



# The Roles of Inspiration and Learning to Entrepreneurial Intention Moderated by Attitude Variable

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**Abstract.** This study analyzed the role of inspiration and learning in entrepreneurial interest moderated by attitude variables. Indonesian government goals for the number of national entrepreneurs have yet to be achieved. The issue's main challenge is obtaining inspiration and learning through an entrepreneurial attitude. Forming a positive entrepreneurial attitude might increase inspiration and learning. This descriptive quantitative study involved 60 participants. The data collection process used a cross-sectional survey carried out face-to-face and virtually. The data were analyzed using the path analysis method and SmartPLS software. Based on the analysis results, inspiration did not influence entrepreneurial attitudes. Besides, there was a direct effect of learning on entrepreneurial attitudes.

Furthermore, there was a direct effect on entrepreneurial interest. Then, there was no indirect influence of inspiration on entrepreneurial interest through entrepreneurial attitudes. Finally, there was an indirect effect of learning on entrepreneurial interest. Through analysis, attitude's direct impact on entrepreneurial interest was more significant than the indirect effect of learning on entrepreneurial interest. The weakness of this study was the small number of participants, which suggested that future research should avoid and include participants from various industrial sectors.

**Keywords:** Attitude, Inspiration, Intention, Learning.

## 1 INTRODUCTIONS

The ratio of entrepreneurs in Indonesia has not yet reached the target set by the government of 3.9%. Entrepreneurs currently accounted for 3.74% of <sup>1</sup>. Compared with several countries in Southeast Asia, including Thailand, Malaysia, and Singapore, the ratio was the lowest among the countries. However, Indonesia has a considerable opportunity to increase the ratio of entrepreneurs considered by a large population and entrepreneurial development. The rationale behind the data is allegedly due to the community's mindset on entrepreneurship, especially in West Java province (Table 1.)<sup>2</sup>. The entrepreneurial ratio is the lowest at 2.84% (Table 1.). If the ratio does not increase, it will delay economic growth and cause an increase in unemployment. The recent report shows that the number of unemployed people in West Java in 2022 reached 2,125,606. Therefore, if the ratio is not increased, there will be fewer job vacancies than job seekers. Singapore's economy relies on the industrial and service sectors, so the country focuses on developing industrial and service entrepreneurs. In addition, Malaysia focuses on the mining, plantation, and agriculture sectors. Accordingly, the country focuses on developing mining and agribusiness entrepreneurs. Similarly, Thailand has a focus on developing agribusiness.

**Table 1.** Indonesia's Entrepreneurial Ratio

No	Province	Ratio
1	Riau	4,92%
2	East Java	3,21%
3	Central Java	2,91%
4	West Java	2,84%

Entrepreneurial learning and knowledge are vital factors in shaping individual entrepreneurial interests. <sup>3</sup>. Entrepreneurial attitudes are influenced by education. The main objective of entrepreneurship education is to change individuals' attitudes, behaviour, and interest to understand entrepreneurship and have an entrepreneurial spirit and then become entrepreneurs who successfully build companies and create new employment <sup>4</sup>. The impact of inspiration on certain attitudes is related to a social learning theory, which states that learning occurs in a social context, and therefore, it could be conducted not only by learning through direct experience but also by observing and interacting with others <sup>5</sup>

Indonesia's entrepreneurial ratio has not reached the determined target. To increase the ratio, entrepreneurship should be encouraged through inspiration and learning. This becomes an urgency to reduce unemployment in Indonesia through learning, inspiration, attitudes, and entrepreneurial interests.

