

The Impact of Non-Formal Entrepreneurship Education on Entrepreneurial Motivation among PKBM Learners in Banyuwangi: Exploring Entrepreneurial Attitude as a Mediating Variable

Dian Mulyasari^{1*}, F. Danardana Murwani², Ludi Wishnu Wardana³

Master of Business Education and Management, Faculty of Economics and Business, Universitas Negeri Malang

Corresponding Author: Dian Mulyasari

dian.mulyasari.2204158@students.um.ac.id

ARTICLE INFO

Keywords:

Non-Formal Entrepreneurship Education, Entrepreneurial Attitude, Entrepreneurial Motivation

Received : 22, September

Revised : 23, October

Accepted: 25, November

©2023 Mulyasari, Muwarni, Wardana: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The purpose of this research about Community Learning Activity Centers (PKBM) in Banyuwangi emerge as pivotal entities, crucial for elevating the quality of non-formal learning and providing support to learners during the crisis. Focused on mitigating the substantial repercussions of the Covid-19 pandemic on education and the economy, the strategy employed centers on enhancing the quality of non-formal education in PKBM to harness the community's potential. The research's urgency is underscored by the potential to enhance skills and competencies among PKBM beneficiaries, particularly in the entrepreneurial sphere. Findings underscore that Non-Formal Entrepreneurship Education significantly and positively influences Entrepreneurial Motivation, both directly and mediated by Entrepreneurial Attitude.

INTRODUCTION

Everyone has felt the impact of the Covid 19 virus, especially on the economy and the world of education. Then in research by Comunian & England, (2020); Ricki & Naya, (2020) ; PATMA et al., (2020) stated that the central government has issued policies, one of which is canceling activities (face to face) of all educational institutions, this was done as an effort to prevent the transmission of the corona virus or Covid 19, of course it has an impact has a big influence on educational development, which is currently required for independent learning, online learning in networks (Jena, 2020; Mardhia et al., 2020). Apart from online learning, the government is also improving the quality of learning at Community Learning Activity Centers (PKBM). R. (2021).; and Thorell et al., (2021) Community Learning Activity Centers (PKBM) are centers for implementing community learning located in sub-districts/districts. This statement means that PKBM is a place to carry out various community learning activities, especially those carried out by DIKMAS and those carried out by other agencies. The Community Learning Activity Center is a place for community learning about various kinds of knowledge and skills by utilizing the facilities, infrastructure and potential that exist around the environment so that people have skills that can be used to improve their standard of living (Bol, 2020; Pannone, 2017; Titik Dwiwati et al ., 2019). Meanwhile, according to Pannone, (2017); and Thorell et al., (2021) The Community Learning Activity Center aims to empower educational potential and facilities in the surrounding environment as an effort to educate the community which is directed at supporting poverty alleviation. The Community Learning Activity Center is implemented by mobilizing all the potential available in the surrounding environment, including the potential of natural resources, human resources and infrastructure in the community (Kartini, 2017; Titik Dwiwati et al., 2019). The facts show that formal education and the school system are not enough to answer the various problems faced by society. On the other hand, government policy in educational development places great emphasis on formal education and the school system. This can be seen from the allocation of budgets and facilities as well as various other resources which are much greater devoted to formal education and the school system.

The Community Learning Activity Center (PKBM) offers the freedom for assisted residents to create truly comfortable and enjoyable learning conditions (Pannone, 2017; Titik Dwiwati et al., 2019). The Community Learning Activity Center (PKBM) has officially become legal non-formal education in accordance with the National Education System Law No. 20 of 2003. The Community Learning Activity Center (PKBM) can is an option for parents who want to directly monitor their child's academic development continuously. Apart from that, the Community Learning Activity Center (PKBM) not only helps in improving children's academic quality, but can also improve the development of inmates in their cognitive and psychomotor aspects. In learning, the Community Learning Activity Center (PKBM) is equipped with tutors to hone the creativity of the right and left brain. Through non-formal entrepreneurship education, students are able to innovate and are prepared mentally as

entrepreneurs (Denanyoh et al., 2015; Titik Dwiwati et al., 2019) . This is done to reduce the economic problem of unemployment in the country, so that non-formal entrepreneurship education in PKBM is expected to be effective and a solution. Furthermore, Ellis et al., (2019) and Oo et al., (2018) stated that non-formal entrepreneurship education is a learning process to change the attitudes and mindset of inmates towards choosing an entrepreneurial career. Especially with regard to motivation for entrepreneurship, it requires great encouragement in entrepreneurship, wanting to learn from other people's successes, and not knowing the word give up to achieve success because success in entrepreneurship is not immediately easy to obtain but requires a hard struggle to be successful.

The main goal in entrepreneurship is to obtain maximum profits so that they can improve the standard of living of the entrepreneur himself and be able to provide assistance to other people to participate in the business they are currently undertaking (Barba-Sánchez & Atienza-Sahuquillo, 2012; Gumilar, 2019; Rey -Martí et al., 2015; Shepherd et al., 2020) Furthermore, Eliyana et al., (2020); and Srimulyani & Hermanto, (2022) stated that the important aim of developing entrepreneurial motivation for PKBM assisted residents is to improve the skills and skills of the assisted residents, especially their sense of business so that potential new entrepreneurs will be created, educated new entrepreneurs, created units new science-based businesses, and building business networks between novice entrepreneurs and established entrepreneurs. Entrepreneurial attitude is one of the most important elements in the business world, according to Lechuga Sancho et al., (2020); Prada, (2020); St-Jean & Mathieu, (2015); Utami, (2017) entrepreneurship education can improve people's behavior towards entrepreneurship by providing inspiration and emphasizing the rewards of an entrepreneurial attitude and eliminating ego threats related to entrepreneurship. Meanwhile, Agarwal et al., (2020); Eliyana et al., (2020) Attitudes towards entrepreneurship can be measured and changed, which means that there will likely be higher changes in the learning environment, but attitudes are often formed through past experiences, where the inmates directly gain exposure to entrepreneurial activities so that make the inmates stronger in their behavior. However, if someone has less exposure to their entrepreneurial experience, this will affect the development of attitudes towards entrepreneurship (Abima et al., 2021; Arora et al., 2019; Patil et al., 2021). From another perspective, entrepreneurial attitude is one of the big factors in forming an attitude related to the entrepreneur's desires.)

