

The Effect of Entrepreneurial Passion and Entrepreneurial Education on Entrepreneurial Intention through Entrepreneurial Mindset among Students at Universitas Negeri Surabaya

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ABSTRACT

Objective: This study aims to analyze the effect of entrepreneurial passion and entrepreneurial education on entrepreneurial intention through entrepreneurial mindset among students at university. **Method:** This study used a quantitative approach, with an explanatory research design. The sampling technique used was non-probability sampling. The respondents were 252 students from Universitas Negeri Surabaya. Data analysis used Partial Least Squares-Structural Equation Modeling (PLS-SEM), which includes testing the outer model, inner model, and hypothesis. **Results:** The results of the study show that entrepreneurial passion and entrepreneurial mindset significantly influence entrepreneurial intention, while entrepreneurial education has no direct effect on entrepreneurial intention. Furthermore, entrepreneurial passion and entrepreneurial education significantly influence the entrepreneurial mindset. The results of the mediation test indicate that the entrepreneurial mindset can mediate the influence of entrepreneurial passion and entrepreneurial education on entrepreneurial intention. **Novelty:** This study provides a theoretical contribution in expanding the study of the Theory of Planned Behavior (TPB) in forming perceived behavioral control through an entrepreneurial mindset to create entrepreneurial intentions among students in developing countries.

INTRODUCTION

The high unemployment rate remains a challenge for economic development in Indonesia. The majority of unemployed people are secondary and university graduates (Manik et al., 2025). Among university graduates, the unemployment rate continues to increase year after year. Based on data from the Central Statistics Agency 2024, the unemployment rate for university graduates was recorded at 5.25%, while for diploma graduates it was 4.83%. The unemployment rate among university graduates increased from a total of 787,973 in 2023 to 842,378 in 2024. Based on education, the unemployment rate for university graduates was 4.07% in 2024 and increased to 5.60% in 2025.

Surabaya, the capital of East Java Province, recorded 79,767 unemployed people, with 10,741 of them university graduates (Central Statisticks Agency of Surabaya, 2025). This data shows that while higher education is expected to produce graduates ready to compete in the workforce, a significant number of university graduates, particularly in Surabaya, still face unemployment. This phenomenon represents a challenge, considering that universities should not only focus on producing graduates ready to enter the workforce, but also on the ability to create jobs (Astawa et al., 2024; Indiyono, 2024).

This phenomenon is confronted by universities in Indonesia (Satriadi et al., 2022; Umi et al., 2022), particularly at Universitas Negeri Surabaya (Unesa). According to

Tracer Study Unesa tahun 2024, despite an increase in on-time graduation rates, 12.43% of graduates are still waiting for employment. The main issue identified is that although Unesa has integrated entrepreneurship education into various study programs, only 13.65% of graduates actually enter the business world. This indicates that the problem at universities, particularly Unesa, lies not only with job availability, but also with internal barriers hindering students from transforming their educational potential into a real entrepreneurial intention (Umi et al., 2022)

Entrepreneurship as a strategic solution to reducing unemployment (Nguyen et al., 2025; Prayoga et al., 2023). The challenges faced by students, particularly at Unesa, relate to low emotional drive and a mindset that is not yet oriented toward economic independence. Awareness of the importance of entrepreneurship must be instilled from an early age, especially in higher education (Prayoga et al., 2023). Entrepreneurial education tends to be theoretical and fails to foster deep-rooted intentions. Consequently, there is a gap between what is learned in the classroom and students' readiness to face business risks. Therefore, this study focuses on how entrepreneurial passion and entrepreneurial education can reinforce each other to encourage entrepreneurial intention through deeper cognitive mechanisms. Entrepreneurial intention is a crucial factor in determining whether someone will actually realize a business (Fitzsimmons & Douglas, 2011; Liñán & Fayolle, 2015)

To understand this dynamic, this study uses the Theory of Planned Behavior (TPB) as its primary theoretical foundation. The TPB explains that intention to create behavior is predicted by attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). This theory is crucial for explaining entrepreneurial intention (Al-jubari et al., 2019; Duong et al., 2020; Ferreira et al., 2023), which is a predictor of entrepreneurial behavior (Ajzen, 1991; Correia et al., 2025; Mothibi et al., 2025). The variables in this study are explicitly mapped to the TPB components: entrepreneurial passion functions as an affective antecedent that shapes attitude toward the behavior, entrepreneurial education as an external factor, and subjective norms through the academic environment. Meanwhile, the entrepreneurial mindset is positioned as a cognitive mechanism representing perceived behavioral control. This integration aims to strengthen theoretical coherence, stating that intention arises from a conscious evaluation of an individual's abilities and emotional drives. Entrepreneurial intention is an individual's intention to create a business.