### **1.1 Attitude, Learning, and Inspiration**

Attitude is entrepreneurship-related behaviours influenced by motivational factors from an individual and the environment <sup>6</sup>. Attitude is an individual's feeling or response about something affected by learning or education and demonstrated by an action and decision towards something. As a variable, attitude could be measured using indicators of interest, priority, satisfaction, and desire <sup>7</sup>. It is often challenging to understand attitude comprehensively, but most researchers believe that attitude is an operational decision taken by an individual <sup>8</sup>. It is believed to be influenced by learning <sup>9</sup>. The following hypothesis was proposed *H1: Learning has significant effects on attitude*. In this research, learning has the same position as attitude. Entrepreneurial understanding is constructed from past experiences, explicitly considering failure as an essential type of experience <sup>10</sup>. Entrepreneurial learning could be shaped through entrepreneurial competencies, especially in higher education <sup>11</sup>. Becoming an entrepreneur involves acquiring knowledge and experience regarding entrepreneurial activities <sup>12</sup>. As a variable, learning could be measured using indicators such as decision-making, skills and knowledge, variety of solutions, judgment, and work skills <sup>13</sup>. Learning is believed to be influenced by learning <sup>9</sup>. The following hypothesis was proposed *H2: Inspiration has significant effects on attitude*. Entrepreneurial inspiration is an emotional form motivated by entrepreneurial understanding that leads directly to entrepreneurial attitudes <sup>14</sup>. Inspiration connects the effect of entrepreneurship education and entrepreneurial interest <sup>15</sup>. Inspiration could be measured as a variable using indicators of attractiveness, motivation, new ways of thinking, and market research <sup>16</sup>. Inspiration focuses on building a broad understanding of entrepreneurship related to an entrepreneurial attitude.

### **1.2 Intention and Attitude**

Entrepreneurial interest is thoughts that aim to direct individuals to build a new business concept to become an entrepreneur <sup>17</sup>. Entrepreneurial intentions could accommodate individuals to focus their attention, experience, and action on specific entrepreneurial purposes <sup>18</sup>. Entrepreneurial development could be viewed as dynamic, visionary, and changing. This necessarily requires generating and applying new ideas and solutions <sup>19</sup>. Entrepreneurial interest is a desire or encouragement of individuals influenced by attitudes, experiences, and knowledge regarding entrepreneurship and entrepreneurs that motivate them to start and build entrepreneurial activities. Entrepreneurial interest variables in this study could be measured by desire, belief, awareness, and determination <sup>20</sup>. Interest is the most crucial variable in predicting prospective entrepreneurs <sup>8</sup>. As a behaviour, entrepreneurial interest is believed to be influenced by attitude <sup>9</sup>. Based on previous studies, the hypotheses proposed were *H3: Attitude significantly affects entrepreneurial intention*. This study shows a potential indirect relationship between entrepreneurial interest with learning and inspiration. This could be concluded from Hypothesis 1, hypothesis 2, and Hypothesis 3. Thus, it is believed to be the novelty of the study.

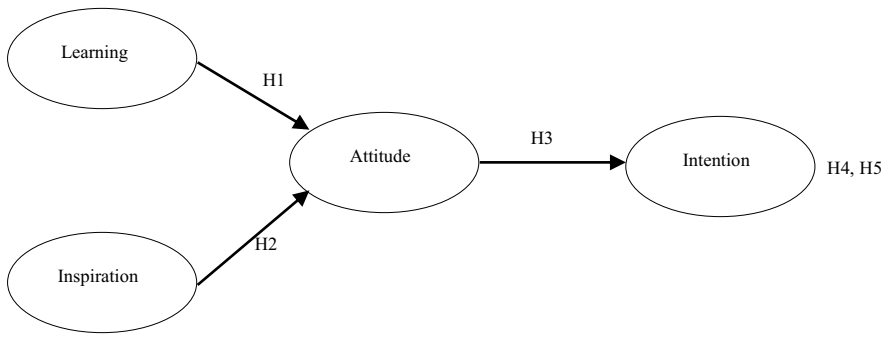
*H4: Learning has an indirect effect on entrepreneurial intention through attitude.*

*H5: Inspiration has an indirect effect on entrepreneurial intention through attitude.*

