



Implication Of Entrepreneurial Mindset In Building Psychological Capital Reviewed From The Intention Become An Entrepreneur

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Abstract

The research aims to assess entrepreneurial mindset's effect on entrepreneurial intention through psychological capital dimensions, i.e., resilience, optimism, hope, and self-efficacy. The paper develops the Theory of Planned Behavior (TPB) concept. The Impact This is a quantitative type of research using an explanatory approach. The specified population was final students of Universities at Semarang City. The sample was randomly selected by 200 respondents using Google Forms. Then, the method of data analysis applied was SEM-PLS with SmartPLS. The results of the analysis show that the variables originating from the TPB (Theory Planned Behavior) concept in this research are able to explain the Entrepreneurial Intentions of final year students from all universities in Semarang contributed 61.7%. The authors pointed out that entrepreneurial mindset significantly affects resilience, optimism, hope, and self-efficacy. Next, resilience also affects entrepreneurial intentions. Otherwise, optimism, hope, and self-efficacy do not significantly affect entrepreneurial intentions. This theoretical study's contribution is expected to help extend the TPB concept and solve the problems related to student's entrepreneurial intentions.

Keywords: *Entrepreneurial Mindset; Psychological Capital; Entrepreneurial Intention; College Student*



INTRODUCTION

Every year, Indonesia's unemployment figures show a relatively increasing number. Job seekers, including those with a bachelor's degree or who do not have to compete to get a job amidst limited job opportunities (Tarigan et al., 2022). Data obtained from the Central Statistics Agency for 2021 shows that the Open Unemployment Rate (TPT) in Indonesia in February 2022 reached 5.83%, experiencing a slight decrease of 0.43% compared to the February 2021 TPT of 6.26% and an increase of 0.89% compared to the February 2020 TPT of 4.94%.

Considering that the unemployment rate is still relatively high, this could cause big social problems if it is not taken seriously. Social problems that often arise are drug abuse, crime, promiscuity, violence, and human trafficking. One solution to overcome these social problems due to limited job opportunities is to create jobs independently through entrepreneurial activities (Khayru et al., 2022). That is because entrepreneurship has a significant role in the national economy, especially in overcoming unemployment and supporting the realization of business stability and sustainability.

Entrepreneurship is currently being pursued intensively, especially in the field of education. DIKTI (Director General of Higher Education) makes student entrepreneurial activities a priority program. It is an effort to improve the education system to harmonize the world of education and work. In this case, the role of universities is to provide information, knowledge, and understanding about entrepreneurship and provide a platform for college students to be entrepreneurs. The current trend for students is that most hope to get permanent jobs with prestigious positions and high incomes after completing their education. While the current reality is that job opportunities are decreasing, Diploma and Bachelor graduates continue to increase every year (Tarigan et al., 2022).

Students don't start a business because they are afraid and worried about the risks involved in creating and running a business. Courage to face risks should be one of the most essential things because threats will be met (Cui & Bell, 2022). Students must develop an entrepreneurial spirit and mindset to become an independent society, create jobs, and absorb the energy of the surrounding community. Opening new business opportunities requires developing creative and innovative thinking from diploma and graduate students. So, don't just rely and hope entirely on the government or other private institutions (Margaça et al., 2021).

In this case, universities no longer focus on how their students can graduate quickly and get jobs but on how their graduates can create jobs for others. Entrepreneurial intentions must be instilled in students from an early age. Entrepreneurial intention strongly stimulates entrepreneurial behavior (Fadzil et al., 2022). Therefore, diploma and graduate university graduates need to be nurtured and encouraged so that they are able and willing to not only be job seekers but also job creators.

Higher education is expected to provide a foundation for a better future by cultivating knowledge and talents that enable the younger generation to

develop their best selves. Higher education also helps create a workforce with an entrepreneurial spirit and mentality. Entrepreneurial intention refers to the desire to start a business and a strategy to carry it out (Mohammed et al., 2020). Therefore, it is crucial for the younger generation, especially students, to be interested in starting their businesses and start creating new jobs.

