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Original Article

Nurturing Entrepreneurial Spirit Through Integrative Learning Method: The Role of Entrepreneurial Inspiration and Mindset

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Abstract

Having entrepreneurship in student education may promote social innovation and economic development by fostering job creation. Numerous colleges are now emphasizing entrepreneurship education; therefore, it is essential to identify a practical learning approach. This research explored how an integrative learning model can nurture student entrepreneurial intention through entrepreneurial inspiration and entrepreneurial mindset. Data were collected from 286 business undergraduate students in Indonesia using an online self-reported questionnaire and analyzed using partial least squares structural equation modelling. The results demonstrate that cognitive learning positively affects entrepreneurial inspiration ($\beta = .37$, $p < .001$) and mindset ($\beta = .23$, $p = .01$). Accordingly, experiential learning also positively affects entrepreneurial inspiration ($\beta = .19$, $p = .02$) and mindsets ($\beta = .27$, $p < .001$). Second, entrepreneurial inspiration positively affects entrepreneurial mindset ($\beta = .34$, $p < .001$) and entrepreneurial intentions ($\beta = .16$, $p = .04$). Third, entrepreneurial mindset positively affects entrepreneurial intentions ($\beta = .55$, $p < .001$). The results also confirm the mediating role of entrepreneurial mindset between cognitive and experiential learning on intention ($\beta = .13$, $p = .008$; $\beta = .06$, $p < .001$, consecutively) and also the mediating role of inspiration between cognitive and experiential learning on mindset ($\beta = .06$, $p = .01$; $\beta = .03$, $p = .03$). The results show that it could be useful for universities to use an integrative learning approach that involves cognitive and experiential learning to encourage inspiration and shape entrepreneurial mindset of students.

Fostering student entrepreneurial intentions is a social innovation that could contribute to economic development through job creation (Ndou et al., 2019; Zhang et al., 2020), which could further reduce the unemployment rate of a nation over time (Oboreh, 2023). This idea resulted in one of the biggest challenges for higher education institutions. Higher education institutions are expected to produce excellent future entrepreneurs to contribute to creating valuable assets for the nation (Arabi et al., 2022; Rauch & Rijsdijk, 2013). Entrepreneurship is integrated into education based on the underlying assumptions that the required knowledge, art, and character can be taught and developed (Ahmed et al., 2020; Iwu et al., 2019; Jena, 2020). Entrepreneurship education is also considered vital as it positively affects student learning outcomes (Rideout & Gray, 2013) through character building and a positive attitude (Boldureanu et al., 2020). Therefore, it is essential to investigate the factors that support entrepreneurial educational outcomes, such as teaching methods and curriculum, and how these can encourage the entrepreneurial intention of the students (Arabi et al., 2022; Boldureanu et al., 2020; Nabi et al., 2017).

Despite the proliferating interest, earlier studies on the efficacy of entrepreneurship education in higher education yielded mixed results, with the majority showing a positive trend (Ahmed et al., 2020; Alaref et al., 2020; Arabi et al., 2022; Dou et al., 2019; Isa, 2019; Iwu et al., 2019; Jena, 2020). The disparity in research findings may be attributed to a pedagogical factor. Research has shown that educational attributes such as extracurricular activities, training, and practice-based learning can influence the entrepreneurial intentions of students (Arranz et al., 2017; Karimi et al., 2016; Piperopoulos & Dimov, 2015). Integrative learning is an alternative educational model that equips students with complete exposure through cognitive and experiential learning approaches. Education systems in numerous nations have adopted this learning method because it has been demonstrated to improve learning outcomes (Bernard et al., 2014).

In the context of Indonesia, a similar idea has been implemented. As of August 2022, 8.4 million unemployed Indonesians were available in the market (Statistic Indonesia, 2022), resulting in an increasing demand for career opportunities in Indonesia. The Minister of Education and Culture introduced a program "Merdeka Belajar (freedom to learn)" as an effort to overcome the oversupply of the workforce. The policy promotes integrative learning based on a curriculum jointly formulated by universities and industries to achieve two primary outcomes: (1) increasing the suitability of fresh graduate skills with industry needs; and (2) increasing student entrepreneurship abilities and interests. University students are encouraged to seek new experiences through practical fieldwork or internships in the industrial world as part of their learning process, with entrepreneurship as one of the focus areas.

