Entrepreneurship Education, Orientation, and Internship Motivation as Antecedents of Higher Students Intention for Entrepreneurship

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Abstract. The entrepreneurial intention takes a major role in providing a new business creation. Despite major studies that have shown that entrepreneurship education is influential in driving intentions, few discuss this relationship by involving individual entrepreneurial orientation and internship motivation. This study is designed to investigate determinant factors affecting university students’ entrepreneurial intentions. To understand the nexus between entrepreneurship education and college students’ entrepreneurial intention, the hypotheses provide the intermediary role of entrepreneurial orientation, and this study presents evidence from Indonesia on the link between internships and
intention for business. Using structural equation modeling (SEM) with partial least squares (PLS), the findings indicate that students’ entrepreneurial orientation and entrepreneurship education can drive students’ internship motivation and intention for entrepreneurship. Furthermore, it is demonstrated that internship motivation can moderate the link between entrepreneurial orientation, entrepreneurship education, and university students’ entrepreneurial intention.

Keywords: entrepreneurial education, entrepreneurial intention, internship motivation, entrepreneurial orientation

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Предпринимательское образование, предпринимательское намерение, предпринимательская ориентация студентов и мотивация к прохождению стажировки: факторы взаимосвязи

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Аннотация. Предпринимательское намерение играет важную роль в создании нового бизнеса. Несмотря на крупные исследования, которые показали, что обучение предпринимательству влияет на формирование намерений, мало кто обсуждает эту взаимосвязь, принимая во внимание индивидуальную предпринимательскую ориентацию и мотивацию к прохождению стажировки. Это исследование предназначено для изучения определяющих факторов, влияющих на предпринимательские намерения студентов университетов. Чтобы понять связь между предпринимательским образованием и предпринимательскими намерениями, студентам колледжей, гипотезы предусматривают посредническую роль предпринимательской ориентации, и в этом исследовании представлены данные из Индонезии о связи между стажировками и намерениями заниматься бизнесом. Используя моделирование структурными уравнениями (SEM) с частичными наименьшими квадратами (PLS), авторы показывают, что предпринимательская ориентация студентов и предпринимательское образование могут стимулировать мотивацию студентов к прохождению стажировки и формирование намерение заниматься предпринимательством. Кроме того, показано, что мотивация к прохождению стажировки может смягчить связь между предпринимательской ориентацией, предпринимательским образованием и предпринимательскими намерениями студентов университетов.

Ключевые слова: предпринимательское образование, предпринимательское намерение, мотивация к прохождению стажировки, предпринимательская ориентация

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Introduction

The Indonesia’s entrepreneurship is a major concern for the government and university because of its strategic role in encouraging economic and social enhancement. Notably, the total of entrepreneurs in Indonesia is insufficient with a percentage of 3.47 percent from the whole population [1]. The number of literatures believe that an increasing number of entrepreneurs can create more job opportunity that potentially diminishes the number of unemployment and promotes economic wellbeing [2; 3]. However, the intention for business among Indonesian is insufficient [4]. This is not surprising due to the cultural believe that being entrepreneurs is unstable career and consider as the last optional career [5].

Concerning those issues, the Indonesian government in cooperation with universities has attempted to enlarge the number of entrepreneurs through various programs, such as entrepreneurship education, internships, and students exchanges [4]. University students have a high potential for entrepreneurship as they have an ability to cultivate innovation spirit and orientation for entrepreneurship [6]. Students who obtain entrepreneurship education tend to have greater intentions for business [7]. The entrepreneurial intention is essential since some consensus in believing that the intention is influential in the entrepreneur’s decision to initiate a new business creation [8; 9]. Some scholars believe that entrepreneurial education drives the willingness of students to designate their career as self-employment after graduation [10; 11]. Therefore, we affirm that entrepreneurial education takes an essential portion in stimulation intention and new business initiation.

Entrepreneurship education as it’s confirmed promotes entrepreneurial intention. Some consensus believed that entrepreneurship education is the primary factor for enlarging individuals’ entrepreneurial ability [1; 8; 10]. Aforementioned works added that entrepreneurship education can be elaborated with both theoretical matters in the classroom and outdoor involvement such as field practices or internships pro-
gram [12; 13]. However, few studies engage the mediating role of entrepreneurial internships motivation in entrepreneurship education and intention for business. Despite several studies have documented that internship motivation is essential for university students; it has not been proven by experience. In addition to entrepreneurship education, intention for business can be proxied by orientation for entrepreneurship [14]. An entrepreneurial orientation is an enterprise-level deliberate orientation that captures organizational strategy-making practices, managerial philosophies, and entrepreneurial behavior of companies [12]. Through education, it is expected to increase social knowledge so that it can inspire entrepreneurial students to align with profit and people orientation [15].