Fostering an entrepreneurial spirit for the younger generation is very much needed in the current era. Entrepreneurship learning becomes important capital for students in the future. Having an entrepreneurial mindset and spirit can encourage and equip students to face developments in the world of work in the future. Growing the younger generation's interest in entrepreneurship, involving them in entrepreneurship, is very necessary in overcoming social problems such as poverty, drug abuse, promiscuity and crime. With this entrepreneurship, it can build the Indonesian economy and work opportunities for the younger generation to open and create new jobs.

Moreover, with current technological developments, it has become a business opportunity for the younger generation in carrying out entrepreneurship, especially technology-based ones. Many Start Up companies were founded and most of them were pioneered by young people. With the presence of technology, the younger generation is able to seize business opportunities by taking advantage of advances and developments in the field of information technology. The younger generation is proficient and adaptive to the use of information technology in managing their business. So this encourages them to compete in creating a business that is sustainable and has an impact on the surrounding community.

Thus, efforts are needed to increase students' desire to start a business. Entrepreneurial intention can also be used as a logical basic approach to understanding who will become an entrepreneur. Someone who wants to start a company will be better prepared and better at running the business they run compared to those who have no intention of starting a business. This study uses the Theory of Planned Behavior (TPB) to determine students' entrepreneurial intentions. TPB theory is commonly used in the literature to determine the determining factors of individual intentions or intentions (Munir et al., 2019). This theory is related to psychology and describes the relationship between beliefs and behavior, especially regarding the role of entrepreneurial mindset and psychological capital (Ajzen, 1991), especially regarding the part of entrepreneurial mindset and psychological capital.

Referring to research results from Rosmiati et al. (2015) motivation and mentality have little bearing on an individual's desire to pursue entrepreneurship. According to the research findings, first semester students typically show less interest in entrepreneurship since most of them do not comprehend entrepreneurship, and first year students do not obtain any education about entrepreneurship. Ignorance of business operations affects certain students' motivation, attitudes, and enthusiasm in entrepreneurship. Mukhtar et al. (2021) found no correlation between entrepreneurship teaching and students' entrepreneurial interests. The results of this study demonstrate that, whereas entrepreneurship education shockingly had no

effect on students' entrepreneurial goals, culture and attitude do have a high link with those intentions. Education in entrepreneurship is crucial.

Stronger psychological capital significantly controlled the self-efficacy effect on entrepreneurial intentions, according to Wang et al.'s (2023) findings, which revealed notable differences in students' entrepreneurial inclinations based on their gender and whether or not their family owned a business. On the other hand, Pfeifer et al. (2016) think that the primary indicator of entrepreneurial intention is self-efficacy. The validity of the integrative entrepreneurial intention model in Croatia, which is based on SCCT, is supported by empirical evidence. This implies that the impact of education on intention is mediated by self-efficacy and entrepreneurial identity. The personal, situational, educational, and social backgrounds of Croatian students directly influence their desire to start their own business.

In the meantime, studies by Khayru et al. (2022) demonstrate the beneficial influence of psychological capital on the formation of entrepreneurial ambitions. In addition, students' aspirations to start their own businesses tend to increase with the caliber of entrepreneurship education they receive. It is hoped that people who are interested in entrepreneurship will be able to develop psychological capital, such as resilience by rising above challenging situations, optimism by being able to interpret events or problems in entrepreneurship positively, hope by planning the accomplishments they want to achieve, and self-efficacy by believing in their own abilities. In addition, in order for entrepreneurial intention to emerge, university-level entrepreneurship education must be effectively applied.

The earlier results still have gaps. In an effort to close this knowledge gap, this study looks at college students' aspirations to become entrepreneurs in order to further evaluate the role that an entrepreneurial mindset plays in laying the groundwork for psychological capital. These results should serve as a review for colleges, legislators, and other relevant organizations as they create suitable curricula to encourage an entrepreneurial spirit among college students.