## **2 METHODS**

### **2.1 Hypothesis**

The research design was utilized to solve the research problems, and West Java ranked the lowest in Indonesia in the entrepreneurship ratio category compared to other provinces. The research design used was casual. It is designed to collect data and create a structure that allows researchers to comprehend the cause-effect relationship in the research variables <sup>21</sup>. The purpose of casual research is 1) to understand the independent and dependent variables on the entrepreneurial phenomenon, 2) to determine the relationship between the cause-effect variables, and 3) to test the causal variable relationship hypothesis. According to the literature review, this study was conducted based on the grand theory of entrepreneurship, intention, inspiration, learning, and attitude, as shown in Fig 1.



**Fig 1.** Relationship between learning, inspiration, and intention moderated by attitude  
Source: <sup>9</sup>

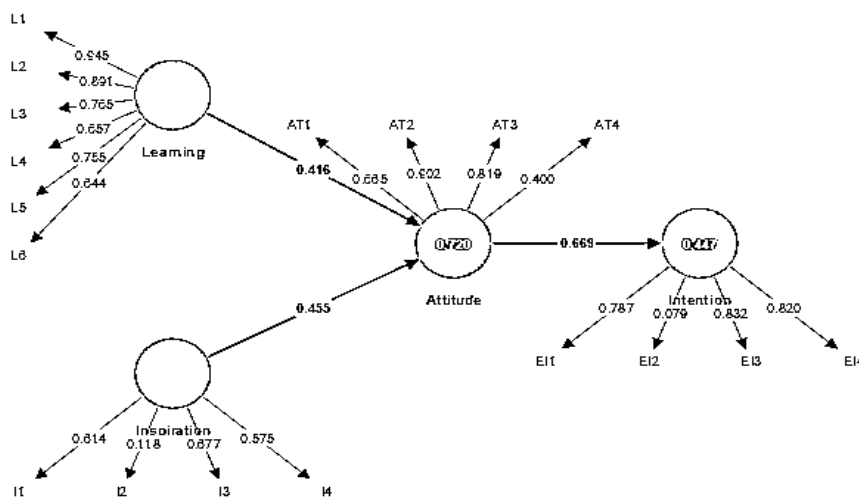
**2.2. Sample and Data Collection**

The study focused on female students and above in West Java. They selected a sample of 441 individuals through random emails and face-to-face surveys. The response rate was 14%, with 70 participants registered with the Ministry of Education and Culture of Indonesia—approximately 6.1% of participants rated all items the same. Thus, the final sample consisted of 60 participants who provided diverse ratings. In this quantitative study, data analysis employed a statistical approach. The analysis included: 1) Confirmatory factor analysis to validate construct structures. 2) Testing hypotheses using structural equation modelling (SEM). SmartPLS was the software used for data analysis with the path analysis method. The measurement scale used was interval-level, allowing arithmetic calculations on participant data. It also featured a true zero value. The Likert scale, which assesses agreement or disagreement with perceived objects, was utilized for measuring attitudes, as commonly used in business research.

**3 RESULTS AND DISCUSSION**

**3.1 Outer Model Testing**

Hypotheses were formed by measuring construct variables through indicator dimensions, with variations in data indicating construct variable variations. The strength of indicator relationships with construct variables was determined by loading factor values. The estimated  $\lambda$  parameter in the smartPLS program matches the standardized regression parameter, also known as the path coefficient. By quantifying this path coefficient, we can calculate the direct, indirect, and overall influence of the predictor variable on the outcome variable. These coefficient values stem from parameter estimations for X and  $\lambda$  for outer loading describing Y22.



**Fig. 2.** Outer Loadings

The first measurement showed four indicators of the construct variables: perceived inspiration, attitude, and intention with uncompleted status. This means that belief did not match the intention indicator in this study.

Then, motivation did not match as an inspiration indicator in this study. Interest and desire did not match as attitude indicators in this study.