Despite its significant need, the study of how or what factors influence students’ entrepreneurial intentions from the perspectives of students’ entrepreneurial orientation and students’ motivation to internships has been neglected by scholars. Also, previous literature shows inconsistent research conclusions on the impact of entrepreneurship education on entrepreneurial intentions. It has been shown to have little or no impact on entrepreneurial outcomes such as intention primarily in Indonesia [1; 4]. Possible explanation is the lack of learning models or approaches adopted in universities that focus on theoretical instead of practice fields or internships program. Therefore, this paper will contribute to the literature for developing intention for entrepreneurship by considering several predicted variables.

The paper is organized as follows. Section 2 deals with the underlying theory and hypothesis, while Section 3 presents the methodology adopting to enhance the research. Section 4 comprehensively presents the findings of the study and the conclusion is provided in Section 5.

**Literature Review**

### Entrepreneurship Orientation and Entrepreneurial Intention

Entrepreneurial intention is essential since the fast and growing scholars documented as a bridge to involve in the entrepreneurship activities [8]. Therefore, notably consideration should be concerned in exploring determinant factors of intention for business. Being an entrepreneur means to seek out opportunity and can learn from the previous mistakes of business [16]. Additionally, entrepreneurs should have creative thinking ideas and capable of understanding the potential markets [17]. Individual entrepreneurial orientation is closely linked with individual intention for starting a business [15]. Individual entrepreneurial orientation has been recognized among scholars as a predictor of intention for business.

The concept of entrepreneurial orientation covers innovation and decision making as the core dimension in entrepreneurship [18]. Individual entrepreneurial orientation is defined as the process of enhancing individual capacity to accomplish entrepreneurial knowledge, enlarge awareness and mental configuration for entrepreneurship. Prior research pointed out that entrepreneurial orientation covers three main components: innovation, risk taking, and proactive strategies [19]. Recent scholars added that orientation for entrepreneurship also enables to involve in internship activities [20]. The internship motivation is being a concern for Indonesian government as its role in complementing theoretical insight from the classroom. Some studies mentioned that internship motivation in entrepreneurship allows students to obtain more practical enhancement that leads to practice [7]. For this matter, the hypothesis is presented as below.

**H1.** Entrepreneurial orientation drives students’ entrepreneurial intention.

**H2.** Entrepreneurial orientation promotes internships motivation.

### Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship education has been recognized as a driver for individual entrepreneurial involvement. A prior study remarked that entrepreneurial education facilitates students to
acquire a learning experience in entrepreneurship that is expected to enhance the intention for business [7]. The association between entrepreneurship education and intention can also be performed by the theory of planned behavior [21]. An entrepreneurial intention is a perception of a person’s positive intentions, attitudes, preferred subjective norms of behavioral control for entrepreneurial behavior. In this case, the main goal of entrepreneurship education is assisting individuals with the ability and knowledge to deal with entrepreneurial practice as well as create attitudes, norms, and behavior in entrepreneurship [22]. An empirical study found that entrepreneurship education plays a great role in fostering students’ intention. Additionally, a preliminary paper revealed that courses, extracurricular engagements, and financial support associated with entrepreneurial universities have different effects on intentions [23]. In the Indonesia context, entrepreneurship education at the college level is also relatively recent [13]. The entrepreneurship education in the campus previously solely provided in economics students but this is being an essential course that needs to be followed among university students.