Entrepreneurial intention drives action as the first step in creating entrepreneurial opportunities (Krueger & Dickson, 1994; Bird, 1988; Krueger et al., 2000; Ashraf et al., 2024; Mhlongo et al., 2025, Reffandi & Sulistyowati, 2024). Internal and external factors can influence entrepreneurial intention (Cahyo, 2022; Isma et al., 2023; Kusuma et al., 2025). Internal factors include entrepreneurial passion and entrepreneurial mindset, and external factors include entrepreneurial education. Further research on entrepreneurial intention is needed (Krueger & Carsrud, 1993; Ayed, 2020; Tripopsakul, 2025), including the relationship between entrepreneurial intention, entrepreneurial passion, entrepreneurial education, and entrepreneurial mindset. Entrepreneurial passion has an important role in shaping entrepreneurial intention (Ezeuduji et al., 2024) in students.

Entrepreneurial passion is a positive feeling, affection, love, and a deep desire for entrepreneurship (Cardon et al., 2009). Entrepreneurial passion is a positive thought about entrepreneurship that can create individual thoughts and beliefs about the potential for success (Halbusi et al., 2024). The relationship between entrepreneurial passion and entrepreneurial intention is shown by several previous studies (Tanoto et al., 2024; Kusuma et al., 2025; Mhlongo et al., 2025; Nguyen et al., 2025). Entrepreneurial passion is a new area to be studied and explored (Bae et al., 2014; Liao et al., 2022). Several previous studies stated that entrepreneurial passion has a positive effect on entrepreneurial intention (Ediagbonya et al., 2024; Faradillah & Utami, 2023; Sanusi et al., 2024). In this case, the researcher wanted to explore the influence of variables on Unesa students.

Entrepreneurial education can provide the knowledge needed to create entrepreneurial intention (Aras, 2022). Entrepreneurial education is the process of developing students' attitudes, abilities, and skills to create businesses (Liu et al., 2025). Previous research (Hoang & Luu, 2025; Onyemaobi et al., 2025; Qin, 2024; Mujtaba et al., 2025) identified the influence of entrepreneurial education on entrepreneurial intention. Furthermore, research Anjum et al. (2019) and Prawesti & Cahya (2024) showed that entrepreneurial education had no effect on entrepreneurial intention. This indicates a research gap in the variables studied.

Entrepreneurial mindset is a cognitive perspective that recognizes and exploits entrepreneurial opportunities (Caputo et al., 2025; Xuan & Yankai, 2024). An entrepreneurial mindset is related to an individual's cognitive abilities, reflecting their commitment to creating entrepreneurial intention (Jiatong et al., 2021). Research by Nguyen et al. (2025) and Prayoga et al. (2023) shows a positive relationship between entrepreneurial passion, entrepreneurial education, entrepreneurial mindset, and entrepreneurial intention. Furthermore, research by Monica & Anuradha (2024) states that the entrepreneurial mindset has no effect on entrepreneurial intention. These results indicate a research gap. This research gap prompted researchers to conduct research to examine research findings using similar variables.

Although much research has been conducted on entrepreneurial intention, a crucial research gap remains. Most previous studies tend to position entrepreneurial passion and entrepreneurial education as independent factors influencing entrepreneurial intention. Researchers have explored that education and passion require cognitive mediation through mindset to function effectively. This is where the novelty of this research lies, namely, by testing the mediating role of the entrepreneurial mindset. The research's novelty includes (1) the integration of a model that connects affective and educational aspects through cognitive mediation, (2) the empirical context of Unesa students who have characteristics of both educational and non-educational universities, and (3) the use of PLS-SEM methodology to simultaneously test the complexity of the relationship between variables. Based on the background that has been explained, the researchers conducted a study entitled "The Effect of Entrepreneurial Passion and Entrepreneurial Education on Entrepreneurial Intention through Entrepreneurial Mindset among Students at Universitas Negeri Surabaya".

RESEARCH METHOD

This study employed a quantitative approach with an explanatory design to examine the relationships between variables through hypothesis testing. The population was active students at Universitas Negeri Surabaya. The sampling technique was non-probability sampling with a judgmental sampling method. The sample is 252 respondents, which was determined based on the inverse square root method and 10 times rules in PLS-SEM, which exceeded the minimum threshold for statistical power. The sample criteria were students who had taken entrepreneurship courses. This was crucial to ensure respondents had a basic understanding of entrepreneurship education, ensuring that the resulting data were more accurate and relevant to the research objectives.