Interesting facts found in research by Denanyoh et al., (2015); George Lord et al., (2012); Krueger et al., (2000); Liguori et al., (2018); Treffer, (2017); Wang & Huang, (2019); and Younis et al., (2021) it turns out that becoming an entrepreneur is no longer something that young people need to be afraid of considering that the opposite is true. Becoming an entrepreneur is a challenging life choice and for PKBM graduates it is an opportunity to prove to parents, friends, relatives and other people that they can be successful from their own business (Chen & Chang, 2018; Treffers, 2017). At this time, people who are behind in their education have been able to choose their path in life or also want

to prove that they can also be more successful than their parents who have worked for decades but apparently their conditions have not changed much. Currently, entrepreneurship has become a job to prove a place to prove self-actualization for PKBM assisted residents.

The majority of research related to the influence of entrepreneurship education on entrepreneurial motivation is never separated from the theory of planned behavior (TPB) Ajzen (1991), and Shapero & Sokol (1982). Even today, TPB Ajzen is still a strong reference for many researchers in various parts of the world, because it is able to explain how education influences entrepreneurial motivation. (2014), the theories of Ajzen (1991), Shapero & Sokol (1982), and human capital or HC (Becker, 1975), are very strong theories in explaining the positive influence of entrepreneurship education on entrepreneurial motivation. HC theory views that human capital is a determinant of entrepreneurial motivation (Fishbein & Ajzen, 2005; Lortie & Castogiovanni, 2015; Wach & Wojciechowski, 2016). According to Rueda et al., (2015), human capital is the skills and knowledge that individuals gain through investment in school, on-the-job training, and other types of experience. Kisubi & Korir, (2021) and Rueda et al., (2015) found a statistically significant relationship, both direct and indirect, between entrepreneurship education and human capital outcomes, such as knowledge and skills related to entrepreneurship. Knowledge of non-formal entrepreneurship education in PKBM and entrepreneurial attitudes really need to be continuously improved among PKBM assisted residents in Banyuwangi. This research contributes to the PKBM Non-Formal Education Institution in Banyuwangi to keep it up to date in providing entrepreneurship education, in entrepreneurial practice.

LITERATURE REVIEW

Non-Formal Entrepreneurship Education

The main objective of Non-Formal Entrepreneurship Education is to provide an in-depth understanding of the concept of entrepreneurship, equip students with the practical skills needed for entrepreneurship, and develop a proactive, creative and innovative attitude in facing the challenges of the business world. Evaluation in education can be carried out through assessing work results, business projects, and changes in behavior that indicate the development of students' entrepreneurial capacity.

Entrepreneurial Attitude

First, self-confidence is the main foundation, where individuals need to have high confidence in their abilities to overcome various challenges that may arise in the entrepreneurial journey. Entrepreneurial motivation is the main driver, encouraging individuals to create value, develop business ideas, and be determined to achieve entrepreneurial goals. The ability to take risks is a crucial aspect, requiring an individual's readiness to step into risky areas to achieve the desired results. Evaluation of entrepreneurial attitudes can be done through behavioral observations, self-assessments, and assessments by other parties of individual responses to business situations and entrepreneurial challenges. Thus, an entrepreneurial attitude is not only a mental trait, but also includes

emotional aspects that support individuals in achieving success in the business world.

Entrepreneurial Motivation

Alam et al., (2019); Mahto & McDowell, (2018); Srimulyani & Hermanto, (2022) explain that entrepreneurial motivation reflects the internal forces that encourage individuals to get involved in the world of entrepreneurship with the aim of creating value and achieving success in the business sector. First, the level of interest in entrepreneurship indicates the extent to which a person is interested in creating and managing their own business. Furthermore, attraction to business opportunities and awareness of the surrounding environment are indicators of motivation, showing the extent to which individuals feel interested and motivated to pursue business opportunities. Personal satisfaction and happiness derived from involvement in entrepreneurial activities also play an important role in supporting motivation. All of these dimensions involve in-depth evaluation and analysis of the internal drives that move individuals towards success in the world of entrepreneurship.

METHODOLOGY

This research uses a quantitative approach with explanatory descriptive methods. The research location is Banyuwangi, East Java, Indonesia, with data collection through an online questionnaire using Google Forms for three weeks in June 2023. Data analysis was carried out using SmartPLS 3.3.3, Structural Equation Model (SEM) with a Partial Least Square (PLS) approach. The analysis process consists of evaluating the measurement model (outer model), evaluating the structural model (inner model), and hypothesis testing. Hypothesis testing was carried out by bootstrapping at a significance level of 5%. Finally, the mediating variable test involves analyzing the difference in coefficients to determine whether the mediating variable has a mediating role, either as a complete, partial, or no mediating variable.

RESEARCH RESULT

General description of research objects

PKBM FATIMA NAIYA, founded on August 26 2021 in Banyuwangi Regency, East Java, has an important mission in educating and providing learning opportunities to people who are difficult to reach by formal institutions. With legality and operational permits from the government, this school is highly committed to providing non-formal education, covering the PKBM level from early childhood education to middle or high school equivalency. Operating during the day 6 days a week, PKBM FATIMA NAIYA receives School Operational Assistance (BOS) as a form of support for inclusiveness and accessibility of education. Through aid support, block grants, subsidies and scholarships, they ensure quality education is accessible to all levels of society.

Characteristics of Respondents Based on the Education of Male Parents

Table 1. Characteristics of Respondents Based on the Education of Male Parents

Education	Frequency	Percentage
SD	13	4.7
JUNIOR	25	9.1
SMA	137	49.8
S1	95	34.5
S2	5	1.8
Total	275	100.0

Source: Processed Primary Data, 2023

Based on the data in Table 4.3, it shows that the majority of education for male parents of residents studying PKBM in the Banyuwangi area is high school as many as 137 respondents or 49.8% of the total respondents, and at least S2 education as many as 5 respondents or 1.8%.

Characteristics of respondents based on the education of female parents

Table 2. Characteristics of respondents based on the education of female parents

Education	Frequency	Percentage
SD	20	7.3
JUNIOR	20	7.3
SMA	195	70.9
S1	40	14.5
Total	275	100.0

Source: Processed Primary Data, 2023

Based on the data in Table it shows that the majority of female parents of residents studying PKBM in the Banyuwangi area are high school as many as 195 respondents or 70.9% of the total respondents, and at least 20 respondents or 7.3% of elementary and junior high school education.

