneurship education is the most important thing in business success, this can be seen from the main purpose of entrepreneurship education, which provides a broad understanding of the basics of being a successful entrepreneur, getting a positive mindset for entrepreneurship, and how to run a business effectively (Packham et al., 2010). This is usually accompanied by forming a strong entrepreneurial attitude for students who will start their business. They always become someone who does not easily give up if they fail to start a business.

Entrepreneurial orientation has to do with entrepreneurial attitude in determining the continuation of entrepreneurship. Entrepreneurial attitude reflects a person's self-evaluation to get an advantage or disadvantage from targeted business behavior. Entrepreneurial attitude also encourages entrepreneurial intentions and is the main predictor of motivation to open a business (Cera & Furxhiu, 2017). The entrepreneurial attitude can be one of the determining factors for business success because it focuses on the characteristics possessed by entrepreneurs, namely self-confidence, task and result oriented, having a leadership spirit, and having plans for the future (Panigrahi et al., 2019).

Based on the analysis of the direct influence of Entrepreneurship Education on Business Performance, the hypothesis testing has met the predetermined criteria. This means a direct influence between the entrepreneurship education variable and the business performance variable. The results of this study are in line with previous research conducted by (Caggiano et al., 2016; Vodă & Florea, 2019).

Meanwhile, business performance is one part that must be considered. It is related to entrepreneurship education and company competence, both of which are considered factors that contribute to business performance (Exposito & Sanchis-Llopis, 2018). Business success is triggered by the establishment of good relations between fellow employees who support each other; this will affect business performance for the better, on the contrary, if the working environment conditions are less qualified will negatively affect employee performance. It can be interpreted that business performance is a culture, value, or belief that strengthens employee behavior which is ultimately related to business performance, good behavior consistency to provide positive things that have to do with the company's good name (Abbas,
Based on the analysis results, the entrepreneurship education variable indirectly affects business performance through entrepreneurial attitude, and the entrepreneurial attitude variable can mediate entrepreneurship education on business performance. The results of this study are not in line with previous studies conducted by (Cho & Lee, 2018; Kirkley, 2016). In their research Cho & Lee (2018), explained that to start a business, an entrepreneur must have the ability to identify entrepreneurial opportunities at the beginning. Entrepreneurship is one of the key elements that will lead to a successful business accompanied by performance tailored to business conditions.

In this study, the variables of entrepreneurship education, business performance, and entrepreneurial attitude have good values. The mediation of entrepreneurial attitude on entrepreneurship education on business performance has an influence. Students tend to have a strong sense of self-confidence to have a start-up business and focus on understanding the basic values of entrepreneurship education that will help them develop strategies in business by racing also on entrepreneurial behavior.

The expansion of the world of entrepreneurship among young people, especially students, in the last few decades has increased dramatically, coupled with the development of technology & information, the number of seminars or training that facilitates entrepreneurial activities has made some students enter the world of entrepreneurship, even though students are busy in their daily activities. With various campus activities and tasks to be done. This does not make students less interested in the business world, and on the contrary, the business world is increasingly mushrooming among students. Many students use technology to be applied to their business, for example, in marketing, which can be done on social media platforms such as Shopee, Lazada, Tokopedia, and others. Because for now, social media platforms make it easy for users to market their business products so that many people know and market them according to the target market. The success of a business cannot be separated from the existence of basic knowledge about entrepreneurship education, entrepreneurial orientation, business performance, and attitude in entrepreneurship, it is a unity that must be interrelated to create an ideal business. The ideal business can be seen from how capable a company can minimize risk and increase profit in its business activities.

METHOD

Contains the research methods used, a brief description of the research model, variable explanations. This study uses a quantitative approach. The type of research used is explanatory research. The population in this study were all Entrepreneurial Students in Malang, East Java. The population in this study is classified as an infinite population, which is a population that cannot be determined with certainty how many are used as samples. The researcher limited the sample in this study to 250 entrepreneurial students in the city of Malang. The sampling technique used was the Non-Probability Sampling technique. The type used in this study was collaborative accidental sampling and purposive sampling where the sample in this study was taken by questionnaires on Google forms. The data analysis technique used descriptive statistical analysis, classical assumption test, multiple linear regression analysis, and path analysis. Hypothesis testing uses t-test to determine the direct effect and sobel test to determine the indirect effect.