Entrepreneurial intention is described as a person’s efforts and actions to provide the creation of a new business or increase the added value of the current business. Latest papers in the Indonesian settings remarked that insufficient entrepreneurial intentions are often associated with entrepreneurship education that focuses on theory rather than practice through internship programs [1; 13]. The ability and willingness to run a business raised among students after joining entrepreneurial activities. In addition, an enlarging of students’ intention to start a business can be initiated after involving in training programs [24]. Furthermore, entrepreneurship education also stimulates students to involve in internship program and boost their motivation. Some papers noted that entrepreneurship education can promote motivation to involve in internship program [25; 26]. To support this relation, the social cognitive theory (SCT) can also provide a comprehend understanding for the relationship between entrepreneurship education and intention for business [27]. Entrepreneurship education not only increases the intention for entrepreneurship, but also motivation for entrepreneurship. SCT provides an interesting explanation of the impact of entrepreneurship education on motivation. As one of the predictors of cognitive aspects, entrepreneurship education not only forms a mindset [1], but also builds motivation to involve in entrepreneurial activities during the internship programs. Thus, the hypothesis is performed as follows.

H3. Entrepreneurship education influences students’ entrepreneurial intention.
H4. Entrepreneurship education influences internship motivation.

The Mediating Role of Internship Motivation
A study mentioned that entrepreneurship is an intentional and planned behavior. In doing so, the individual involvement in internship activities will promote intention for business [21]. Students’ engagement in internship activities during study will have an impact to the entrepreneurial knowledge of students. Internship program allows students to obtain practical experience in the field toward entrepreneurship that supports the theoretical knowledge acquired in the classroom. Concerning Indonesia, the internship activities are recent promoted by government in cooperation with universities, small and medium business and firms. This program is intended to promote the number of entrepreneurs in Indonesia and to complement the lack of education that is solely focusing on students’ cognitive skills. The link between entrepreneurship education and internship motivation can be in line to support the enhancement of students’ entrepreneurial intention. A preliminary study mentions that there is a positive influence between entrepreneurship education and internship motivation. In addition to entrepreneurship education, internship motivation can predict the connectivity between entrepreneurial orientation and intention for
business, including *Merdeka Belajar – Kampus Merdeka* (MBKM). This recent program covers several activities including students exchange, work practice, internship, research, independent project, and entrepreneurship. Therefore, the hypothesis is provided as follows. Concerning entrepreneurship education, independent learning offers students more practice in the business world and the industrial world. This phenomenon is clearly relevant to the study on entrepreneurship education, which states that real practice will significantly increase students’ intentions to become entrepreneurs, compared to the conventional model [1; 4].

H5. Internship motivation and entrepreneurial intention.

H6. Internship motivation mediates the relationship between entrepreneurial orientation and intention.

**Method**

**Research Model**

This research framework to be investigated is based on hypothesis illustrated in *Figure 1*. The adoption of quantitative approach with cross-sectional allows to obtain an in-depth analysis of several predictive variables that can encourage university students’ entrepreneurial intention in Indonesia. Respondents in this paper were collected from undergraduate students from both national and private universities in East Java of Indonesia who have participated in entrepreneurial activities and internship programs managed by universities and the Indonesian government. The basic rationale is that the universities in Indonesia are located in East Java of Indonesia. The questionnaires provided to approximately 417 university students on July to September 2021, and found 400 valid questionnaires that be used for the analysis. The questionnaires were prepared in English version and it was translated to Bahasa Indonesia, considering the participants for this research were Indonesian students. The item of questions was provided using Google form and expanded adopting WhatsApp and Telegram. The ethical issue in this study was performed by the committee of ethic of the Universitas Negeri Malang in Indonesia.

**Measures**

In this research, we adopted instruments for measuring variables involved with some adjustments in the Indonesian setting. First, entrepreneurial intentions (EI), this study adopted five questionnaires (e.g., “I am ready to do anything to be an entrepreneur”, “my professional goal is to become an entrepreneur”) from Meoli et al. [28], while entrepreneurship education was es-

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*Fig. 1. Research Framework*
estimated using five items from Kusumojanto et al. [4] (e.g., education in school drives skill and ability related to entrepreneurship, the education activities incorporate entrepreneurship matter and allow students opportunities to begin a business). Moreover, the entrepreneurial orientation was estimated using the five items (e.g., “I desire to be self-employed”, “I plan to initiate my own business after graduation”) from Abbas et al. [29]. To estimate internship motivation, this paper adopted the items from Bolton and Lane [19] (e.g., “I obtained some knowledge and insight from internship program”). Each construct in the research was scored according to a Five-point Likert Scale from “strongly disagree” (1) to “strongly agree” (5). After estimating the scores for each construct, we further applied Structural Equation Modeling Partial Least Squares (SEM-PLS) to know the relationship between variables. Before conducting structural analysis, there are two stages that should be followed: first, measurement model to calculate validity and reliability of the indicators forming the latent construct; second, structural model analysis to investigate the relationship between variables covering collinearity test, path coefficient, R-square (R²), effect size (f²), and predictive relevance (Q²).