Characteristics of respondents by class

Table 3. Characteristics of Respondents by Class

Class	Frequency	Percentage
10	46	16.7
11	185	67.3
12	44	16.0
Total	275	100.0

Source: Processed Primary Data, 2023

Based on Table 4.5 above, it shows that the majority of people studying PKBM in the Banyuwangi area are in grade 11 with 185 respondents (67.3%) of all respondents, followed by grade 10 with 46 respondents (16.7%) of the total respondents. Class 12 had at least 44 respondents (16.0%).

Distribution of Respondents' Answers

Frequency Distribution for Non-Formal Entrepreneurship Education Variables (X)

The statement item from the Non-Formal Entrepreneurship Education (X) indicator that has the highest average value is the item "My non-formal learning teaches students about entrepreneurial creativity" with an average of 4.47. This shows respondents agree that non-formal learning teaches about entrepreneurial creativity. The lowest average was found in the statement "My non-formal learning can identify my ability to qualify opportunities" with an average of 4.12. The conclusion obtained from all statement items can be obtained the average value of all statements regarding the Non-Formal Entrepreneurship Education (X) variable of 4.28. This value means that respondents agree with the statements in non-formal entrepreneurship education.

Frequency Distribution for Entrepreneurial Attitude Variable (Z)

The statement item from the Entrepreneurial Attitude (Z) indicator that has the highest average value is the item "I have a passionate attitude and strive hard so that it has a good impact on the surrounding environment" with an average of 4.47. This shows that residents studying PKBM in the Banyuwangi area already have a passionate attitude and strive hard so that it has a good impact on the surrounding environment. This shows that residents learning PKBM in the Banyuwangi area lack an open attitude towards new things. The conclusion obtained from all statement items can be obtained the average value of all statements regarding the variable Entrepreneurial Attitude (Z) of 4.26. This value means that respondents agree with the statements in the entrepreneurial attitude.

Frequency Distribution for Entrepreneurial Motivation Variable (Y)

The variable of entrepreneurial motivation consists of 8 question items given to respondents. The statement item of the Entrepreneurial Motivation indicator (Y) that has the highest average value is the item "I am more interested in being an entrepreneur than an employee" with an average of 4.55. The lowest average was in the statement "I will dare to start a business in the near future" with an average of 4.04. The conclusion obtained from all statement items can be obtained the average value of all statements regarding the variable Entrepreneurial Motivation (Y) of 4.36. This value means that respondents agree with the statements that exist on entrepreneurial motivation.

Data Analysis

The variable of entrepreneurial motivation consists of 8 question items given to respondents. The statement item of the Entrepreneurial Motivation indicator (Y) that has the highest average value is the item "I am more interested in being an entrepreneur than an employee" with an average of 4.55. The lowest average was in the statement "I will dare to start a business in the near future" with an average of 4.04. The conclusion obtained from all statement items can be obtained the average value of all statements regarding the variable Entrepreneurial Motivation (Y) of 4.36. This value means that respondents agree with the statements that exist on entrepreneurial motivation.

Table 4. Validity Test Results Using Loading Factor Values

Variable	Indicators	Outer Loadings	Decision
X (Non-Formal Entrepreneurship Education)	x1.1	0.170	Valid
	x1.2	0.166	Valid
	x1.3	0.150	Valid
	x1.4	0.160	Valid
	x1.5	0.133	Valid
	x1.6	0.156	Valid
	x1.7	0.161	Valid
	x1.8	0.151	Valid
Y (Entrepreneurial Motivation)	Y1	0.118	Valid
	y2	0.149	Valid
	Y3	0.164	Valid
	Y4	0.141	Valid
	Y5	0.126	Valid
	Y6	0.153	Valid
	Y7	0.152	Valid
	y8	0.158	Valid
Z (Entrepreneurial Attitude)	Z1	0.145	Valid
	z2	0.119	Valid
	Z3	0.113	Valid
	Z4	0.124	Valid
	Z5	0.152	Valid
	Z6	0.132	Valid
	Z7	0.118	Valid
	Z8	0.127	Valid
	Z9	0.085	Valid
	Z10	0.131	Valid

Source: Data Processor With SmartPLS 3.3.3, 2023

Table illustrates the value of the loading factor (convergent validity) of each indicator. The value of the loading factor > 0.7 can be said to be valid. This shows that all loading factor values of the indicators of Non-Formal Entrepreneurship Education (X), Entrepreneurial Motivation (Y) and Entrepreneurial Attitude (Z) are greater than 0.7. This indicates that the indicators are valid.

Table 5. Results of Validity Test of Non-Formal Entrepreneurship Education Using Cross Loading

	X (Non-Formal Entrepreneurship Education)	Y (Entrepreneurial Motivation)	Z (Entrepreneurial Attitude)
x1.1	0.835	0.678	0.56309
x1.2	0.808	0.670	0.54043
x1.3	0.791	0.618	0.47258
x1.4	0.854	0.614	0.55745
x1.5	0.759	0.530	0.44406
x1.6	0.712	0.622	0.5196
x1.7	0.843	0.685	0.4782
x1.8	0.798	0.648	0.43746

Source: Data Processing With PLS, 2023

Based on Table 4.10 above, non-formal entrepreneurship education has a higher loading factor value than entrepreneurial attitude and entrepreneurial motivation so that it can be said that each indicator in the non-formal entrepreneurship education variable is discriminantly valid, that is, each construct indicator is not highly correlated with other constructs (entrepreneurial attitude and entrepreneurial motivation) used in measuring in this study.

Table 6. Test Results of Validity Test of Entrepreneurial Motivation Using Cross Loading

	X (Non-Formal Entrepreneurship Education)	Y (Entrepreneurial Motivation)	Z (Entrepreneurial Attitude)
Y1	0.561	0.829	0.4709
y2	0.698	0.908	0.60625
Y3	0.772	0.862	0.66566
Y4	0.645	0.811	0.60879
Y5	0.580	0.754	0.53945
Y6	0.719	0.890	0.62934
Y7	0.698	0.887	0.65027
y8	0.739	0.916	0.6452

Source: Data Processing With PLS, 2023

Based on Table 4.11 above, entrepreneurial motivation has a higher loading factor value than non-formal entrepreneurship education and entrepreneurial attitude, so it can be said that each indicator on the variable of entrepreneurial motivation is discriminantly valid, that is, each construct indicator is not highly correlated with other constructs (non-formal entrepreneurship education and entrepreneurial attitude) used in measuring this study.