Entrepreneurship education has the potential to motivate students intrinsically, which would foster their interest in creating businesses. Previous studies also suggested its effect on students' entrepreneurial motivation, attitudes, and intentions (Liñán & Chen, 2009; Nabi et al., 2018). This study adopts the perspective of social cognitive theory (SCT) to investigate the process by which entrepreneurship education can influence students' psychological factors in the development of entrepreneurial intention. Entrepreneurial mindset and inspiration are best suited to play a mediating role in the model, as they represent the diverse outcomes of different learning approaches in an integrative system. The entrepreneurial mindset is considered a more profound cognitive phenomenon. It reflects easily formed cognitive structures (Kassean et al., 2015), while inspiration is explained as the result of existing interactions with entrepreneur models and experiential approaches (Boldureanu et al., 2020). However, previous studies suggested that there is a cross-relationship between entrepreneurial inspiration and mindset, where inspiration is considered to represent the emotional aspect that mediates mindset with intention (Jena, 2020; Souitaris et al., 2007).

This study aimed to investigate how the integrative learning model in entrepreneurship education may influence the development of students' entrepreneurial intention through entrepreneurial mindset and inspiration. Several reasons are driving the importance of the study; first, despite the growing body of literature on the relationship between entrepreneurial education and entrepreneurial intention, there is still a need for research to explore the mediating factors in the relationship (Cui & Bell, 2022; Liu et al., 2022; Do & Nguyen, 2023). Second, different types of entrepreneurial education programs might result in different outcomes through different mechanisms (Cui et al., 2019; Deng & Wang, 2023; Le et al., 2023). However, there have been no studies examining these factors in entrepreneurial education programs. Finally, research related to entrepreneurship education and the development of future entrepreneurs is still limited to developing countries, while such countries have greater demands to increase social welfare by reducing unemployment (Oboreh, 2023). The influence of entrepreneurship education might also vary depending on the geographical context, locally, nationally, or internationally (Ahmad et al., 2018; Chen & Agrawal, 2018). The growth of entrepreneurship education over the past 30 years has been phenomenal in Indonesia. In the 1980s, management education grew at a number of Indonesian state universities, and business schools were introduced in the early 1990s, establishing the foundation for the development of entrepreneurship education today (Bakar et al., 2015).

Literature Review

The literature review section provides an overview of the foundation of the study, starting with the underpinning theory for the development of the research model, and the social cognitive theory. The section continues with the hypothesis development by review of current knowledge and previous studies.

The Social Cognitive Theory and Entrepreneurship Education Research

The social cognitive theory (SCT) by Bandura (2001) illustrates how personal (cognitive) characteristics, contextual circumstances, and behavior mutually interact to generate human functions. It proposed that people learn new skills, attitudes, and beliefs through observing the behaviors of others and the consequences that these behaviors have for those around them (also known as "observational learning"). From a cognitive psychology standpoint, Béchard and Grégoire (2007) argue that SCT can provide a coherent framework for understanding entrepreneurship education comprehensively. Winkler (2013) implements this theory in the context of entrepreneurship education and develops a dynamic framework for research on the impact of entrepreneurship education, thereby contributing to investigations into how environmental factors of entrepreneurial learning influence student cognition and increase student entrepreneurial behavior. The study identified environmental factors, including academic courses, curriculum, and non-academic learning. It lies behind the study's categorization of learning strategies into two distinct categories: cognitive and experiential.