LITERATURE REVIEW

Theory of Planned Behavior (TPB)

The theory of planned behavior states that intentions and perceived behavioral control work together to determine how an action is performed. A few requirements must be satisfied for the prediction to be accurate. First, the behavior to be predicted must match (Ajzen & Fishbein, 1977) or be compatible with (Ajzen, 1988) the measures of intention and perceived behavioral control. That is, the specified context must match the one in which the behavior is to occur, and intentions and perceptions of control must be evaluated in relation to the specific behavior of interest. Intentions and perceived behavioral control must not change between the time of assessment and behavior observation in order for behavioral prediction to be accurate. The original measures of these variables no longer allow for accurate behavior prediction due to changes in intentions or perceptions of behavioral control brought about by intervening events.

The accuracy of perceived behavioral control is the third prerequisite for predictive validity. It is anticipated that the relative significance of intentions and perceived behavioral control in behavior prediction will change depending on the circumstance and type of behavior. With the Theory Planned Behavior (TPB) Concept, this can be applied to explain Implication of Entrepreneurial Mindset in Building Psychological Capital Review From The Intention Become An Entrepreneur

Entrepreneurial Intentions

Hsu et al. (2019) define entrepreneurial intention as belief in oneself to build a new business. Additionally, entrepreneurial intention can also be interpreted as a person's conscious state that triggers action and directs focus toward business establishment. Some determining indicators are determination, readiness, intention to start, and desire to continue (Villanueva-Flores et al., 2021; Fadzil et al., 2022). The Theory of Planned Behavior conceived in 1991 by Ajzen is often applied to express entrepreneurial intentions or starting a business due to its comprehensive and inclusive nature; namely, its reliability reaches 72% (Barba-Sánchez & Atienza-Sahuquillo, 2018; Kautonen et al., 2015). Previous findings have underscored a relationship between attitudes, subject norms, and perceived behavioral control (Mohammed et al., 2020; Zhang et al., 2014; Ambad & Damit, 2016).

This study has the opinion that students' entrepreneurial intentions are driven by 5 (five) factors that can influence their actions, including entrepreneurial mindset, resilience, optimism, hope, and self-efficacy as the last 4 (four) elements define psychological capital. Several previous studies have revealed that factors that can influence entrepreneurial intentions include psychological capital (X. H. Wang et al., 2023), entrepreneurial mindset (Mukhtar et al., 2021), resilience, optimism, hope (Fadzil et al., 2022; Ephrem et al., 2019), also self-efficacy (Jiatong et al., 2021).

Entrepreneurial Mindset

Entrepreneurial mindset is a unique feeling and belief in seeking opportunities and challenges (Saptono et al., 2020). Furthermore, Walter and Block (2016) put forward an entrepreneurial mindset as looking for opportunities rather than challenges, considering opportunities rather than risks, and thinking about solutions rather than complaining about problems. Therefore, an entrepreneurial mindset can be defined as the realization of an orientation to predict behavior to achieve entrepreneurial goals. Among the indicators include thinking, consideration of opportunities, benefits, and ability to evaluate (Mukhtar et al., 2021).

Several earlier researchers, such as Cui and Bell (2022), stated that an entrepreneurial mindset significantly impacts entrepreneurial intentions. Nurhayati (2019) revealed that the entrepreneurial mindset is closely related to resilience, optimism, hope, and self-efficacy. That is strongly supported by the work done by Khayru et al. (2022) and Abubakar et al. (2022), which shows that the principal capital in entrepreneurship is having confidence

(optimism) in the success of goals, having an optimistic and consistent determination in all things, as well as having planning and motivation to make it happen (hope), having resilience abilities of emotional regulation, control, impulse, empathy, and achieving success, as well as accepting help and support from others and making oneself the strength in solving problems (self-efficacy). The hypothesis is the following:

H1: Entrepreneurial mindset has a significant influence on resilience

H2: Entrepreneurial mindset has a significant impact on optimism

H3: Entrepreneurial mindset has a significant influence on hope

H4: Entrepreneurial mindset has a significant influence on self-efficacy

Resilience

Luthans and Youssef-Morgan (2017) define psychological capital as a person's condition with self-confidence and a positive outlook toward success now and in the future. The best dimensions in determining psychological capital include 4 (four) essential aspects: resilience, optimism, hope, and self-efficacy. Synergistically, these four aspects can help a person maintain a positive psychological condition, leading to achieving goals in complex needs (Cui, 2021). Resilience is the ability to bounce back from adversity, conflict failure and positive events to move forward and take on greater responsibility. The determining indicators of resilience are strength, readiness, ability, and habits (Abubakar et al., 2023; Fadzil et al., 2022). The resilience aspect is crucial in determining the quality of entrepreneurship because it shows the entrepreneur's ability to face crises, critical situations, and even failure (Duchek, 2018; Boldureanu et al., 2020). Villanueva-Flores et al. (2021) have validated their findings that a positive and significant relationship exists between resilience and entrepreneurial intensity. It is relevant to the conclusions from Ayala and Manzano (2014) and Bullough et al. (2014) that resilience is essential in entrepreneurship to face various difficulties positively and adaptively to all changes. Therefore, the hypothesis proposed is:

H5: Resilience has a significant influence on entrepreneurial intention

Optimism

Ephrem et al. (2019) define optimism as hope for all good things throughout one's life. For example, optimism is the hope that someone will have a good life, with several indicators including belief, positive values, and kindness (Abubakar et al., 2023; Fadzil et al., 2022). Previous researchers, such as Baluku et al. (2016) and Cui (2021), believe optimism influences entrepreneurial intentions; the higher a person's optimism, the greater their entrepreneurial intentions. Optimism shows a positive attitude and hope in facing negative possibilities for the future, especially in entrepreneurship. Very optimistic entrepreneurs will be able to meet business obstacles and challenges that can occur at any time. Therefore, optimism is necessary when facing risks in starting or developing a business (Baluku et al., 2018). So the hypothesis is:

H6: Optimism has a significant influence on entrepreneurial intention

Hope

Hope is another aspect of psychological capital, a combination of will and willpower, which means a person's potential for goal-setting and motivation for achieving them. Meanwhile, path strength is a person's ability to design a path that can be taken to achieve goals (Wernsing, 2014). So, hope can be defined as a person's perceived ability to create a way that can be taken to achieve the desired goal. Some indicators are focus, appropriate goals, alternative methods, and planning (Abubakar et al., 2023; Fadzil et al., 2022). Hope is a psychological condition that positively influences entrepreneurial intentions (Ozaralli & Rivenburgh, 2016). These findings are strengthened by the results presented by Jin (2017), that hope significantly affects entrepreneurial intentions. Here's the hypothesis:

H7: Hope has a significant influence on entrepreneurial intention

Self-efficacy

Self-efficacy is defined as an individual's belief and desire to achieve specific goals and perform effectively (Y. Wang et al., 2013). It is also interpreted as a person's confidence or self-confidence regarding his ability to generate the desired motivation and actions to do a particular job successfully. The indicators included are self-confidence, handling techniques, work mastery, and complex abilities (Abubakar et al., 2023; Fadzil et al., 2022). A person with a high level of self-efficacy can anticipate obstacles that might hinder achieving goals, thus further strengthening the positive influence on entrepreneurial intentions (Bullough et al., 2014). Moreover, Garaika et al. (2019) and Travis and Freeman (2017) reveal that self-efficacy significantly impacts entrepreneurial intentions. Therefore, the hypothesis proposed is:

H8: Self-efficacy has a significant influence on entrepreneurial intention

The conceptual framework in this study is presented in the following Figure 1:

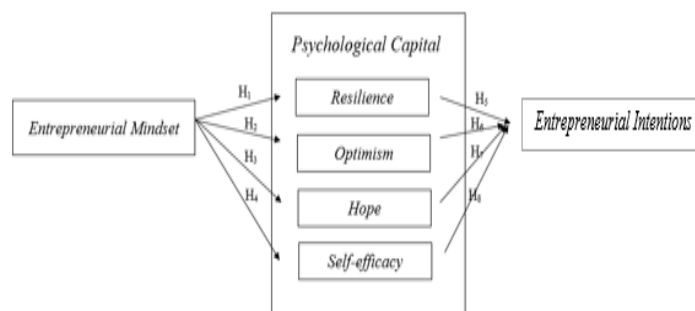


Figure 1. Conceptual Framework

RESEARCH METHODOLOGY

This type of study includes explanatory quantitative research to reveal one variable's influence on other variables (Cooper et al., 2006). This approach is applied to see whether there is a relationship among each exogenous

(independent) and endogenous (dependent) variable. This research uses six (6) variables, including entrepreneurial mindset, resilience, optimism, hope, self-efficacy, and entrepreneurial intentions. The variables chosen include exogenous (free), endogenous (dependent), and mediation variables. The exogenous variable is entrepreneurial mindset (EM). The endogenous variable is entrepreneurial intention (EI). Meanwhile, mediating variables include resilience (RS), optimism (OP), hope (HP), and self-efficacy (SE), which are dimensions of psychological capital.

The population determined in the research was final-year students from all universities in Semarang. Based on BPS (Central Statistics Agency) data, the economic growth rate of Semarang City will experience positive growth in 2022 of 5.31%, higher than in 2021 which only grew by 3.63%. This is also supported by the growth of MSMEs in Semarang which increased by 33% until the end of 2022 (Source, Central Java Province Small and Medium Enterprises Cooperatives Service). Apart from increasing economic growth, Semarang is also a center for higher education in Central Java, which has 26 universities spread across Semarang. This is what is behind the research interest from the perspective of student respondents, because final students in Semarang will be prepared to become entrepreneurs in order to further support the rate of economic growth, especially the MSME sector in Semarang. The selection of the student population is because many students find starting a business an exciting and rewarding job opportunity when they do not have job security. The sample was determined based on simple random sampling. Hair Jr et al. (2016) state that choosing the minimum representative sample size is five times the number of constructs (indicators). As with 29 variable indicators, 200 samples are sufficient in this research.

The data collection method in this research is distributing questionnaires containing open and closed questions. All indicators representing variables are measured using a Likert Scale of 1 to 5. The questionnaire was distributed to 200 respondents using Google Forms via social media applications like WhatsApp, Facebook, and Instagram. Meanwhile, the method of data analysis applied is SEM PLS. SEM is a multi-variable analysis technique often applied to describe the close role between indicator and latent variables. A structural equation system generally includes structural and measurement models (Wong, 2013). This method is ideal for this research. Next, data analysis was performed using SmartPLS.

RESULT AND DISCUSSION

The initial step that must be fulfilled in hypothesis testing is that it is necessary to test the measurement model to identify the suitability of the indicators and latent variables to be studied in the structural model. As seen in Table 1 below:

Table 1. Instrument Validity and Reliability Test Results

Variable	Item	FL	CA	rho_A	CR	AVE
	EM 1	0.831	0.920	0.921	0.938	0.715

Variable	Item	FL	CA	rho_A	CR	AVE
Entrepreneurial Mindset	EM 2	0.830				
	EM 3	0.836				
	EM 4	0.858				
	EM 5	0.860				
	EM 6	0.857				
	RS 1	0.872				
Resilience	RS 2	0.851	0.891	0.891	0.924	0.753
	RS 3	0.873				
	RS 4	0.876				
	OP 1	0.848				
Optimism	OP 2	0.845	0.871	0.872	0.912	0.721
	OP 3	0.852				
	OP 4	0.853				
	HP 1	0.918				
Hope	HP 2	0.865	0.917	0.920	0.942	0.802
	HP 3	0.889				
	HP 4	0.908				
	SE 1	0.914				
Self-efficacy	SE 2	0.910	0.921	0.924	0.941	0.762
	SE 3	0.865				
	SE 4	0.868				
	SE 5	0.805				
	EI 1	0.760				
Entrepreneurial Intentions	EI 2	0.865	0.901	0.913	0.924	0.671
	EI 3	0.845				
	EI 4	0.838				
	EI 5	0.879				
	EI 6	0.716				