Table 7. Test Results of Validity of Entrepreneurial Attitude Using Cross Loading

	X (Non-Formal Entrepreneurship Education)	Y (Entrepreneurial Motivation)	Z (Entrepreneurial Attitude)
Z1	0.555	0.666	0.86979
Z10	0.588	0.522	0.7596
z2	0.469	0.538	0.73964
Z3	0.477	0.480	0.8016
Z4	0.470	0.575	0.80364
Z5	0.575	0.703	0.86659
Z6	0.510	0.602	0.86894
Z7	0.471	0.521	0.77163
Z8	0.508	0.563	0.77567
Z9	0.338	0.381	0.70733

Source: Data Processing With PLS, 2023

Based on Table 4.12 above, entrepreneurial attitude has a higher loading factor value than non-formal entrepreneurship education and entrepreneurial motivation so that it can be said that each indicator on the variable of entrepreneurial attitude is discriminantly valid, that is, each construct indicator is not highly correlated with other constructs (non-formal entrepreneurship education and entrepreneurial motivation) used in measuring this study.

Reliability Test.

Table 8. Reliability Test Results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Information
X (Non-Formal Entrepreneurship Education)	0.920	0.922	0.935	0.642	Reliable
Y (Entrepreneurial Motivation)	0.949	0.953	0.957	0.737	Reliable
Z (Entrepreneurial Attitude)	0.936	0.942	0.946	0.637	Reliable

Source: Data Processing With PLS, 2023

Based on the values in Table 8, all values have met the Average Variance Extracted (AVE) requirements of > 0.5 so that it can be said that the variables of non-formal entrepreneurship education, entrepreneurial motivation and entrepreneurial attitude in the evaluation of model measurements have good discriminant validity.

Table 9. Value of Coefficient of Determination

	R Square	R Square Adjusted
Y (Entrepreneurial Motivation)	0.701	0.699
Z (Entrepreneurial Attitude)	0.396	0.394

Source: Data Processing With PLS, 2023

This study uses two variables that are influenced by other variables, namely the variable Entrepreneurial Attitude (Z) which is influenced by the variable Non-Formal entrepreneurship education (X) and the variable Entrepreneurial Motivation (Y) which is influenced by the variable Non-Formal entrepreneurship education (X) and entrepreneurial attitude (Z).

Hypothesis Testing

Based on the results of the outer model and inner model tests that have been carried out, the outer model and inner model have been qualified for hypothesis testing. The hypothesis test conducted in this study is divided into two stages, the first is direct influence testing and the second is indirect influence testing carried out through bootstrapping on Smart PLS 3.3.3 software.

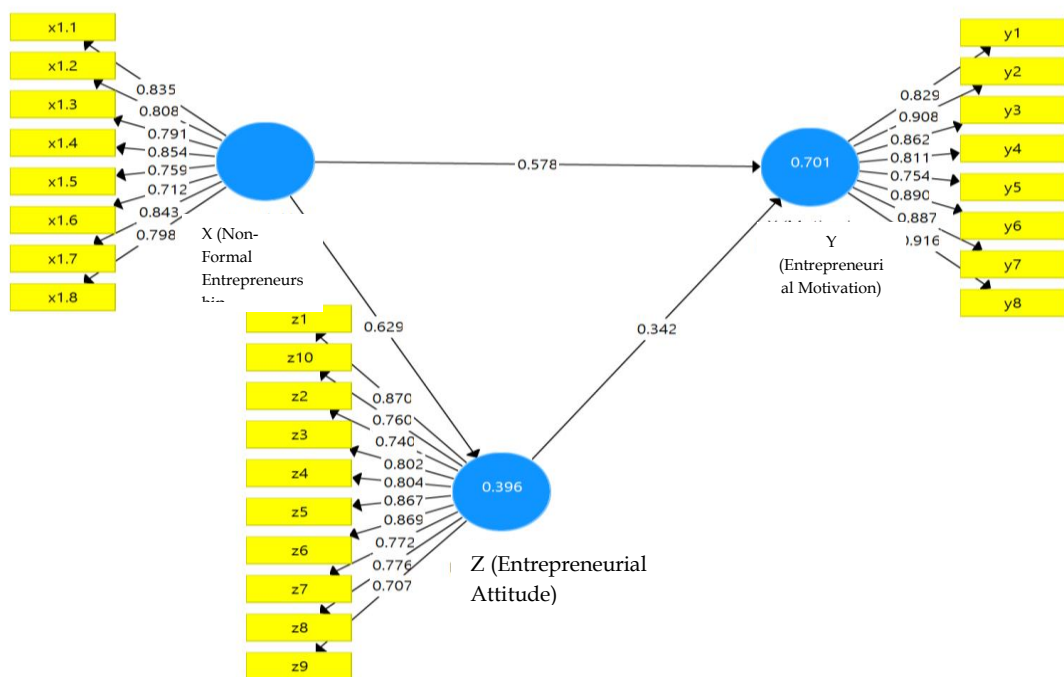


Figure 1. Path diagram of the research theoretical model

Source: Data Processing With PLS, 2023

Based on the results of direct and indirect influence tests that have been carried out in this study. The following is a summary of the overall hypothesis test results presented in Table

Table 10. Hypothesis Test Results

	Path Coefficient	t-Statistics	P-Value	Information	Significance	Types of Mediation
H1	0.578	8.017	0.000	Accepted	Significant	-
H2	0.629	13.204	0.000	Accepted	Significant	-
H3	0.342	4.526	0.000	Accepted	Significant	-
H4	0.215	4.300	0.000	Accepted	Significant	Partial Mediation

Source: Data Processing With PLS, 2023

Information:

H1 :P Non-Formal Entrepreneurship (X) education has a significant effect on Entrepreneurial Motivation (Y).

H2 : Non-Formal Entrepreneurship Education (X) has a significant effect on Entrepreneurial Attitude (Z).

H3 :Entrepreneurial Attitude (Z) has a significant effect on Entrepreneurial Motivation (Y).

H4 :P Non-Formal entrepreneurship education (X) has a significant effect on

This study shows that Non-Formal Entrepreneurship Education (X) has a significant effect on Entrepreneurial Motivation (Z), Entrepreneurial Attitude (Z) has a significant effect on Entrepreneurial Motivation (Y), and Non-Formal Entrepreneurship Education (X) has a significant effect on Entrepreneurial Motivation (Y). The results of the examination to determine the nature or type of mediating variables of entrepreneurial attitudes in the influence of non-formal entrepreneurship education on entrepreneurial motivation are partial mediation. The mediating role of entrepreneurial attitudes influenced by non-formal entrepreneurship education on entrepreneurial motivation has a partial mediating influence, the first reason is because both the influence of entrepreneurial motivation directly and indirectly shows a significant influence.