### Results and Discussions

**Demographic Respondents**

Table 1 informs that the respondents in this study were dominated by women (55.00 percent) while only 45.00 percent were male. Judging from the semester, respondents were dominated by the 2018 batch (59.00 percent) while the least were from the 2019 batch (41.00 percent). Furthermore, respondents with parents as entrepreneurs ranked first with 150 people (37.50 percent), while the least number were respondents with parents as teachers/lecturers (12.50 percent). Table 1 also informs that the majority of respondents are from economics education majors (39.25 percent), while the least are from accounting majors (29.25 percent). The complete demographics of research respondents can be seen in Table 1.

The first procedure of calculation is the outer model test. This stage provides criteria that a variable meets convergent validity if the loading factor > 0.70 [30]. Table 2 informs that the value of the loading factor (λ) of the Entrepreneurial Intentions (EI) variable is in the range of 0.838 to 0.882 > 0.70 so that all variables to meet convergent validity. Entrepreneurship Education (EE) variable has a value of between 0.837-0.907 > 0.70 to achieving convergent va-

### Table 1

| S/No. | Dimension          | Frequency | %    |
|-------|--------------------|-----------|------|
| 1.    | Gender             |           |      |
|       | Female             | 220       | 55.00|
|       | Male               | 180       | 45.00|
| 2.    | Starting study     |           |      |
|       | 2018               | 236       | 59.00|
|       | 2019               | 164       | 41.00|
| 3.    | Parents’ occupation|           |      |
|       | Entrepreneur       | 150       | 37.50|
|       | Teacher/Lecturer   | 20        | 12.50|
|       | Farmers            | 123       | 30.75|
|       | Civil Servants     | 107       | 19.25|
| 4.    | Subject            |           |      |
|       | Management         | 126       | 31.50|
|       | Economic Education | 157       | 39.25|
|       | Accounting         | 117       | 29.25|

**Entrepreneurship Education**
The model estimation

| Item                                      | Code | λ    | α    | CR   | AVE  |
|-------------------------------------------|------|------|------|------|------|
| Entrepreneurial Intentions (EI)           | EI1  | 0.838| 0.888| 0.923| 0.749|
|                                           | EI2  | 0.882|      |      |      |
|                                           | EI4  | 0.880|      |      |      |
|                                           | EI5  | 0.861|      |      |      |
| Entrepreneurship Education (EE)           | EE2  | 0.905| 0.923| 0.942| 0.765|
|                                           | EE3  | 0.870|      |      |      |
|                                           | EE4  | 0.907|      |      |      |
|                                           | EE5  | 0.837|      |      |      |
| Entrepreneurial Orientation (EO)          | EO1  | 0.844| 0.879| 0.912| 0.674|
|                                           | EO2  | 0.767|      |      |      |
|                                           | EO3  | 0.817|      |      |      |
|                                           | EO4  | 0.856|      |      |      |
|                                           | EO5  | 0.818|      |      |      |
| Internship Motivation (IM)                | IM1  | 0.838| 0.930| 0.945| 0.742|
|                                           | IM3  | 0.873|      |      |      |
|                                           | IM4  | 0.849|      |      |      |
|                                           | IM5  | 0.861|      |      |      |
|                                           | IM6  | 0.893|      |      |      |
|                                           | IM7  | 0.852|      |      |      |

Noted: Loading (λ); Cronbach’s Alpha (α); Composite Reliability (CR); Average Variance Extracted (AVE).

Discriminant Validity

| Variable | EE   | EI   | EO   | IM   |
|----------|------|------|------|------|
| EE       | 0.874|      |      |      |
| EI       | 0.722| 0.865|      |      |
| EO       | 0.730| 0.677| 0.821|      |
| IM       | 0.237| 0.369| 0.425| 0.861|

Source: Authors (2021).

In addition to the loading factor, convergent validity is also seen from the discriminant validity of each variable. The indicator that the variable meets discriminant validity when the cross-loading value is upper than 0.70 [30]. Table 3 illustrates the output of discriminant validity, in which the cross-loading value of the EE, EI, EO and IM variables (> 0.70), so that it meets the convergent validity.