RESULTS AND DISCUSSION

In this study, the respondents who filled out the questionnaire were 250 entrepreneurial students in Malang. The results of descriptive statistical analysis of respondents in this study
include the characteristics of respondents based on: (1) gender; statistical results show that respondents are male as much as 36% and female respondents are 64%, (2) college, statistical results show that the respondents were 31.2% students at the State University of Malang, 16% of students at Brawijaya University, 13.2% of Maulana Malik Ibrahim State Islamic University, 13.2% of students at Kanjuruhan University, 4.4% of students at Tribhuwana Tunggadewi University, 4 students at Gajayana University, %, students at the Indonesian College of Economics Malang as much as 4%, students at Widyagama University as much as 5.2%, students at the Islamic University of Malang as much as 3.2%, students at the University of Muhammadiyah Malang 12.4%, and students at Merdeka University Malang as much as 3.2%, (3) year of generation, statistical results show that respondents are students in the class of 2017 were 7.2%, students in the class of 2018 were 15.2%, students in the class of 2019 were 28.4%. Students in the class of 2020 were 49.2%, (4) business age; statistical results show that respondents have a length of business > 1 year as much as 30.4%. Length of business 0-1 year as much as 69.6%, (5) business turnover, statistical results show that respondents have a business turnover per month <Rp. 10,000,000 as much as 92%, business turnover per month Rp. 10,000,000 – Rp. 50,000,000 as much as 4.4%, and business turnover as much as > Rp. 50,000,000 as much as 3.6%, (6) type of business, statistical results show that respondents have a type of business Fashion 23.2%, Photography 1.6%, Culinary 47.2%, Music 3.2%, Research and development 1.2%, Architect 1.2%, Design 3.2%, Crafts 10.4%, Computers and devices 2%, Arts market 3.6%, Publishing 0.4%, Advertising 1.2%, Interactive games 1.2%, Television 0.4%.

The descriptive statistical analysis results of the entrepreneurship education variable have an average total score of 4.39 items. When referring to the class interval 4.21 – 5.00, entrepreneurship education for students in Malang is very good. The highest statement item in item P7 has an average value of 4.61 with a statement that by getting to know an entrepreneur, they can gain new knowledge about the business world. The lowest statement item is item P1 which has an average of 4.27. Students in Malang feel they have ambitions to become entrepreneurs after taking entrepreneurship education courses. The entrepreneurial orientation variable has a total average item score of 4.21. When referring to the class interval 4.21 - 5.00, the entrepreneurial orientation of students in Malang is very good. The highest statement item is in item P2, which has an average value of 4.50 with a statement that the environment has a good impact on the smooth running of the business they run. The lowest statement item is on item P4, which has an average value of 3.71 with a statement that they like business because of the many innovations in marketing. The business performance variable has a total average item score of 4.37. When referring to the class interval 4.21 – 5.00, students’ business performance in Malang is very good. The highest statement item is in item P2, which has an average value of 4.70 with the statement that in increasing product sales, they always provide the best service for consumers. The lowest statement item is item P7 which has an average value of 4.12 with a statement that their employees always apply SOPs. The entrepreneurial attitude variable has a total item average score of 4.36. When referring to the class interval 4.21 – 5.00, the entrepreneurial attitude of students in Malang is very good. The highest statement item is on item P1, which has an average value of 4.66, with a statement that they have their satisfaction if the product has reached the sales target. The lowest statement item is item P7 which has an average value of 4.28 with a statement that they always have creative ideas in developing their business.

The classical assumption test in this study uses the normality test with the results of the Kolmogorov-Smirnov normality test in the equation I, having an Asymp Sig value 0.200 > 0.05, and the Kolmogorov-Smirnov normality test in equation II, has an Asymp Sig value
0.200 > 0.05 means that the normality test has been met. The next classic assumption test uses a reliability test, with the probability results for the Deviation from the Linearity value having a sig value = 0.525 > 0.05, it can be concluded that there is no linearity in the equation I. The probability result for the Deviation from the Linearity p-value has a sig value = 0.258 > 0.05, it can be concluded that there is no linearity in equation II.