DISCUSSION

The Effect of Non-Formal Entrepreneurship Education (X) on Entrepreneurial Motivation (Y) in Residents Learning PKBM in the Banyuwangi Area

The results of the first hypothesis test showed that the relationship between the variable Non-Formal Entrepreneurship Education (X) and Entrepreneurial Motivation (Y) showed a path coefficient value of 0.578 with a calculated t value of 8.017 which means greater than 1.96 and a p-value of 0.000 or less than 0.05. So it can be said that non-formal entrepreneurship education has a positive and significant influence directly on entrepreneurial motivation in PKBM learning residents in the Banyuwangi area. In this study, hypothesis 1 is accepted because non-formal entrepreneurship education has a positive and significant influence on entrepreneurial motivation. This result means that the better the non-formal entrepreneurship education, the more it will be able to increase the entrepreneurial motivation of residents to learn PKBM in the Banyuwangi area. This result is in line with previous research conducted by Prima. The results of this study show that the better the non-formal entrepreneurship education, the higher the motivation for entrepreneurship

Residents to learn PKBM in the Banyuwangi area. The results of this study present a deeper understanding related to the dynamics of the relationship between non-formal entrepreneurship education and entrepreneurial motivation in PKBM learning residents in the Banyuwangi area. A. (2019), which underlines the important role of non-formal entrepreneurship education in shaping entrepreneurial attitudes, knowledge, and readiness. In line with the results of this study Ellis et al., (2019) and Oo et al., (2018) Delivering non-formal entrepreneurship education is a learning process to change the attitudes and mindsets of fostered citizens towards choosing an entrepreneurial career. The role of motivation in entrepreneurship is very important, especially the motivation to succeed.

The Effect of Non-Formal Entrepreneurship Education (X) on Entrepreneurial Attitudes (Z) in Residents Learning PKBM in the Banyuwangi Area

The results of the second hypothesis analysis showed that the relationship between the variable of Non-Formal Entrepreneurship Education (X) and Entrepreneurial Attitude (Z) showed a path coefficient value of 0.629 with a calculated t value of 13.204 which means greater than 1.96 and a p-value of 0.000 or less than 0.05. So it can be said that non-formal entrepreneurship education has a positive and significant influence directly on entrepreneurial attitudes in PKBM learning residents in the Banyuwangi area. In this study, hypothesis 2 is accepted because non-formal entrepreneurship education has a positive and significant influence on entrepreneurial attitudes. This result means that the better the non-formal entrepreneurship education, the more it will be able to improve entrepreneurial attitudes in PKBM learning residents in the Banyuwangi area. Researchers highlight the significant role of non-formal entrepreneurship education in shaping entrepreneurial attitudes in PKBM learning residents in the Banyuwangi area. This can be interpreted that students who attend non-formal entrepreneurship education programs tend to develop a positive attitude towards entrepreneurial initiatives, risks, and challenges in running a business. In conclusion, non-formal entrepreneurship education is not only a vehicle for transferring knowledge, but also an effective catalyst in forming a positive entrepreneurial attitude.

The Influence of Entrepreneurial Attitude (Z) on Entrepreneurial Motivation (Y) on PKBM learning residents in the Banyuwangi area

The results of testing the third hypothesis show that the relationship between the variable Entrepreneurial Attitude (Z) and Entrepreneurial Motivation (Y) shows a path coefficient value of 0.342 with a calculated t value of 4.526 which means greater than 1.96 and a p-value of 0.000 or less than 0.05. So it can be said that entrepreneurial attitudes have a positive and significant influence directly on entrepreneurial motivation in residents learning PKBM in the Banyuwangi area. In this study, hypothesis 3 is accepted because entrepreneurial attitudes have a positive and significant influence on entrepreneurial motivation. This result means that the higher the entrepreneurial attitude, the more entrepreneurial motivation will increase in residents learning PKBM in the Banyuwangi area.

The implication is that in developing educational strategies and programs at PKBM Banyuwangi, it is necessary to pay attention to the integral role of entrepreneurial attitudes as an integral part of the curriculum and coaching. An in-depth and holistic program can include simulating business situations, the role of successful entrepreneurial models as mentees, as well as providing a platform for sharing experiences and knowledge among learning citizens. This is expected to create an inspiring and empowering learning environment, creating a domino effect that extends to the community level and the local business ecosystem. Thus, the development of a strong entrepreneurial attitude is expected to be one of the main pillars in forming sustainable entrepreneurial motivation in PKBM learning residents in the Banyuwangi area.

The Influence of Non-Formal Entrepreneurship Education (X) on Entrepreneurial Motivation (Y) through Entrepreneurial Attitude (Z) in Residents Learning PKBM in the Banyuwangi Area

The results of the fourth hypothesis analysis describe the complex dynamics between non-formal entrepreneurship education (X), entrepreneurial attitudes (Z), and entrepreneurial motivation (Y) in PKBM learning residents in the Banyuwangi area. These findings highlight the significant mediating role of entrepreneurial attitudes in linking non-formal entrepreneurship education with entrepreneurial motivation. Non-formal entrepreneurship education, as an independent variable (X), significantly shapes entrepreneurial attitudes (Z) which then contributes to entrepreneurial motivation (Y). In this context, non-formal entrepreneurship education serves as a provider of knowledge, skills, and conceptual understanding of the business world, while entrepreneurial attitudes respond to and embrace those entrepreneurial values. In interpreting the results of this study, it is also necessary to consider that the development of entrepreneurial attitudes through entrepreneurship education can involve teaching strategies that focus on developing practical skills and applying knowledge in real-life situations. Therefore, the design of the entrepreneurship education curriculum should consider a holistic approach that includes practical elements to apply knowledge, create hands-on experience, and arouse students' entrepreneurial spirit.

The results of the analysis also highlight the mediating role of entrepreneurial attitudes between non-formal entrepreneurship education and entrepreneurial motivation. This finding reflects Forkan's (2021) research which shows that positive attitudes towards entrepreneurship mediate the relationship between government support and entrepreneurial intentions. Furthermore, the findings of the positive influence of government policies on entrepreneurial intentions through entrepreneurial attitudes refer to previous literature that emphasizes the important role of government support in shaping a conducive business environment. The interpretation of these results is that supportive government policies provide a strong foundation for developing positive entrepreneurial attitudes, which in turn, increases students' entrepreneurial intentions. Through a holistic approach, non-formal entrepreneurship education at PKBM can create a learning environment that

not only provides practical knowledge and skills, but also forms a strong entrepreneurial character and attitude.