Data collection was conducted through an online questionnaire. The research instrument uses a 5-point Likert Scale, ranging from (1) Strongly Disagree to (5) Strongly Agree. The research variables are measured using indicators adapted from previous studies to ensure content validity. Entrepreneurial Passion indicator, adapted from Cardon et al. (2012), Entrepreneurial Education, adapted from Hutagalung et al. (2017), Entrepreneurial Mindset, adapted from Sanusi et al. (2022), and Entrepreneurial Intention, adapted from Tsordia & Papadimitrio (2015). The instrument adaptation process goes through a back-translation stage and is adjusted to the research needs. Before wide distribution, a pilot study was conducted on 30 respondents to ensure reliability with a Cronbach's Alpha value of each construct >70.

To maintain the integrity of the cross-sectional data, this study employed the Common Method Bias (CMB) procedure. The researchers applied Harman's Single Factor Test, which states that if one factor appears with a variance <50%, then CMB is not a serious problem (Kock, 2021). Furthermore, a Collinearity Test was conducted by examining the Variance Inflation Factor (VIF) value. A VIF value <5.0 indicates that the model is free from common method bias (Hair et al., 2014). Furthermore, the research instruments are shown in Table 1.

Table 1. Description of Research Variable.

Variable	Indicators	Item
Entrepreneurial Passion (Cardon et al., 2012)	1. Passion involves intense positive experiences. 2. Intense positive feelings have a meaningful role and are central to an individual's self-identity. 3. Consider the relevance of strong positive feelings and the centrality of an individual's identity to entrepreneurial activity.	11
Entrepreneurial Education (Hutagalung et al., 2017)	1. Curriculum 2. Teacher Quality 3. Teaching and Learning Facilities	9
Entrepreneurial Mindset (Sanusi et al., 2022)	1. Self Confidence 2. Sense of Responsibility 3. Creative Thinking Ability	11

Variable	Indicators	Item
Entrepreneurial Intention (Tsordia & Papadimitrio, 2015)	1. Readiness to do whatever it takes to become an entrepreneur. 2. Professional life goal is to become an entrepreneur. 3. Intend to make every effort to start and run your own business. 4. Determined to create a business or venture in the future. 5. Have seriously considered starting a business. 6. Intend to start a business within five years of graduation and make entrepreneurship a career choice	12

Data analysis was conducted using Partial Least Squares-Structural Equation Modeling (PLS-SEM) using SmartPLS software. The decision to model the constructs EP, EE, and EM based on the need to examine their aggregate influence on EI, in line with the research objectives, which focused on general mediation mechanisms. The analysis phase consisted of three steps: outer model evaluation, inner model evaluation, and hypothesis testing (bootstrapping).

Outer model evaluation was conducted to test validity and reliability. Convergent validity was assessed by factor loading values >0.70 and Average Variance Extracted (AVE) >0.50 . Discriminant validity was assessed using the standard Heterotrait-Monotrait Ratio of Correlations (HTMT), where the HTMT value between constructs must be below 0.90 to demonstrate uniqueness. The outer model was further tested by assessing Conbrach's Alpha (CA) and Composite Reliability (CR), which were reliable if values >0.70 . The inner model evaluation was conducted using collinearity, R-square, Q-square, and effect size tests. Finally, the path significance test was conducted using bootstrapping to determine the influence of variables.

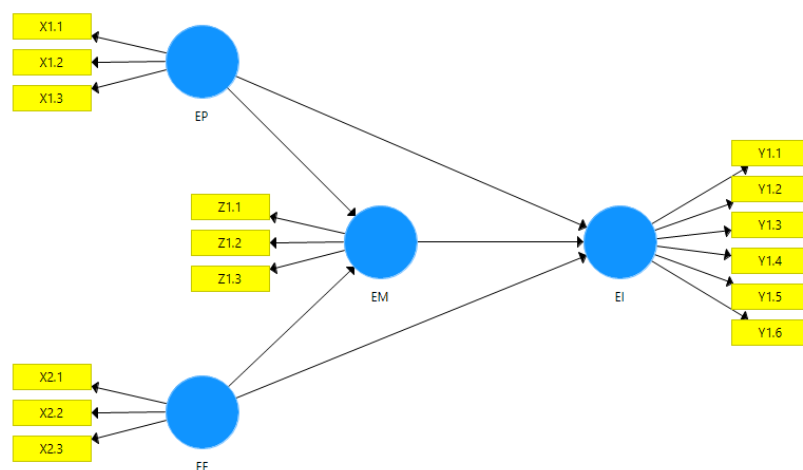


Figure 1. Diagram Path Research Model.