This study also involves the discriminant estimation using heterotrait-monotrait (HTMT) ratio. According to the statistical outcome of the HTMT in Table 4, each variable has a ratio value of < 0.90 so that it meets discriminant validity [31].

The next estimation is the collinearity test which aims to know whether or not the existence of collinearity among variables. The criteria for achieving collinearity when the Variance Inflation Factor (VIF) is lower than 5.00 [30]. From Table 5, it can be seen that the VIF of vari-
ables involved in this study is less than 5.00, indicating to meet the collinearity.

Furthermore, R-Square ($R^2$) estimation to comprehend whether or not each endogenous latent variable has predictive power to the construct. The $R^2$ calculation remarks that that IM has a value of 0.192, indicating that 19.2 percent of the IM variant can be explained by EO and EE with a weak predictive level. Accordingly, EI has an $R^2$ value of 0.587, implicating that the EI variant can be explained by EO, EE, and IM with a moderate level of prediction. The statistical calculation of $f^2$ test shows that that EO and EE have an effect on IM with a medium level ($f^2$ value = 0.183). Indeed, EO, EE and IM have an effect on EI with a medium level (value $f^2$=0.390). Furthermore, the value of FEE, PG, EL and EI is greater than 0, proving that the model has predictive relevance [30].

The evaluation of the goodness of fit (GoF) of the construct is provided in Table 6. It remarks the criteria to achieve GoF when Cronbach’s Alpha ($\alpha$) is higher than 0.70, CR > 0.70, and AVE > 0.50. From the table, it can be known that the values accomplished the criteria. In this study, the hypothesis estimation used Bootstrap resampling method. The test statistic used in this study is the t-count $\geq 1.645$ with a significance level of 5%, and the p-value must be smaller than 0.05 [30]. As shown in Table 7, it is known that of the seven proposed hypotheses, seven were confirmed (Fig. 2 and Table 6).

**Discussions**

The first hypothesis aims to explore the relationship between entrepreneurial orientation and students’ entrepreneurial intention. The

**Table 4**

| Variable | EE | EI | EO | IM |
|----------|----|----|----|----|
| EE       |    |    |    |    |
| EI       | 0.792 |    |    |    |
| EO       | 0.806 | 0.760 |    |    |
| IM       | 0.252 | 0.403 | 0.464 |    |

*Source: Authors (2021).*

| Variable | EE | EI | EO | IM |
|----------|----|----|----|----|
| EE       |    |    |    |    |
| EI       | 2.169 |    |    |    |
| EO       | 2.499 |    |    |    |
| IM       | 1.238 |    |    |    |

*Source: Authors (2021).*

| Variable | $\alpha$ | CR | AVE | Evaluation |
|----------|----------|----|-----|------------|
| EE       | 0.923    | 0.942 | 0.765 | good       |
| EI       | 0.888    | 0.923 | 0.749 | good       |
| EO       | 0.879    | 0.912 | 0.674 | good       |
| IM       | 0.930    | 0.945 | 0.742 | good       |

*Source: Authors (2021).*
findings confirmed this relation and supported some preliminary studies [12; 13]. Entrepreneurial orientation covers three main components: innovativeness, risk taking and proactiveness [32]. This indicates that students who have this ability have a greater intention for business. The fundamental explanation to support the finding is that universities in Indonesia have concerned in stimulating students’ mindset to be entrepreneurs as the promising career instead of being employer. In addition to the first hypothesis, this research sought to examine the nexus between entrepreneurial orientation and internship motivation among college students in Indonesia.

The preliminary calculation showed that it has positive relation between entrepreneurial orientation and internship motivation. Entrepreneurial orientation promotes individual’s ability to obtain knowledge and understanding on entrepreneurship. In doing so, understanding entrepreneurship will drive or motivate students to involve in internship activities. This result supports previous study to incorporate with this relationship [25]. The findings remark that entrepreneurship education can explain

### Table 7

| Hypothesis | Relationship          | B     | SE   | T-value | Confidence Interval (BC) | Decision |
|------------|----------------------|-------|------|---------|--------------------------|----------|
| H1         | EO → EI              | 0.243 | 0.054| 4.519   | 0.162 0.334              | Supported|
| H2         | EO → IM              | 0.539 | 0.064| 8.414   | 0.436 0.651              | Supported|
| H3         | EE → EI              | 0.511 | 0.059| 8.719   | 0.412 0.599              | Supported|
| H4         | EE → IM              | 0.157 | 0.074| 2.117   | 0.285 0.336              | Supported|
| H5         | IM → EI              | 0.145 | 0.036| 4.058   | 0.086 0.203              | Supported|