There are several reasons why SCT can explain the influence of entrepreneurial education in shaping the entrepreneurial intentions of students. First, it highlights the significance of observational learning in the acquisition of new behaviors and knowledge (Bandura, 2001). Through entrepreneurship education, students have the chance to observe and learn not only the fundamental concepts from expert lectures but also from successful entrepreneurs, their experiences, and their entrepreneurial endeavors. Second, the theory suggests the importance of inspiration and role models in shaping the beliefs and aspirations of individuals. Students are more likely to become entrepreneurs if exposed to successful examples (Cui et al., 2019; Nabi et al., 2018). Successful exposure may impact the efficacy of students, affecting the activities they choose, the effort they devote to them, their perseverance in dealing with obstacles, and their resilience. Finally, SCT explains how an entrepreneurial mindset might be promoted through cognitive processes. Entrepreneurship education fosters creativity, problem-solving, and entrepreneurial thinking (Cui et al., 2019), where students can acquire entrepreneurial insight and thinking. Additionally, a shift in mental state and emotional state might be the outcome of an academic learning experience as well as cognitive traits (Gibb, 2002), and the entrepreneurial mindset is a metacognitive function (Haynie et al., 2010). This study contributes to the framework of earlier studies (Cui et al., 2022; Jiatong et al., 2021) by utilizing different types of cognitive outcomes, the entrepreneurial mindset and inspiration, to capture the overall mechanism of how different learning approaches might affect intention.

Entrepreneurship Education and Entrepreneurial Intentions

Cognitive or theoretical learning (CL) involves information processing to comprehend and develop cognitive functions like perception, attention, memory, problem-solving, and decision-making (Slavin & Davis, 2006). On the other hand, the experiential learning (EL) approach places direct experience and reflection on experience as a central element in the learning process (Kolb & Kolb, 2009). Both of these learning approaches can enhance the entrepreneurial intentions of the students in different ways. (1) Cognitive learning can increase the self-efficacy and optimism of the students for entrepreneurship by providing a solid foundation of concepts and abilities (Crane, 2014; Jena, 2020; Nabi et al., 2018). (2) Experiential learning adds another dimension to the structures already found in higher education institutions because it can further improve student learning. Learning generates social knowledge and is then recreated by students (Gemmell et al., 2012). Two immediate results of applying EL are: First, learning activity provides students with opportunities to associate theoretical knowledge and its application. Second, EL prepares students for future "real world" situations they will encounter upon graduation. Finally, SCT

supports the idea through the concept of observational learning, both by lecture or direct experience. Therefore, the hypotheses proposed are:

H1: Cognitive learning has a positive effect on entrepreneurial intention.

H2: Experiential learning has a positive effect on entrepreneurial intention.

Entrepreneurship Education, Entrepreneurial Mindset, and Entrepreneurial Intention

An entrepreneurial mindset places a significant emphasis on analytical and thinking abilities, such as analyzing, identifying opportunities, and making decisions in high-uncertainty situations (Haynie et al., 2010; Kier & McMullen, 2018). As a kind of metacognition, it can be influenced and studied based on existing theories or through studies of individual interactions with the current environment, such as training and class learning (Mathisen & Arnulf, 2014; Schmidt & Ford, 2003). There are four components of the entrepreneurial mindset: awareness of opportunities, propensity for risk, tolerance for ambiguity, and dispositional optimism. Opportunity awareness is a cognitive process involving responsive monitoring and investigating, attentive identification and connection, evaluation and assessment and judgment concerning potential information (Ardichvili, 2003; Tang et al., 2012). It involves a mindset based on several capacities and processes, such as prior knowledge, skills for pattern recognition, and information processing (Ardichvili, 2003). This component of mindset represents cumulative learning and experiences in cognitive process development (Cui et al., 2019; Tang et al., 2012), where both cognitive and experiential learning are desired results.

Risk propensity is defined as the individual's tendency or preference to accept or avoid risks (Pablo, 1997). Previous research has demonstrated that entrepreneurship education positively influences a person's willingness to take risks (Cui et al., 2019; Nabi et al., 2018; Sánchez, 2013), which has been widely acknowledged as one of the defining characteristics of entrepreneurs (Boldureanu et al., 2020; Jena, 2020). By providing students with relevant experience and knowledge of risk management in a business context, entrepreneurship education increases their risk-taking tendencies (Ahmed et al., 2020; Hoang et al., 2020). Through this learning process, students become more risk-tolerant, acquire risk evaluation competencies, and feel more prepared to take risks for their future businesses.