Figure 1 shows the path diagram of the research model in this study, with the Entrepreneurial Passion (EP) variable having three indicators, the Entrepreneurial Education (EE) variable having three indicators, the Entrepreneurial Mindset (EM) variable having three indicators, and the Entrepreneurial Intention (EI) variable having

six indicators. Each variable was analyzed using the PLS-SEM method to produce findings in accordance with the research objectives.

RESULTS AND DISCUSSION

Results

Respondent Characteristics

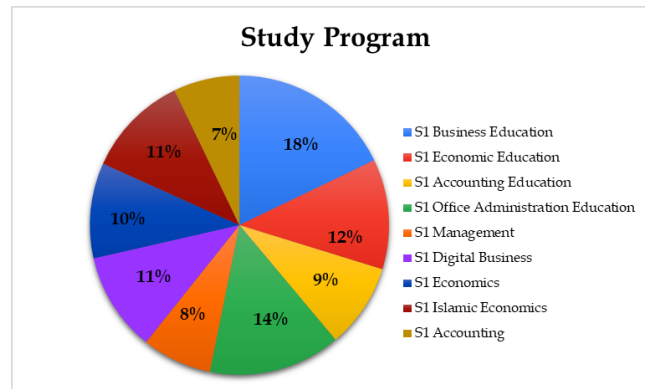


Figure 2. Respondent Characteristics based on Study Program

The study involved 252 students from various study programs at the Faculty of Economics and Business (FEB) Unesa. The distribution of respondents from these various study programs served as a representative sample of FEB Unesa students in answering the research objectives. The respondent characteristics in Figure 2 show that 18% were business education students, 12% were economics education students, 9% were accounting education students, and 14% were office administration education students. Furthermore, there were 8% management students, 11% were digital business students, 10% were economics students, 11% were Islamic economics students, and 7% were accounting students.

Outer Model Test Results

Table 2. Convergent Validity (Outer Loadings)

Variable	Indicator	Outer loadings
Entrepreneurial Passion (EP)	X1.1	0.886
	X1.2	0.904
	X1.3	0.889
Entrepreneurial Education (EE)	X2.1	0.855
	X2.2	0.824
	X2.3	0.773
Entrepreneurial Mindset (EM)	Z1.1	0.891
	Z1.2	0.835
	Z1.3	0.865
Entrepreneurial Intention (EI)	Y1.1	0.782
	Y1.2	0.754
	Y1.3	0.877
	Y1.4	0.852
	Y1.5	0.802
	Y1.6	0.820

The data processing results in Table 2 show that the indicators for each variable have an outer loading value of >0.70 , thus confirming its validity. The convergent validity test also used an AVE test, with the results shown in the following table 3.

Table 3. AVE Measurement Results

Variable	AVE
Entrepreneurial Passion (EP)	0.786
Entrepreneurial Education (EE)	0.671
Entrepreneurial Mindset (EM)	0.645
Entrepreneurial Intention (EI)	0.740

Table 3 shows the Average Variance Extracted (AVE) results for the EP variable, which are 0.786, 0.671 for the EE variable, 0.645 for the EM variable, and 0.740 for the EI variable. These results indicate that each variable has an AVE value >0.50 , thus demonstrating convergent validity. Furthermore, a Discriminant Validity test was conducted using HTMT, Cronbach's Alpha (CA), and Composite Reliability (CR), as shown in the following table.

Table 4. Discriminant Validity (HTMT Test Results)

	EE	EI	EM	EP
EE				
EI	0.726			
EM	0.841	0.879		
EP	0.773	0.861	0.885	

Table 4 shows the results of the discriminant validity test using the Heterotrait-Monotrait Ratio of Correlations (HTMT) standard, showing a value between constructs <0.90 , thus proving that each variable is unique and has good discriminant validity.

Table 5. Cronbach's Alpha (CA) and Composite Reliability (CR)

Variable	CA	CR
Entrepreneurial Passion (EP)	0.873	0.922
Entrepreneurial Education (EE)	0.752	0.858
Entrepreneurial Intention (EI)	0.830	0.898
Entrepreneurial Mindset (EM)	0.899	0.922

Table 5 shows the CA value of the EP variable, which is 0.873, and the CR is 0.922. In the EE variable, the CA value is 0.752 and CR 0.858; in the EI variable, the CA results are 0.830 and CR 0.898, and then in the EM variable, the CA is 0.899 and CR 0.922. These results indicate that all research variables have CA and CR values >0.70 , so it can be said to have good reliability.

Inner Model Test Results

Table 6. Collinearity (VIF)

	Entrepreneurial Intention (EI)	Entrepreneurial Mindset (EM)
Entrepreneurial Passion (EP)	2.500	1.649
Entrepreneurial Education (EE)	1.915	1.649
Entrepreneurial Mindset (EM)	2.713	

Based on Table 6, the collinearity from VIF results shows that all research variables have a value <5.00 , so that the research model can be accepted. Next is the R-Square (R^2) test, which is shown in the following table.