**Indirect effect**

| Hypothesis | Relationship          | B     | SE   | T-value | Confidence Interval (BC) | Decision |
|------------|----------------------|-------|------|---------|--------------------------|----------|
| H6         | EO → IM → EI         | 0.023 | 0.012| 1.943   | 0.043 0.205              | Supported|
| H7         | EE → IM → EI         | 0.078 | 0.021| 3.779   | 0.044 0.113              | Supported|

*Source: Authors (2021).*

**Fig 2. Structural Model**
Entrepreneurship education enables students to have an ability and understanding in entrepreneurship to promote intention for business [17]. The fundamental explanation for the finding is that entrepreneurship education has been developed to incorporate with practical activities instead of focusing on cognitive aspects. In addition to boost the intention for entrepreneurship, this study also noted the significant connectivity between entrepreneurship education and individual internship motivations. The finding supported some studies which suggested this matter. The reason behind this result is that the information and practical knowledge obtained during the class also engage students in internship program [35; 36]. To support this finding, internship activities provide students an insight into the business activities [24]. The connectivity between these two also supports the Indonesian government program for internship in various sectors including in business practices.

The next result noted that individual internship motivation has a positive impact to students’ entrepreneurial intention. Internship activities enable students to have a great and direct experience in the field primarily related to business activities. This is essential for supporting individual intention for business. Entrepreneurship is an intentional and planned behavior [21]. Students’ engagement in internship activities during study will have an impact to the entrepreneurial knowledge of students. Internship program allows students to obtain practical experience in the field toward entrepreneurship that supports the theoretical knowledge acquired in the classroom. Furthermore, the results also confirmed the mediating role of internship education in explaining the nexus between entrepreneurial orientation and students’ intention for business. The explanation behind this finding is that students’ orientation for entrepreneurship can be promoted through education and internship program. A prior study mentioned that there is a need for a collaboration between university and industry [38]. Recent scholars added that orientation for entrepreneurship also enables to involve in internship activities that can promote to intention [37]. The connectivity between entrepreneurship education and internship motivation can be in line to support the enhancement of students’ entrepreneurial intention [26]. A prior study recommended to involve in the field practice through internship program, which will lead to intention [39]. Indeed, a prior study suggested that the internship program in small business and firms can promote students to be entrepreneurs instead of job seeker [35].

Conclusion

This study aims to scrutinize the causality between entrepreneurial orientation, education and intention for entrepreneurship among Indonesian college students as well as investigate the role of internship motivation. The findings indicate that students’ entrepreneurial orientation and entrepreneurship education can drive students’ internship motivation and intention for entrepreneurship. Furthermore, it is demonstrated that internship motivation can moderate the nexus between entrepreneurial orientation, entrepreneurship education and university students’ entrepreneurial intention. The study provides some implications. First, this research provides valuable input on Social Cognitive Theory [27], particularly in relation to the independent learning program in Indonesia. The independent learning program provides opportunities for students to access more entrepreneurial education practices, especially in the business and industrial world, compared to the conventional model. Second, this study presents practical implication to design entrepreneurship education that is suitable with real business situation and internship activities so that it will gain benefits for students.

This study examines the impact of entrepreneurial orientation and education on intention
that is theoretically justified in the existing literature on providing helpful input towards a better understanding of apprentice role motivation. The findings also show that internship motivation only has a robust influence on entrepreneurial intention directly, but is equally important in enhancing entrepreneurial orientation and entrepreneurial education in developing stronger intention among students. The researcher suggests that entrepreneurship education and internship programs are important because of their role in increasing intention. The internship model is recommended to provide direct interaction for students to gain in-depth understanding and experience. This study has limitations on its geographical location in East Java Indonesia and should elaborate further. Furthermore, the link between entrepreneurship education and orientation is not covered in this study and can be carried out in further research. In addition, further study can explore the role of entrepreneurship training to predict students’ entrepreneurial intention. Lastly, an experimental study can be conducted to compare students’ entrepreneurial intention, before and after internship programs.

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