Source: processed data, 2023

According to Table 1, you can see that all objects are visible have achieved a factor loading value of more than 0.7, meaning that these items are declared valid for evaluating the variables studied. Results of Cronbachs alpha (CA) rho A and composite reliability (CR) scores have produced values higher than 0.7. The AVE score for each variable is also above 0.5, meaning that all items are declared reliable and suitable for measuring tools for research variables.

Next, after testing the measurement model, it is necessary to continue testing the structural model. The structural model in this study is a model that describes the closeness of the relationship between latent variables, which are tested through path coefficients. The following is a presentation of the conclusions of hypothesis testing in this research, which are presented in Table 2:

Table 2. Conclusion of Hypothesis Test Results

	Hypothesis	t-statistics	p-value	Result
H1	Entrepreneurial Mindset → Resilience	24.084	0.000	Accepted
H2	Entrepreneurial Mindset → Optimism	41.192	0.000	Accepted
H3	Entrepreneurial Mindset → Hope	23.278	0.000	Accepted
H4	Entrepreneurial Mindset → Self- efficacy	57.626	0.000	Accepted
H5	Resilience → Entrepreneurial Intentions	4.672	0.000	Accepted
H6	Optimism → Entrepreneurial Intentions	0.818	0.414	Rejected
H7	Hope → Entrepreneurial Intentions	1.533	0.126	Rejected
H8	Self-efficacy → Entrepreneurial Intentions	0.294	0.769	Rejected

Source: processed data, 2023

Based on Table 2, it can be concluded that H1, H2, H3, H4, and H5 are declared accepted because t-score value is greater than 1.96 and the p-value is lower than 0.05, meaning that it significantly entrepreneurial mindset affects hope, resilience, optimism, and self-efficacy. Resilience influences entrepreneurial intentions. Meanwhile, H6, H7, and H8 were declared rejected.

The first findings of this study include hypothesis 1, which reveals that an entrepreneurial mindset significantly impacts the entrepreneurial resilience of final-year students which is Students' intention to start their own business is positively correlated with the quality of their entrepreneurship education. It is expected of people with an interest in entrepreneurship that they can build psychological capital, such as self-efficacy. Hypothesis 2 explains that entrepreneurial mindset has a significant influence on entrepreneurial optimism. The main ingredients of an entrepreneurial success are confidence (optimism) in achieving objectives, optimism in the face of adversity and a persistent drive to succeed by self-believing, and optimism stemming from the capacity to see the bright side of events or challenges encountered in the field

Furthermore, hypothesis 3 proves an entrepreneurial mindset is vital in increasing entrepreneurial hope. having resilience by overcoming every obstacle and rising to the occasion to face a challenging circumstance, and hope by organizing the accomplishments they wish to pursue. Likewise, hypothesis 4 states that entrepreneurial mindset significantly affects students' self-efficacy. It means that the greater the entrepreneurial mindset level, the more students can increase their psychological capital from optimism, hope, resilience, and self-efficacy. Based on surveys that have been conducted, students always feel confident about the success of their business. They also believe in their ability to handle difficult things and their courage in facing risks. Thus, these findings are relevant to several previous literature (Abubakar et al., 2023; Khayru et al., 2022; Nurhayati, 2019).

Second, specifically, hypothesis 5 shows that resilience plays a significant role in entrepreneurial intentions. It means a high student

resilience level can increase their entrepreneurial intentions. Some existing literature also indicates that resilience is one of the factors that play an essential role in determining a person's intention to become an entrepreneur. According to the survey, it was found that among the motivating factors for students to become entrepreneurs is that they are used to going through difficult times in organizations and their ability to rise when facing failure. It means that the resilience indicators that most dominate students' intentions to become entrepreneurs are abilities and habits. Thus, these findings are consistent with several previous researchers, such as Villanueva-Flores et al. (2021), Duchek (2018), and Bullough et al. (2014).