Table 7. R-Square (R^2)

	R-Square
Entrepreneurial Intention (Y)	0.670
Entrepreneurial Mindset (Z)	0.631

Based on Table 7, it can be concluded that R-Square (R^2) of 67% of the Entrepreneurial Intention (Y) variable can be affected simultaneously by three variables: Entrepreneurial Passion (X1), Entrepreneurial Education (X2), and Entrepreneurial Mindset (Z). The remainder is influenced by other variables outside those examined in this study. Furthermore, the Entrepreneurial Mindset (Z) variable of 63.1% can be affected by Entrepreneurial Passion (X2) and Entrepreneurial Education (X2), while the remainder is affected by other variables outside those examined. The R-Square (R^2) value shows a value above 0.50, so the structural model is included in the moderate category.

Table 8. Q-Square (Q^2)

Variable	Q-Square
Entrepreneurial Education (EE)	
Entrepreneurial Passion (EP)	0.000
Entrepreneurial Intention (EI)	0.438
Entrepreneurial Mindset (EM)	0.466

Table 8 shows that the Q-Square (Q^2) test results for the EI and EM variables have values of 0.438 and 0.466, respectively. These values indicate that the model has strong predictive relevance for both constructs. This means that the variables that influence it are able to predict EI and EM data very well. However, the EP variable has a value of 0.000. These results indicate that the research model does not have predictive relevance for the EP construct. The independent variables hypothesized to influence EP cannot effectively predict data variations. These results indicate that there may be other variables outside the model that could have a greater influence on EP. The results show a model with large results, namely, predicting the EI and EM variables with values above 0.4000. This indicates a Relevant (Strong) model.

Table 9. Effect size (f^2) Variable Z

	Effect Size	
	Entrepreneurial Mindset (Z)	Interpretation
Entrepreneurial Passion (X1)	0.516	Significant Influence
Entrepreneurial Education (X2)	0.161	Moderate Influence

Table 9 shows that the effect size (f^2) test results for the Entrepreneurial Passion (X1) variable have a value of 0.516, thus indicating a significant influence in increasing the Entrepreneurial Mindset (Z). Furthermore, the results for the Entrepreneurial Education (X2) variable are 0.161, which indicates a moderate influence in increasing the Entrepreneurial Mindset (Z).

Table 10. Effect size (f^2) Variable Y

	Effect Size	
	Entrepreneurial Intention (Y)	Interpretation
Entrepreneurial Passion (X1)	0.204	Moderate Influence
Entrepreneurial Education (X2)	0.010	No Influence
Entrepreneurial Mindset (Z)	0.183	Moderate Influence

Table 10 shows that the effect size (f^2) test results for the Entrepreneurial Passion (X1) variable have a value of 0.204, indicating a moderate influence on increasing Entrepreneurial Intention (Y). Furthermore, the results for the Entrepreneurial Education (X2) variable are 0.010, indicating no influence on increasing Entrepreneurial Intention (Y). Furthermore, the results for the Entrepreneurial Mindset variable are 0.183, indicating a moderate influence.

Hypothesis Testing Results

Hypothesis testing is performed using a t-statistics analysis or t-test and a p-value. This test is conducted to determine the research findings, namely the Effect of the studied variables. A research variable can be considered to have a significant influence if its t-value is greater than 1.96 and p-value is <0.05 .

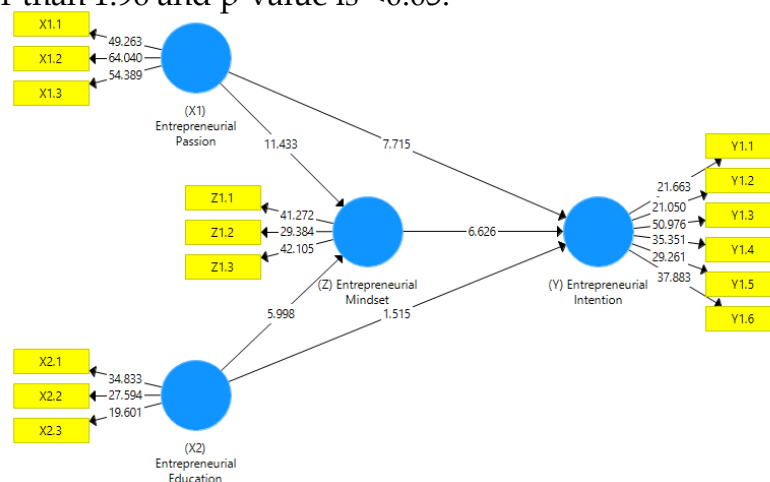


Figure 3. Diagram Path Hypothesis Results

The figure 3 shows the results of a bootstrapping test, indicating the t-statistic values of the variables in this research. The results of the hypothesis test are also shown in Table 11.