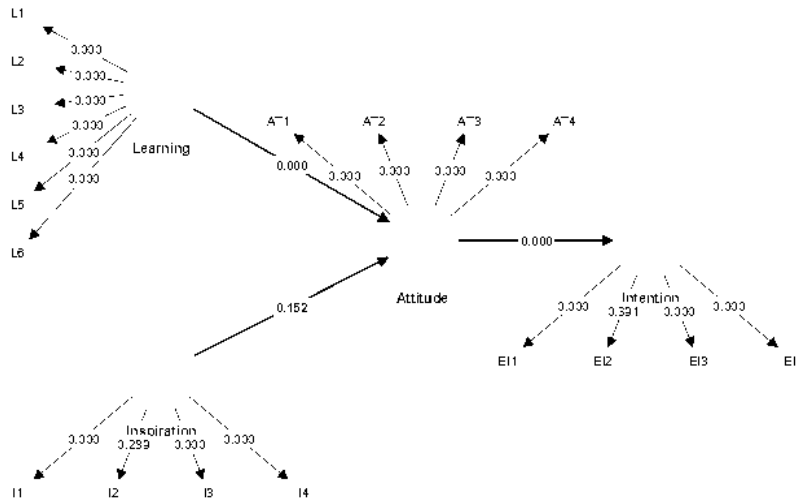
**Table 2.** Outer Loadings

Exogenous Variables	$\lambda$	Endogenous Variables	$\lambda$	Intervening Variables	$\lambda$
<i>Learning</i>		<i>Intention</i>		<i>Attitude</i>	
L1-Decision making	0.80	EI1-Desire	0.84	AT1-Interest	<b>0.67</b>
	6		1		<b>4</b>
L2-Skills	0.87	EI2-Belief	<b>0.19</b>	AT2-Priority	0.93
	9		<b>5</b>		4
L3-Knowledge	0.89	EI3-Awareness	0.89	AT3-Satisfaction	0.88
	2		6		8
L4-A variety of solutions	0.80	EI4-Determination	0.89	AT4-Desire	<b>0.60</b>
	1		1		<b>6</b>
L5-Assessment	0.83				
	0				
L6-work skills	0.73				
	3				
<i>Inspiration</i>					
I1-Desirability	0.73				
	2				
I2-Motivation	<b>0.23</b>				
	<b>0</b>				
I3-New ways of thinking	0.82				
	7				
I4-Market research	0.72				
	3				

The outer model test results indicate that: 1) desire, awareness, and determination contribute to the intention construct; 2) Decision-making, skills, knowledge, various solutions, assessment, and work skills contribute to the learning construct; 3) Desirability, new ways of thinking, and market research contribute to the inspiration construct; 4) Priority and satisfaction contribute to the attitude construct. The estimated  $\lambda$  parameter values for exogenous, endogenous, and intervening variables are all greater than 0.7 and significant at  $\alpha = 0.05$ , confirming the validity and reliability of the indicator sets for each latent variable or construct.

### 3.2 Inner Model Testing

Inner model testing is contingent on the prior validation of the outer model through R<sup>2</sup> values in the constructs. The structural model in Partial Least Squares was assessed using the Goodness of Fit Model, which compares observed and estimated values. Table 2 reveals that the intention variable is positioned in the middle within the inner model.



**Fig. 3.** Bootstrapping ( P-value )

The square root of the Average Variance Extracted (AVE) was employed to assess discriminant validity for all constructs in the research model. When AVE values exceeded 0.6, Cronbach's Alpha exceeded 0.7, and Rho values exceeded 0.7, it indicated that the measurement model for the four variables was reliable and accurate for measurement and construct testing, except for perceived interactivity. The complete measurement model in Figure 3 demonstrated that all four variables had P-values of 0.05, signifying validity, except for the perceived interactivity variable.