Ambiguity tolerance is the manner in which a person interprets, processes, and reacts to information regarding an ambiguous situation characterized by a series of inconsistent, complex, unfamiliar, or scattered clues (Furnham & Ribchester, 1995). By exposing students to complex, ambiguous, and uncertain business situations, entrepreneurship education can improve students' tolerance for ambiguity (Ahmed et al., 2020; Nabi et al., 2017). Through this learning process, students are encouraged to explore uncertainty and develop a receptive, adaptable disposition towards it. Students will learn to embrace uncertainty and cope effectively with ambiguity in the business by developing the necessary skills. Finally, dispositional optimism is the general tendency toward optimism that a person will experience more positive outcomes in life than negative ones (Crane, 2014). Optimism is associated with the desired outcome and happiness, which influences the evaluation of opportunities, behavior, and entrepreneurial activities (Cacciotti & Hayton, 2015; Grichnik et al., 2010; Karimi, 2020). Entrepreneurship education can increase students' dispositional optimism by fostering a positive outlook on business-related opportunities and obstacles. Students are encouraged to see opportunities in every circumstance, to view failure as a learning experience, and to maintain a positive outlook when confronting business challenges (Akinbami, 2015). Therefore, the hypotheses proposed are:

H3: Cognitive learning has a positive effect on entrepreneurial mindset.

H4: Experiential learning has a positive effect on entrepreneurial mindset.

Furthermore, the entrepreneurial mindset can increase students' entrepreneurial intentions by influencing their beliefs, attitudes, and perceptions of entrepreneurship (Ashourizadeh et al., 2014; Jiatong et al., 2021). Previous research suggests that a strong entrepreneurial mindset is associated with high self-confidence, opportunity orientation, a positive attitude toward risk, as well as adaptability and innovation

(Cui & Bell, 2022; Hoang et al., 2020). It drives students' entrepreneurial intention to the extent that they gain confidence in their ability to become entrepreneurs, develop a proactive view of business opportunities, feel more at ease dealing with risks, and possess the skills necessary to adjust to a dynamic business environment (Cui & Bell, 2022; Liñán & Fayolle, 2015). Consequently, referring to the previous explanation, entrepreneurial education may promote mindset, which can lead to increased entrepreneurial intention, indicating a mediating role of mindset. Therefore, the hypotheses proposed are:

H5: Entrepreneurial mindset has a positive effect on entrepreneurial intention.

H6: Entrepreneurial mindset mediates the relationship between cognitive learning and entrepreneurial intention.

H7: Entrepreneurial mindset mediates the relationship between experiential learning and entrepreneurial intention.

Entrepreneurship Education, Entrepreneurial Intention, and the Mediating Role of Entrepreneurial Inspiration

Affective and mental development involving thoughts and feelings, emotions, and psychological well-being is a crucial aspect of entrepreneurship education; however, it is frequently overlooked in entrepreneurship research (Gibb, 2002; Nabi et al., 2018). Emotion has been found to moderate the relationship between knowledge and cognitive skills (Loon & Bell, 2018). As a construct with an emotional component, entrepreneurial inspiration has been defined as a change of heart and mind brought about by events or program input and directed to be considered an entrepreneur (Ahmed et al., 2020; Souitaris et al., 2007). This definition includes new desired targets, motivation to become entrepreneurs, and educational stimulators of the curriculum or co-curriculum. Entrepreneurship education can increase students' entrepreneurial inspiration by exposing them to entrepreneurs' real-world experiences and success stories. Students can be inspired by the thoughts, motivations, and successes of existing entrepreneurs through case studies, lectures (in-class/cognitive learning), industry visits, and mentoring from business practitioners (experiential learning) (Ahmed et al., 2020; Nabi et al., 2018). Additionally, interaction with successful entrepreneurs as role models and recognition of their achievements can increase students' intrinsic motivation and inspire them to follow their paths (Kirzner, 2019).