Table 11. Hypothesis Test Results (Bootstrapping)

Influence between Variables	Original Sample	t-Statistic	p-Values	Conclusion
Entrepreneurial Passion (EP) → Entrepreneurial Intention (EI)	0.410	7.715	0.000	H1 accepted
Entrepreneurial Education (EE) → Entrepreneurial Intention (EI)	0.078	1.515	0.131	H2 rejected
Entrepreneurial Passion (EP) → Entrepreneurial Mindset (EM)	0.560	11.433	0.000	H3 accepted
Entrepreneurial Education (EE) → Entrepreneurial Mindset (EM)	0.313	5998	0.000	H4 accepted
Entrepreneurial Mindset (EM) → Entrepreneurial Intention (EI)	0.404	6.626	0.000	H5 accepted
Entrepreneurial Passion (EP) → Entrepreneurial Mindset (EM) → Entrepreneurial Intention (EI)	0.226	5.782	0.000	H6 accepted
Entrepreneurial Education (EE) → Entrepreneurial Mindset (EM) → Entrepreneurial Intention (EI)	0.126	4.242	0.000	H7 accepted

Table 11 shows the results of the hypothesis test, where all hypotheses have a t-value greater than 1.96 with a p-value less than 0.05. This indicates that H1, H3, H4, H5, H6, and H7 are accepted. However, for H2, the test results show a value that does not meet the criteria for hypothesis acceptance, so the hypothesis is rejected.

Discussion

The Influence of Entrepreneurial Passion on Entrepreneurial Intention

The results of this study indicate that entrepreneurial passion significantly influences the entrepreneurial intention of Unesa students. This demonstrates that entrepreneurial passion acts as a strong affective antecedent within the Theory of Planned Behavior (TPB) framework, directly shaping positive attitudes toward entrepreneurship. In the TPB theory, entrepreneurial passion shapes attitudes toward the behavior through positive self-perceptions. Indicators such as intense positive feelings, a meaningful role for the individual, and the relevance of strong and central positive feelings to discovering new products, developing a business, and sustaining life can foster entrepreneurial intentions in students.

Students who exhibit high enthusiasm in identifying creative solutions tend to have deeper entrepreneurial intentions. Entrepreneurial passion reflects an emotional drive within an individual that can create intentions and translate into concrete actions (Abwamiah et al., 2024; Anjum et al., 2021; Biraglia & Kadile, 2017; Linan, 2004; Tanoto et al., 2024). Entrepreneurial passion is one of the factors driving entrepreneurial intention in students (Onyemaobi et al., 2025).

This finding aligns with a study by Mhlongo et al. (2025) which found a significant relationship between entrepreneurial passion and entrepreneurial intention. Students with entrepreneurial passion are more likely to be driven to start a business. Furthermore, previous studies by Tanoto et al. (2024) and Neneh (2022) also found a positive and significant influence on entrepreneurial intention. Students with strong passion exhibit greater desire and a positive assessment of their abilities, leading to successful business operation.

The Influence of Entrepreneurial Education on Entrepreneurial Intention

The results of this study indicate that Entrepreneurial Education has no effect on entrepreneurial intention. This is an interesting finding in this study, as Entrepreneurial Education has no direct influence on shaping intention. This phenomenon requires critical reflection on the pedagogical conditions at Unesa. Theoretically, from a TPB perspective, entrepreneurial education often only targets aspects of knowledge or subjective norms without addressing the deeper beliefs of individuals. Empirically, this suggests that overly theoretical or classroom-based curricula in Indonesian universities may provide “know-how” but fail to develop “know-why” (Middleton & Donnellon, 2014).

Compared to educational systems in Europe or the US, which place a greater emphasis on experiential learning (Crogman et al., 2025; Eyler, 2009; Ghannad & Anna, 2025; Grant, 2025; Hermann & Fauskanger, 2025), entrepreneurial education in the context of Indonesian students is often viewed as an academic obligation to fulfill credits, rather than as a career choice. These results support the findings of Ozaralli and Rivenburgh (2016) in a cross-cultural study, which stated that in developing countries, formal education is often insufficient to change intentions without the support of internal psychological factors. The results also align with research by Monica & Anuradha (2024) which stated that entrepreneurial education has no effect on entrepreneurial intention.