**Table 3.** Structural Model Testing

Latent variable	AVE	Cronbach Alpha	Rho	R-Square
Intention	<b>0.586</b>	0.725	0.855	<b>0.326</b>
Learning	0.681	0.906	0.917	-
Inspiration	<b>0.449</b>	<b>0.561</b>	<b>0.659</b>	-
Attitude	0.621	0.789	0.853	<b>0.557</b>

**3.3 Hypotesis Testing of H1**

The first analysis examined the correlation between latent variables described in the outer model testing. The second analysis aimed to determine the extent of the effect of learning on attitude, indicated by an R2 value of 0.573 or 57.3%. The third analysis assessed whether learning indeed influenced attitude. The primary hypothesis tested was H1, and the significance of the P-value ( $0.000 < 0.05$ ) confirmed the acceptance of H1, as presented in Table 4. This finding has broader applications beyond the research's focus. It is consistent with a previous study that reported a positive and significant influence of learning on attitude. This study investigated the impact of learning on attitudes among students registered with the Ministry of Education and Culture of the Republic of Indonesia. The research model expanded our understanding of entrepreneurial attitude by highlighting that entrepreneurial learning involves decision-making, skills, knowledge, various solutions, assessment, and work skills, offering theoretical and managerial implications.

**Table 4.** Hypotesis Testing of H1

Hypothesis	$\lambda$	STDEV	T-Values	P-Values	R-Square
H1 Learning → Attitude	0.552	0.130	4.402	0.000	0.573

**3.4 Hypotesis Testing of H2**

The first analysis assessed latent variable correlations, as the outer model testing explained. The second analysis determined the impact of inspiration on attitude, indicated by an R2 value of 0.212 or 21.2%. The third analysis explored whether learning influenced attitude. In this study, the primary hypothesis tested was H2. However, with a P-value of 0.112 greater than 0.05, H2, as described in Table 5, was rejected and has broader implications beyond the research's focus. The study deepened our understanding and academic perspectives of

entrepreneurial intention by affirming that entrepreneurial learning, channelled through entrepreneurial attitude, centres on desire, awareness, and determination.

**Table 7.** Hypothesis Testing H4

Hypothesis	$\lambda$	STDEV	T-Values	P-Values	R-Square
H4 Learning → Attitude → Intention	0.336	0.105	3.137	0.002	0.573*0.554

### 3.5 Hypothesis Testing of H5

The first analysis examined latent variable correlations and was discussed within the context of outer model testing. The second analysis aimed to determine the indirect effect of learning on intention mediated by attitude, resulting in an R2 value of 0.117 or 11.7%. This indicated that when mediated by attitude, inspiration did not significantly impact intention. The primary hypothesis, H5, was tested but rejected due to a P-value of 0.179, greater than 0.05. The implications of H5 extend beyond the research's scope. A prior study indicated that positive intention is influenced by learning through attitude. This study has theoretical and managerial significance. Within the research model, it enhanced our understanding of entrepreneurial intention by confirming that entrepreneurial inspiration, when mediated through entrepreneurial attitude, is centered on priority and satisfaction.

**Table .8.** Hypothesis Testing H5

Hypothesis	$\lambda$	STDEV	T-Values	P-Values	R-Square
H4 Inspiration → Attitude → Intention	0.116	0.081	1.343	0.179	0,117 (0.212*0.554)

## 4. CONCLUSION

The study found that individual knowledge influences entrepreneurial interest through decision-making. Learning is crucial for better decision-making and entrepreneurial interest. The study had limitations in explaining inspiration due to complexity and participants' understanding, leading to unaccepted hypotheses. Nonetheless, it concluded that learning and attitudes affect entrepreneurial interest. Future research should reevaluate the inspiration variable. This study highlights the importance of inspiration, learning, and attitude in entrepreneurial interest. It aims to aid in promoting entrepreneurship and expanding the understanding of entrepreneurship literature.

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