CONCLUSIONS AND RECOMMENDATIONS

This research was conducted with the aim of finding out the effect of non-formal entrepreneurship education on entrepreneurial motivation through entrepreneurial attitudes among residents studying PKBM in the Banyuwangi area. Based on the research that has been conducted, it is concluded that this research provides an in-depth understanding of the relationship between Non-Formal Entrepreneurship Education (X), Entrepreneurial Attitude (Z), and Entrepreneurial Motivation (Y) among residents studying PKBM in the Banyuwangi area. These findings confirm that Non-Formal Entrepreneurship Education has a positive and significant impact on Entrepreneurial Motivation directly, as well as through the influence of Entrepreneurial Attitude. Entrepreneurial Attitude has also been proven to have a positive and significant influence on Entrepreneurial Motivation. Overall, Non-Formal Entrepreneurship Education, Entrepreneurial Attitudes, and Entrepreneurial Motivation are interrelated and influence each other.

ADVANCED RESEARCH

The integration of relevant materials and innovative teaching methods can increase the effectiveness of entrepreneurship education. Development of an Entrepreneurial Attitude Training Program: Seeing the important role of Entrepreneurial Attitude, it is recommended to develop a training program that can increase positive attitudes towards entrepreneurship. Development of Entrepreneurial Motivation Supporting Programs: Seeing the importance of entrepreneurial motivation, developing supporting programs, such as motivational seminars, counseling, or self-development activities, can help increase the level of entrepreneurial motivation.

ACKNOWLEDGMENT

We would like to thank all the people in finished this paper, especially our advisors.

REFERENCES

- Abima, B., Engotoit, B., Kituyi, G. M., Kyeyune, R., & Koyola, M. (2021). Relevant local content, social influence, digital literacy, and attitude toward the use of digital technologies by women in Uganda. *Gender, Technology and Development*, 25(1), 87-111. <https://doi.org/10.1080/09718524.2020.1830337>
- Agarwal, S., Ramadani, V., Gerguri-Rashiti, S., Agrawal, V., & Dixit, J. K. (2020). Inclusivity of entrepreneurship education on entrepreneurial attitude among young community: evidence from India. *Journal of Enterprising Communities*, 14(2), 299-319. <https://doi.org/10.1108/JEC-03-2020-0024>
- Arora, N., Prashar, S., Parsad, C., & Tata, S. V. (2019). Influence of celebrity factors, consumer attitude and involvement on shoppers' purchase intention using hierarchical regression. *Decision*, 46(3), 179-195.

- <https://doi.org/10.1007/s40622-019-00208-7>
- Bacq, S., Ofstein, L. F., Kickul, J. R., & Gundry, L. K. (2017). Perceived entrepreneurial munificence and entrepreneurial intentions: A social cognitive perspective. *International Small Business Journal: Researching Entrepreneurship*, 35(5), 639–659. <https://doi.org/10.1177/0266242616658943>
- Barba-Sánchez, V., & Atienza-Sahuquillo, C. (2012). Entrepreneurial behavior: Impact of motivation factors on decision to create a new venture. *Investigaciones Europeas de Direccion y Economia de La Empresa*, 18(2), 132–138. [https://doi.org/10.1016/S1135-2523\(12\)70003-5](https://doi.org/10.1016/S1135-2523(12)70003-5)
- Bol, T. (2020). Inequality in homeschooling during the Corona crisis in the Netherlands. First results from the LISS Panel. <https://doi.org/10.31235/osf.io/hf32q>
- Chen, C. C., & Chang, Y. C. (2018). What drives purchase intention on Airbnb? Perspectives of consumer reviews, information quality, and media richness. *Telematics and Informatics*, 35(5), 1512–1523. <https://doi.org/10.1016/j.tele.2018.03.019>
- Comunian, R., & England, L. (2020). Creative and cultural work without filters: Covid-19 and exposed precarity in the creative economy. *Cultural Trends*, 29(2), 112–128. <https://doi.org/10.1080/09548963.2020.1770577>
- Constantinescu, M., Orindaru, A., Pachitanu, A., Rosca, L., Caescu, S. C., & Orzan, M. C. (2019). Attitude evaluation on using the neuromarketing approach in social media: Matching company's purposes and consumer's benefits for sustainable business growth. *Sustainability (Switzerland)*, 11(24). <https://doi.org/10.3390/su11247094>
- Denanyoh, R., Adjei, K., & Nyemekye, G. E. (2015). Factors That Impact on Entrepreneurial Intention of Tertiary Students in Ghana. *International Journal of Business and Social Research*, 05(03), 19–29.
- Devi Angrahini Anni Lembana, Yu Yu Chang, & Wen Ke Liang. (1970). Institutional Environment, Entrepreneurial Self-Efficacy and Entrepreneurial Intention of Company Employees. *International Journal of Applied Research in Management and Economics*, 3(1), 1–9. <https://doi.org/10.33422/ijarme.v3i1.277>
- Dong, E., Du, H., & Gardner, L. (2020). An interactive web-based dashboard to track COVID-19 in real time. *The Lancet Infectious Diseases*, 20(5), 533–534. [https://doi.org/10.1016/S1473-3099\(20\)30120-1](https://doi.org/10.1016/S1473-3099(20)30120-1)
- Eliyana, A., Rohmatul, S., Sridadi, A. R., Razaq, A., & Gunawan, D. R. (2020). The role of motivation on attitudes and entrepreneur achievement. *Systematic Reviews in Pharmacy*, 11(8), 335–343. <https://doi.org/10.31838/srp.2020.8.51>
- Ellis, V., Steadman, S., & Trippstad, T. A. (2019). Teacher education and the GERM: policy entrepreneurship, disruptive innovation and the rhetorics of reform. *Educational Review*, 71(1), 101–121. <https://doi.org/10.1080/00131911.2019.1522040>
- Eniola, A. A. (2021). The entrepreneur motivation and financing sources. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(1), 1–