Path analysis in this study is used to determine the direct and indirect effect between the independent variable Entrepreneurial Education (X1) and Entrepreneurial Orientation (X2), the intervening variable Entrepreneurial Attitude (Z), and the dependent variable Business Performance (Y). The path analysis coefficient consists of two regression equations as follows: (1) In the first equation analysis, the regression from variable to variable Z and from variable to variable Z. The equation formula is 

\[ Z = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 \]

and the results of the analysis can be seen as follows:

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>5.059</td>
<td>1.085</td>
</tr>
<tr>
<td>Entrepreneurial Education (X1)</td>
<td>.400</td>
<td>.046</td>
</tr>
<tr>
<td>Entrepreneurial Orientation (X2)</td>
<td>.344</td>
<td>.034</td>
</tr>
</tbody>
</table>

Dependent Variable: Entrepreneurial Attitude
R Square : 0.697
Adjust R Square : 0.695

Based on the linear regression output in the first equation, it is known that the significance value of the Entrepreneurial Education variable (X1) is 0.000, smaller than 0.05 (sig 0.05), and the Entrepreneurial Orientation variable (X2) is 0.000, smaller than 0.05 (sig 0.05). These results indicate that the regression in the first equation has a significant effect on Z and a significant effect on Z. The effect of the path coefficient error in the first equation can be calculated \( \hat{\beta} \) = \( \sqrt{1 - R^2} = \sqrt{1 - (0.697)^2} = 0.717 \). (2) In the second equation analysis, regression from variable to variable Y, variable to variable Y, and variable Z to variable Y. The equation formula is 

\[ Y = \beta_{0y} + \beta_{yx1} X_1 + \beta_{yx2} X_2 + \beta_{yz} Z + \beta_{yze} e \]

and the results of the analysis can be seen as follows:

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>4.493</td>
<td>1.391</td>
</tr>
<tr>
<td>Entrepreneurial Education (X1)</td>
<td>.528</td>
<td>.065</td>
</tr>
<tr>
<td>Entrepreneurial Orientation (X2)</td>
<td>.294</td>
<td>.049</td>
</tr>
<tr>
<td>Entrepreneurial Attitude (Z)</td>
<td>.246</td>
<td>.078</td>
</tr>
</tbody>
</table>

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Independent Variable: Business Performance

R Square: 0.728
Adjust R Square: 0.725

Based on the linear regression output in the second equation, it is known that the significance value of the Entrepreneurial Education variable (X1) is 0.000 less than 0.05 (sig 0.05), the perception variable about Entrepreneurial Orientation (X2) is 0.000 smaller than 0.05 (sig 0.05) and Entrepreneurial Attitude (Z) variable is 0.002 which is smaller than 0.05 (sig 0.05). These results indicate that the regression in the second equation X1, X2, and Z significantly affects Y. The effect of the path coefficient error in the second equation can be calculated \( \Delta \varepsilon = \sqrt{1 - R^2} = \sqrt{1 - (0.728)^2} = 0.685 \). Partially combined the first and second equations, the influence of Entrepreneurial Education (X1) and Entrepreneurial Orientation (X2) on Business Performance (Y) through Entrepreneurial Attitude (Z) is described as follows:

![Figure 1 Structural Equation Model II](image)