The educational process alone is not enough to encourage individuals to develop entrepreneurial intentions. Entrepreneurial education, as an intellectual development process to increase students' knowledge and skills, cannot fully enhance intentions. Although Unesa students have participated in various entrepreneurial practices, without internal motivation, they cannot develop entrepreneurial intentions. The results of this study indicate that students' entrepreneurial intention is more influenced by their entrepreneurial passion and mindset. Entrepreneurial education only provides a tangible impact or influence when the values and business mindset that bridge entrepreneurial education and entrepreneurial intention have been internalized.

The Influence of Entrepreneurial Passion on Entrepreneurial Mindset

The formation of mindsets in Unesa students is influenced by their feelings about something. Entrepreneurial passion provides positive energy that stimulates students' cognitive development and fosters an entrepreneurial mindset. This finding also aligns with research (Caputo et al., 2025; Liao et al., 2022; Nguyen et al., 2025) which states that individuals with high entrepreneurial passion are more enthusiastic about seizing entrepreneurial opportunities, becoming an important orientation in an entrepreneurial mindset. In relation to the TPB, entrepreneurial passion functions as an attitude toward

behavior, linked to the entrepreneurial mindset as a cognitive mechanism of perceived behavioral control. Together, these factors contribute to intention.

The entrepreneurial passion possessed by Unesa students fosters an intense sense of entrepreneurship, strengthening positive, creative, and innovative, solution-oriented thinking in entrepreneurial activities. Students with a strong entrepreneurial passion will enhance their entrepreneurial thinking. Entrepreneurial passion plays a crucial role in shaping an entrepreneurial mindset, which in turn fosters entrepreneurial intention.

The Influence of Entrepreneurial Education on Entrepreneurial Mindset

The results of the study indicate that entrepreneurial education has a significant effect on entrepreneurial mindset. This suggests that the curriculum intervention at Unesa, although not yet able to directly create intention, has successfully transformed students' thinking. Through the material provided, students begin to adopt a more structured framework of thinking. However, the interpretation is that entrepreneurial education plays a more significant role in the realm of cognitive awareness. Entrepreneurial education at Unesa provides a logical foundation that helps students become more mentally competent before actually engaging in entrepreneurial activities.

In the theory of TPB, entrepreneurial education, as a subjective norm, cannot directly create intention but can foster cognitive thinking in students. This knowledge and learning experience will shape a mindset that can increase students' confidence in entrepreneurship. The results of the study align with those of (Cahyono & Sarjita, 2022; Liao et al., 2022; Nguyen et al., 2025) which state that the higher the entrepreneurial education students receive, the more likely they are to consider starting a business. A mindset oriented toward business opportunities will enhance students' readiness to pursue them.

Entrepreneurial education broadens Unesa students' knowledge of entrepreneurship, starting with planning, implementation, and business development. Their knowledge of risk management and business strategies will foster an innovative mindset (Liao et al., 2022). Entrepreneurial education serves as a perspective to enhance Unesa students' cognitive development in starting a business. With this knowledge, students will develop an entrepreneurial mindset to start a business.

The Influence of Entrepreneurial Mindset on Entrepreneurial Intention

The results of this study indicate that an entrepreneurial mindset has a positive effect on entrepreneurial intention. The stronger a student's entrepreneurial mindset, the greater their intention to start a business. In the TPB theoretical study, an entrepreneurial mindset represents perceived behavioral control. When students possess the right mindset, such as indicators of adaptability and risk-taking, their intention to become an entrepreneur can increase. Unesa students recognize that failure is part of the learning process and that all risks are part of the responsibility faced when starting a business. This enables Unesa students to develop a strong mindset that can foster intention.

These findings align with research by (Ganefri et al., 2024; Liao et al., 2022; Nguyen et al., 2025) which states that an entrepreneurial mindset plays a crucial role in increasing Unesa students' confidence and readiness to start a business. Students with an entrepreneurial mindset will exhibit a positive perception when facing business challenges and uncertainties. An entrepreneurial mindset helps Unesa students plan their

businesses, understand business development strategies, and manage risks. Students with a strong entrepreneurial mindset are better prepared to starting a business.

An entrepreneurial mindset encourages them to develop entrepreneurial intentions. Long-term commitment and seriousness in starting a business stem from this mindset. Students' creative, innovative, and solution-oriented thinking demonstrates a greater intention and desire to start a business. An entrepreneurial mindset encourages Unesa students to be more proactive in identifying opportunities, thus fostering entrepreneurial intentions.