Third, hypothesis 6 states optimism does not significantly influence Entrepreneurship among students. High optimism among students did not influence entrepreneurial intention. The Optimism variable is not the cause of students' entrepreneurial intentions at all universities in Semarang. Optimism is not a determining factor in the formation of student intentions. Students do not use hope as the basis for getting a good life with the student's intention to become an entrepreneur. However, there are other factors that cause students' entrepreneurial intentions. These results align with the Research of Madar et al. (2019) and Urban (2020) that optimism is not a determining factor in entrepreneurial intentions. Observations that have been made show that students who have a high level of optimism are not necessarily aware of business opportunities and their interest in starting entrepreneurship. They only consider the business's risk, failure, and uncertainty. Therefore, these findings reject the opinions of Baluku et al. (2016) and Ephrem et al. (2019).

Fourth, hypothesis 7 reveals no significant relationship between hope and entrepreneurial intentions. Hope is an aspect of psychological capital that focuses on different mechanisms to achieve goals. The reality is that students' high hopes for entrepreneurship have not been able to increase their entrepreneurial intentions. Students have not been able to focus on setting plans and goals for entrepreneurship, while these are the basic things that must be possessed in entrepreneurship. Apart from that, their low hopes for starting something new by having a business show that their intentions for entrepreneurship are still low. The Expectation Variable is not a factor that influences the intensity of student entrepreneurship among students at all universities in Semarang. Students' intentions to become entrepreneurs are not related to the hope variable. Even though hope is an aspect of psychological capital, it is not a benchmark for measuring students' intensity in entrepreneurship. Therefore, this finding is relevant to the findings of Contreras et al. (2017).

Finally, hypothesis 8 explains that self-efficacy does not significantly affect students' entrepreneurial intentions. Namely, increasing self-efficacy does not necessarily increase students' interest in entrepreneurship. Self-efficacy is another aspect of psychological capital that does not determine students' entrepreneurial intentions. Self-Efficacy does not influence students' entrepreneurial intentions. Students' beliefs and desires in achieving certain goals are not factors that cause students' entrepreneurial intentions. Students need an entrepreneurial mindset as an initial foundation in determining

entrepreneurial intentions. So, the results of this research contrast with previous research from Travis and Freeman (2017). Based on the survey, the high self-efficacy of students in analyzing problems and finding solutions does not reflect their interest in starting entrepreneurship. Because they don't believe in their ability to create their own business. That shows the consistency of these findings with previous findings (Villanueva-Flores et al., 2021; Abubakar et al., 2022).

CONCLUSION

This research provides a theoretical contribution develop concepts from the Theory of Planned Behavior (TPB) by identifying the role of entrepreneurial mindset and dimensions of psychological capital such as resilience, optimism, hope, and self-efficacy of students entrepreneurial intention. These findings state that entrepreneurial mindset significantly influences hope, optimism, resilience, and self-efficacy. Likewise, resilience plays a significant role in students' entrepreneurial intentions. On the other hand, optimism, hope, and self-efficacy are not determining factors for students' entrepreneurial intentions. The results of this research are important as a reference for universities to create policies in preparing and molding students to become entrepreneurs by considering that students' entrepreneurial mindset is the basis for becoming a strong entrepreneur which must be formed from an early age starting from college. The results of this research aim to solve problems that arise regarding student intentions in entrepreneurship and are helpful as literature material in developing various research in the same scope.

This research applies a survey questionnaire that takes perceptions only at a specific time. Therefore, the findings generalization cannot be maximal, so the use of other methods needs to be considered by future researchers. Expanding the sample scope of the study should also be considered to get better outcomes. The results of this research serve as recommendations for implementing further research with all existing limitations. This research has limitations related to sampling, determining different instrument variables and also understanding the Theory of Planned Behavior (TPB) itself.

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