17. <https://doi.org/10.3390/joitmc7010025>
- Fayolle, A., & Liñán, F. (2014). The future of research on entrepreneurial intentions. *Journal of Business Research*, 67(5), 663–666. <https://doi.org/10.1016/j.jbusres.2013.11.024>
- Fishbein, M., & Ajzen, I. (2005). Theory-based behavior change interventions: Comments on Hobbis and Sutton. *Journal of Health Psychology*, 10(1), 27–31. <https://doi.org/10.1177/1359105305048552>
- George Lord, O.-A., Amofah, K., Kofi Nyamaah, K., & Abubakari, Y. (2012). Entrepreneurial intention among senior high school students in the Sunyani Municipality. *International Review of Management and Marketing*, 2(4), 210–219.
- Gumilar, G. R. (2019). Contribution of Entrepreneurship Training to Entrepreneur Motivation for Training Partners Pension Preparation in Agency PT Duta Transformasi Insani Bandung. 214(Ices 2018), 187–193. <https://doi.org/10.2991/ices-18.2019.46>
- Implikasi, C.-, & Usaha, B. (2020). Covid-19 Dan Implikasi Bagi Usaha Mikro, Kecil, Dan Menengah. *Jurnal Ilmiah Hubungan Internasional*, 0(0), 59–64. <https://doi.org/10.26593/jihi.v0i0.3870.59-64>
- Jena, P. K. (2020). Impact of Pandemic COVID-19 on Education in India. *International Journal of Current Research (IJCR)*, August. <https://doi.org/10.31235/osf.io/2kasu>
- Kartini, T. (2017). Equivalency Education through Homeschooling: a Constructive Collaboration in Non-Formal and Informal Education in Indonesia. 88(March 2015), 211–213. <https://doi.org/10.2991/nfe-16.2017.55>
- Kaushik, M. (2020). The Impact of Pandemic COVID -19 in Workplace. *European Journal of Business and Management*, June, 8–18. <https://doi.org/10.7176/ejbm/12-15-02>
- Kisubi, M. K., & Korir, M. (2021). Entrepreneurial Training and Entrepreneurial Intentions. *SEISENSE Journal of Management*, 4(3), 73–84. <https://doi.org/10.33215/sjom.v4i3.638>
- Krueger, N. F. J., Reilly, M. D., & Carsrud, A. L. (2000). Competing Models of Entrepreneurial Intentions. *Journal of Business Venturing*. *Journal of Business Venturing*, 15(98), 411–432. https://s3.amazonaws.com/academia.edu.documents/44050220/Competing_Models_of_Entrepreneurial_Inte20160323-24359-16ngo0q.pdf?response-content-disposition=inline%3Bfilename%3DCompeting_models_of_entrepreneurial_inte.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-A
- Lechuga Sancho, M. P., Martín-Navarro, A., & Ramos-Rodríguez, A. R. (2020). Will they end up doing what they like? the moderating role of the attitude towards entrepreneurship in the formation of entrepreneurial intentions. *Studies in Higher Education*, 45(2), 416–433. <https://doi.org/10.1080/03075079.2018.1539959>
- Liguori, E. W., Bendickson, J. S., & McDowell, W. C. (2018). Revisiting entrepreneurial intentions: a social cognitive career theory approach.

- International Entrepreneurship and Management Journal, 14(1), 67–78.
<https://doi.org/10.1007/s11365-017-0462-7>
- Liñán, F., Rodríguez-Cohard, J. C., & Rueda-Cantuche, J. M. (2011). Factors affecting entrepreneurial intention levels: A role for education. *International Entrepreneurship and Management Journal*, 7(2), 195–218.
<https://doi.org/10.1007/s11365-010-0154-z>
- Lortie, J., & Castogiovanni, G. (2015). The theory of planned behavior in entrepreneurship research: what we know and future directions. *International Entrepreneurship and Management Journal*, 11(4), 935–957.
<https://doi.org/10.1007/s11365-015-0358-3>
- Mahto, R. V., & McDowell, W. C. (2018). Entrepreneurial motivation: a non-entrepreneur's journey to become an entrepreneur. *International Entrepreneurship and Management Journal*, 14(3), 513–526.
<https://doi.org/10.1007/s11365-018-0513-8>
- Malmström, M., Voitkane, A., Johansson, J., & Wincent, J. (2020). What do they think and what do they say? Gender bias, entrepreneurial attitude in writing and venture capitalists' funding decisions. *Journal of Business Venturing Insights*, 13(December 2019).
<https://doi.org/10.1016/j.jbv.2019.e00154>
- Mardhia, D., Kautsari, N., Syaputra, L. I., Ramdhani, W., & Rasiardhi, C. O. (2020). Penerapan Protokol Kesehatan Dan Dampak Covid-19 Terhadap Harga Komoditas Perikanan Dan Aktivitas Penangkapan. *Indonesian Journal of Applied Science and Technology*, 1(9), 80–87.
- Maroufkhani, P., Wagner, R., & Wan Ismail, W. K. (2018). Entrepreneurial ecosystems: a systematic review. *Journal of Enterprising Communities*, 12(4), 545–564. <https://doi.org/10.1108/JEC-03-2017-0025>
- Neneh, B. N. (2020). Entrepreneurial passion and entrepreneurial intention: the role of social support and entrepreneurial self-efficacy. *Studies in Higher Education*, 0(0), 1–17. <https://doi.org/10.1080/03075079.2020.1770716>
- Oo, P. P., Sahaym, A., Juasrikul, S., & Lee, S. Y. (2018). The interplay of entrepreneurship education and national cultures in entrepreneurial activity: a social cognitive perspective. *Journal of International Entrepreneurship*, 16(3), 398–420. <https://doi.org/10.1007/s10843-018-0229-4>
- Pannone, S. J. (2017). The influence of homeschooling on entrepreneurial activities: a collective case study. *Education and Training*, 59(7–8), 706–719.
<https://doi.org/10.1108/ET-05-2016-0091>
- Patil, U., Kostareva, U., Hadley, M., Manganello, J. A., Okan, O., Dadaczynski, K., Massey, P. M., Agner, J., & Sentell, T. (2021). Health literacy, digital health literacy, and COVID-19 pandemic attitudes and behaviors in U.S. college students: Implications for interventions. *International Journal of Environmental Research and Public Health*, 18(6), 1–14.
<https://doi.org/10.3390/ijerph18063301>
- PATMA, T. S., WARDANA, L. W., WIBOWO, A., & NARMADITYA, B. S. (2020). The Shifting of Business Activities during the COVID-19 Pandemic: Does Social Media Marketing Matter? *Journal of Asian Finance, Economics*