Based on the hypothesis test in this study, it can be concluded that H1 is accepted, meaning that there is a direct influence between the entrepreneurship education variable and the entrepreneurial attitude variable. The results of this study are in line with previous research conducted by (Agarwal et al., 2020). Students in Malang obtain entrepreneurial education by taking entrepreneurship courses with entrepreneurship learning objectives that teach students to be creative and innovative in running their businesses. Students feel great benefits when taking entrepreneurship courses because entrepreneurship science instills an entrepreneurial attitude, in this case, an entrepreneurial attitude in students to develop their potential in entrepreneurship. Students have a better understanding of the business world because entrepreneurship is delivered in theory and practice so that they are motivated and have entrepreneurial ambitions. The university background that supports students in entrepreneurship affects their enthusiasm for starting a business. Providing supporting facilities such as business incubators, student business communities, and student entrepreneurial activity units that provide entrepreneurial experience makes students have a strong determination to start a business because they can open a business with the skills they have acquired during their studies. The characteristics of the respondents evidence this, and it can be seen that students who entered the 2017 class have the most frequency among other generations. Hence, it is certain that students who have taken the longest study period have many opportunities and learning experiences about entrepreneurship.
In the H2 test, the results showed a direct influence between the entrepreneurial orientation variable and the entrepreneurial attitude variable. The results of this study are in line with previous research conducted by (Gloss et al., 2017; Maitlo et al., 2020; Soininen et al., 2013). Talking about entrepreneurial orientation has something to do with entrepreneurial attitude in determining the continuation of entrepreneurship. In this study, the average student in Malang still has difficulty maintaining the business that was built. However, they are ready with a viable business armed to identify new business opportunities. Attitudes shown by entrepreneurial students related to business orientation as business continuity include paying attention to product quality to increase customer satisfaction, increasing product sales by providing the best service for consumers, developing human resources to improve employee performance, entrepreneurial students greatly appreciate the performance of employees who have contributed in their business, and always have effective and efficient solutions when facing a problem in their business. This is indicated by the number of entrepreneurial students who answered strongly agree and agree on the questionnaire.

In the H3 test, the results show that there is a direct influence between the entrepreneurship education variable and the business performance variable. The results of this study are in line with previous research conducted by (Caggiano et al., 2016; Vodă & Florea, 2019). In Indonesia, efforts to instil the spirit and spirit of entrepreneurship in higher education continue to be encouraged and improved. The increasing number of universities, both those with entrepreneurship majors and those without entrepreneurship majors, have implemented entrepreneurship courses as one of the basic courses for all majors. Not only that, but entrepreneurship programs are also continuously developed to support the development of one's entrepreneurial abilities. This entrepreneurship education can improve the skills of managers and business owners. Students in Malang have prepared entrepreneurship education and a provision to run their business. They take formal entrepreneurship education at the university. In running their business, they do their best for the success of their business. As a result of business achievement, namely satisfaction when the products sold have reached the sales target. They also have full responsibility for the business. That way, taking adequate entrepreneurship education will provide the skills and knowledge needed by an entrepreneur to build and develop a business.

In the H4 test, the results show a direct influence between the entrepreneurial orientation variable and the business performance variable. The results of this study are in line with previous research conducted by (Akcay et al., 2014). A person's desire in entrepreneurship is due to the higher profit (financial) factor obtained, the desire to obtain higher responsibility, and the desire to improve individual abilities. Thus the success of a business is highly dependent on the level of motivation of the entrepreneur. Students in Malang have a strong determination to maintain the quality and quantity of their products. As well as the performance environment has a major influence on the smooth running of the business. Students' experience in running a business can be seen from how long they have been. From this experience, entrepreneurs are trained to recognize opportunities quickly, map business risk management, and make business decisions in a short time. This entrepreneurial orientation is indicated by the extent to which entrepreneurial students take risks associated with their business (risk dimension), support change and innovation to gain competitive advantage for their business (innovation dimension), and compete aggressively with other businesses (proactive dimension). In other words, entrepreneurial orientation determines business performance.

In the H5 test, the results show that there is a direct influence between the entrepreneurial attitude variable and the business performance variable. The results of this
The real manifestation of an entrepreneurial attitude is to make an effort. In this case, entrepreneurial students in Malang who have a business embody an entrepreneurial attitude. The success of an effort to achieve goals and sustainable growth is very dependent on the quality of human resources of entrepreneurial students in Malang who have the characteristics of being able to create new products and think creatively, in developing their business, have competencies (Knowledge, skills, abilities, and experience), have a commitment to the business, always act cost-effectively in every activity, and take actions that are in harmony between personal goals and business goals. So that they can maximize their performance skills and their determination to become entrepreneurs. The smooth running of the business is supported by the formation of a good attitude, where the entrepreneurial attitude is seen as a determining factor in forming one's characteristics.