The Influence of Entrepreneurial Passion on Entrepreneurial Intention through Entrepreneurial Mindset

The results of the mediation test indicate that the entrepreneurial mindset successfully mediates the relationship between entrepreneurial passion and entrepreneurial intention. This is a crucial finding, explaining that passion (affective) is not enough to simply be felt; it must be internalized into a mindset (cognitive) to transform into intention (behavioral). For Unesa students, overwhelming entrepreneurial passion without a well-planned mindset will remain merely a dream. Theoretically, this mediation reinforces the TPB theory by demonstrating that attitudes toward behavior driven by passion need to be enhanced through an entrepreneurial mindset as a perceived behavioral control, so that the resulting intention is rational and sustainable.

Entrepreneurial passion creates positive energy for Unesa students and provides motivation to carry out business activities. An entrepreneurial mindset plays a crucial role in mediating this relationship. Mindset provides cognitive thinking that makes passion more focused and purposeful. This is in line with findings (Atmawidjaja, 2024; Faradillah & Utami, 2023; Prayoga et al., 2023; Qin, 2024) which state that an entrepreneurial mindset strengthens the relationship between entrepreneurial passion and entrepreneurial intention by enhancing perceptual and risk assessments and business opportunities. Entrepreneurial passion provides emotional support for students, which can shape a mindset that strengthens their confidence to initiate and act in business activities.

An entrepreneurial mindset serves as a bridge that drives positive emotions into an intention to start a business. Entrepreneurial activities accompanied by positive feelings or entrepreneurial passion will be stronger and more meaningful. An entrepreneurial mindset transforms passion into planned entrepreneurial action. When Unesa students possess an entrepreneurial mindset, their thinking becomes more focused on exploiting opportunities, thus generating entrepreneurial intention.

The Influence of Entrepreneurial Education on Entrepreneurial Intention through Entrepreneurial Mindset

The results of this study indicate that entrepreneurial education has a significant effect on entrepreneurial intention through the mediation of entrepreneurial mindset. This is a crucial finding of this study, considering the insignificant direct path between entrepreneurial education and entrepreneurial intention. This confirms that university education cannot create intention if it fails to transform students' mindsets. Empirically, Unesa students may feel they have gained a wealth of knowledge in the classroom, but if this knowledge does not transform their mentality from employees to business owners,

then the education has failed to create intention. This provides a lesson for education practitioners in Indonesia: the focus of the curriculum should not simply be knowledge transfer, but rather the transformation of students' identities and mentalities so that entrepreneurial intention can truly develop.

In the TPB Theory study, entrepreneurial education, as an external factor and subjective norms, can shape intention if supported by an entrepreneurial mindset, which represents perceived behavioral control. This finding supports research by Ganefri et al. (2024) which states that entrepreneurial education encourages student intention, which first begins with the mindset to create it. Furthermore, research by (Ashraf et al., 2024) also states that entrepreneurial education shapes cognitive thinking through knowledge of business opportunities, risk analysis, and assessing business feasibility. Education does not directly shape intentions, but rather creates an entrepreneurial mindset, which further shapes entrepreneurial thinking and ultimately generates intentions.

Unesa students who possess knowledge and thinking about entrepreneurship have the intention to run a business. Entrepreneurial education without a mindset is insufficient to foster entrepreneurial intention. However, when entrepreneurial education is accompanied by a mindset, Unesa students develop the confidence and readiness to become entrepreneurs. An entrepreneurial mindset mediates the transformation of entrepreneurial education into entrepreneurial intention in Unesa students.

CONCLUSION

Fundamental Finding: This study concludes that the entrepreneurial intentions of Surabaya State University students are not directly triggered by formal education, but rather through the crucial role of entrepreneurial mindset as a transformational mediator. Within the Theory of Planned Behavior (TPB) framework, mindset serves as a cognitive bridge that transforms entrepreneurial passion and entrepreneurial education into concrete intentions. Without cognitive transformation, entrepreneurship education will merely be an accumulation of knowledge without behavioral manifestation. **Implication:** Theoretically, this study extends the TPB by validating the mediation of entrepreneurial mindset in the education and intention pathways. Practically, higher education institutions are advised to reform their curricula from a theoretical approach to mindset-oriented pedagogy and experiential learning. The focus should shift to creating an ecosystem that trains mental toughness and real-life business simulations to ensure the effectiveness of entrepreneurship programs. **Limitation:** This study is limited by its cross-sectional design, which cannot explain the dynamics of long-term changes in intentions. Furthermore, the sample size is limited to one faculty and a state university, so generalization of the results requires caution. **Future Research:** Future studies are recommended to use longitudinal or experimental designs to measure the continuity of intentions into concrete actions. The addition of moderator variables such as institutional support, self-efficacy, or other variables, as well as the use of mixed-methods methods, will provide a more comprehensive understanding of the effectiveness of entrepreneurship education in various contexts.

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