- and Business, 7(12), 283–292.
<https://doi.org/10.13106/JAFEB.2020.VOL7.NO12.283>
- Petts, R. J., Carlson, D. L., & Pepin, J. R. (2021). A gendered pandemic Childcare, homeschooling, and parents' employment during COVID-19. *Gender, Work & Organization*, 28, 515-534..pdf. (n.d.).
- Pihie, Z. A. L., & Bagheri, A. (2010). Entrepreneurial attitude and entrepreneurial efficacy of technical secondary school students. *Journal of Vocational Education and Training*, 62(3), 351–366.
<https://doi.org/10.1080/13636820.2010.509806>
- Prada, R. (2020). Entrepreneurial attitude and success in the Colombian auto parts sector. *Dimensión Empresarial*, 18(2).
<https://doi.org/10.15665/dem.v18i2.2121>
- Rey-Martí, A., Tur Porcar, A., & Mas-Tur, A. (2015). Linking female entrepreneurs' motivation to business survival. *Journal of Business Research*, 68(4), 810–814. <https://doi.org/10.1016/j.jbusres.2014.11.033>
- Rueda, S., Moriano, J. A., & Liñán, F. (2015). Validating a theory of planned behavior questionnaire to measure entrepreneurial intentions. *Developing, Shaping and Growing Entrepreneurship*, January 2016, 60–78.
<https://doi.org/10.4337/9781784713584.00010>
- Schwarz, E. J., Wdowiak, M. A., Almer-Jarz, D. A., & Breitenecker, R. J. (2009). The effects of attitudes and perceived environment conditions on students' entrepreneurial intent: An Austrian perspective. *Education and Training*, 51(4), 272–291. <https://doi.org/10.1108/00400910910964566>
- Shepherd, D. A., Saade, F. P., & Wincent, J. (2020). How to circumvent adversity? Refugee-entrepreneurs' resilience in the face of substantial and persistent adversity. *Journal of Business Venturing*, 35(4), 1–26.
<https://doi.org/10.1016/j.jbusvent.2019.06.001>
- Soomro, B. A., Memon, M., & Shah, N. (2021). Attitudes towards entrepreneurship among the students of Thailand: an entrepreneurial attitude orientation approach. *Education and Training*, 63(2), 239–255.
<https://doi.org/10.1108/ET-01-2020-0014>
- Srimulyani, V. A., & Hermanto, Y. B. (2022). Impact of Entrepreneurial Self-Efficacy and Entrepreneurial Motivation on Micro and Small Business Success for Food and Beverage Sector in East Java, Indonesia. *Economies*, 10(1). <https://doi.org/10.3390/economies10010010>
- St-Jean, É., & Mathieu, C. (2015). Developing Attitudes Toward an Entrepreneurial Career Through Mentoring: The Mediating Role of Entrepreneurial Self-Efficacy. *Journal of Career Development*, 42(4), 325–338. <https://doi.org/10.1177/0894845314568190>
- Syawfi, I. (2020). Implikasi Pandemi COVID-19 terhadap Hubungan Internasional : Menuju dunia Paska-Liberal. 2019(April).
- Taormina, R. J., & Kin-Mei Lao, S. (2007). Measuring Chinese entrepreneurial motivation: Personality and environmental influences. *International Journal of Entrepreneurial Behaviour & Research*, 13(4), 200–221.
<https://doi.org/10.1108/13552550710759997>
- Thorell, L. B., Skoglund, C., de la Peña, A. G., Baeyens, D., Fuermaier, A. B. M.,

- Groom, M. J., Mammarella, I. C., van der Oord, S., van den Hoofdakker, B. J., Luman, M., de Miranda, D. M., Siu, A. F. Y., Steinmayr, R., Idrees, I., Soares, L. S., Sörlin, M., Luque, J. L., Moscardino, U. M., Roch, M., ... Christiansen, H. (2021). Parental experiences of homeschooling during the COVID-19 pandemic: differences between seven European countries and between children with and without mental health conditions. *European Child and Adolescent Psychiatry*, 0123456789. <https://doi.org/10.1007/s00787-020-01706-1>
- Titik Dwiwati, S., Kholil, A., . R., & Sukarno, R. (2019). Development of Automotive Vocational Homeschooling Education Based on Technopreneurship in Jakarta, Indonesia. *KnE Social Sciences*, 3(12), 544. <https://doi.org/10.18502/kss.v3i12.4124>
- Tran, A. T. P., & Von Korfflesch, H. (2016). A conceptual model of social entrepreneurial intention based on the social cognitive career theory. *Asia Pacific Journal of Innovation and Entrepreneurship*, 10(1), 17–38. <https://doi.org/10.1108/apjie-12-2016-007>
- Treffers, et al. (2017). Entrepreneurial Intentions Are Dead: Long Live Entrepreneurial Intentions Critical Overview of Intentions and Entrepreneurial. *Revisiting the Entrepreneurial Mind Inside the Black Box: An Expanded Edition*, 13–34. <https://doi.org/10.1007/978-3-319-45544-0>
- Utami, C. W. (2017). Attitude , Subjective Norms , Perceived Behavior , Entrepreneurship Education and Self-efficacy Toward Entrepreneurial Intention University Student in Indonesia Christina Whidya Utami Lecturer at the University of Ciputra Surabaya. *European Research Studies Journal*, 20(2A), 475–495.
- Wach, K., & Wojciechowski, L. (2016). Entrepreneurial intentions of students in Poland in the view of Ajzen's theory of planned behaviour. *Entrepreneurial Business and Economics Review*, 4(1), 83–94. <https://doi.org/10.15678/EBER.2016.040106>
- Wang, L. Y., & Huang, J. H. (2019). Effect of entrepreneurial self-efficacy on the entrepreneurial intentions of students at a university in Hainan province in China: Taking social support as a moderator. *International Journal of Learning, Teaching and Educational Research*, 18(9), 183–200. <https://doi.org/10.26803/ijlter.18.9.10>
- Wang, S., Hung, K., & Huang, W. J. (2019). Motivations for entrepreneurship in the tourism and hospitality sector: A social cognitive theory perspective. *International Journal of Hospitality Management*, 78(November 2018), 78–88. <https://doi.org/10.1016/j.ijhm.2018.11.018>
- Yang, J.-H., & Kim, C. (2020). The Effect of Entrepreneurship Education on Entrepreneurial Intention. *The Korean Academic Association of Business Administration*, 33(3), 443–461. <https://doi.org/10.18032/kaaba.2020.33.3.443>
- Younis, A., Xiaobao, P., Nadeem, M. A., Kanwal, S., Pitafi, A. H., Qiong, G., & Yuzhen, D. (2021). Impact of positivity and empathy on social entrepreneurial intention: The moderating role of perceived social support. *Journal of Public Affairs*, 21(1). <https://doi.org/10.1002/pa.2124>