In the H6 test, the results of the Sobel test calculation show a value of 3.015>1.653, meaning that the entrepreneurship education variable has an indirect effect on business performance through entrepreneurial attitude, and the entrepreneurial attitude variable can mediate entrepreneurship education on business performance. The results of this study are not in line with previous studies conducted by (Cho & Lee, 2018; Kirkley, 2016). Entrepreneurship education is a planned effort to improve skills and knowledge in entrepreneurship. Entrepreneurship education provides a theoretical basis for the concept of entrepreneurship and forms the attitude and mindset of an entrepreneur. Students in Malang tend to have a strong sense of self-confidence to start a business startup and focus on understanding the basic values of entrepreneurship education. This will help them develop a strategy in doing business with an entrepreneurial attitude as well. Competition in today's business is very tight, therefore the efforts of entrepreneurs in developing their business are very necessary, one of which is by understanding the basics of entrepreneurship education that equips students with knowledge and skills in their business. In addition, entrepreneurship education emphasises entrepreneurial skills and teaches high creative skills for product performance, the ability to connect and network, and the ability to lead and work in organizations. To be successful, entrepreneurs must have the necessary skills to deal with problems in business. In addition to entrepreneurship education, business performance is important to pay attention to in business activities because business performance can identify and meet customer needs which is one of the most important elements for business success. In the long term, to maximize profits, entrepreneurs must pursue excellence in every aspect of their business, such as creating moral value for customers, satisfying employees, creating a better working environment, creating resources for future innovation and undertaking socially responsible activities. Answer. To improve performance, measures that focus on the experience of an entrepreneur must consider factors such as attitudes in entrepreneurship that have to do with business success. Attitude is the main key basis for shaping employees' character because it can be seen by how he carries out his responsibilities as an employee, whether his responsibilities have met company standards or not. Entrepreneurship cannot work if it is not balanced with entrepreneurship education, business performance and entrepreneurial attitude because they are interrelated (Godwin et al., 2016; Krauss et al., 2005; Minai et al., 2018).

In the H7 test, the results of the Sobel test calculation above show a value of 2.964>1.653, meaning that the entrepreneurial orientation variable has an indirect influence on business performance through entrepreneurial attitude, and the entrepreneurial attitude variable can mediate entrepreneurial orientation towards business performance. The results of this study are in line with previous research conducted by (Ferreras-Méndez et al., 2021;
Hughes et al., 2018). In this study, entrepreneurial students in Malang are ready to start a business because they know how to develop their business and understand the basic entrepreneurship theory. After all, it is the most important part of doing business. Resources are very important to change the emphasis on changing entrepreneurial orientation because these activities are resource intensive. While an entrepreneurial orientation provides a degree of global willingness and motivation for business units to innovate radically, the local ability of business units to innovate radically depends on financial investment in business research and development. Driven by an entrepreneurial orientation towards the company, radical innovation places the business unit in considerable uncertainty as to which failure to expect. The ability of a business unit to transform radical innovation activities associated with entrepreneurial orientation into financial performance based on its absorption capacity. Therefore, there is a connection with innovation mediating the relationship between entrepreneurial orientation and business performance which depends on the research and development resources of the business unit (Hughes et al., 2018). Entrepreneurial behaviour prioritizes values related to morals rather than employees. Good morals for entrepreneurship can create a good name for the company with positive things, such as contributing to a performance that leads to increasing good skills and conducting training to improve employee skills. The role of entrepreneurship education is also very important to provide basic knowledge about starting a business. Failure in entrepreneurship is also due to a lack of literature and understanding of the importance of entrepreneurial values as the main key in business success (Nabi et al., 2017).

CONCLUSION

Entrepreneurial students in the city of Malang, after being tested, have proven that being an entrepreneur is enough to attract their attention by proving that all variables are good. Although some students still feel a lot of considerations to decide a career as an entrepreneur in the future. It is hoped that universities will continue to optimize programs such as business training held to improve entrepreneurship performance among the younger generation at the university level. For further researchers, the results of this study are expected to be used as a reference source and to examine business performance more deeply.

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