This explanation is consistent with the affective theory, which asserts that positive emotions, such as happiness and satisfaction, can influence motivation, perception, and individual decision-making and behavior (Fredrickson, 2001; Keltner & Lerner, 2010). Affective theory can explain how emotional experiences, such as happiness and enthusiasm, may motivate and inspire students to pursue entrepreneurial careers through interactions during the learning process. Previous studies (such as Nabi et al., 2018; Souitaris et al., 2007) suggested that students who took entrepreneurship courses were more inspired than students who had not. Therefore, the hypotheses proposed are:

H8: Cognitive learning has a positive effect on entrepreneurial inspiration.

H9: Experiential learning has a positive effect on entrepreneurial inspiration.

Student entrepreneurship inspiration may further increase entrepreneurial intentions by influencing students' beliefs, motivation, and attitudes towards entrepreneurship. Entrepreneurial inspiration can also stimulate students' intrinsic motivation, driving them to act in establishing their own businesses (Nabi et al., 2018). Additionally, entrepreneurial inspiration may affect students' risk perceptions, resulting in their willingness to take calculated risks to pursue entrepreneurial opportunities (Kirzner, 2019). Previous research has indicated that a student's entrepreneurial inspiration may mediate the connection between their entrepreneurship education and entrepreneurial intentions (Ahmed et al., 2020; Nabi et al., 2018). Entrepreneurship education that provides practical knowledge, accomplishments of business owners, and exposure to role models can inspire students to recognize business opportunities, build self-confidence, and motivate them to start and manage their own businesses (Ahmed et al., 2020; Kirzner, 2019). Thus, entrepreneurial inspiration can serve as a mediator between the influence of entrepreneurship education and the entrepreneurial intentions of students. Therefore, the hypotheses proposed are:

H10: Entrepreneurial inspiration has a positive effect on entrepreneurial intention.
H11: Entrepreneurial inspiration mediates the relationship between cognitive learning and entrepreneurial intentions.
H12: Entrepreneurial inspiration mediates the relationship between experiential learning and entrepreneurial intentions.

Cross Relationship Between Entrepreneurial Mindset and Inspiration

According to previous studies (Cui et al., 2019; Nabi et al., 2017), entrepreneurial inspiration might act as a mediator in the relationship between entrepreneurship education and entrepreneurial mindset. The entrepreneurial mindset is characterized by traits such as thinking capability (Cui & Bell, 2022), while inspiration is an affective form derived from exposure to successful entrepreneurial role models, stories, and experiences (Kirzner, 2019). Entrepreneurship education provides the understanding, abilities, and expertise essential to develop an entrepreneurial mindset characterized by a proactive approach to identifying and pursuing opportunities (Fayolle, 2013; Nabi et al., 2017). However, individuals internalize and embody the entrepreneurial mindset through entrepreneurial inspiration. Entrepreneurial inspiration generates positive emotions, stimulates passion and motivation, and forms one's belief in the person's own entrepreneurial abilities (Nabi et al., 2017). The verification of H8, H9, and H13 would confirm the notion of H13 and H14. Therefore, the hypotheses proposed are:

H13: Entrepreneurial inspiration has a positive effect on an entrepreneurial mindset.
H14: Entrepreneurial inspiration mediates the relationship between cognitive learning and entrepreneurial mindset.
H15: Entrepreneurial inspiration mediates the relationship between experiential learning and the entrepreneurial mindset.

A Comparison of the Effects of Cognitive and Experiential Learning

Cognitive and experiential learning might have different influences on entrepreneurial inspiration, mindset, and intentions. Oosterbeek et al. (2010) found that entrepreneurial education programs can fail to satisfy expectations because the portion of cognitive learning is higher than practical experience. In comparison, Karimi et al. (2016) suggested that experiential learning has a more significant impact on students' entrepreneurial intentions and opportunity identification than cognitive. Previous research has discovered that academic boredom negatively impacts learning and achievement (Sharp et al., 2020), and positive emotions support cognitive learning (Loon & Bell, 2018). Therefore, optional courses are expected to have a more substantial influence on student learning outcomes, including mindset.

Additionally, Piperopoulos and Dimov (2015) discovered a negative relationship between self-efficacy and entrepreneurial intentions in cognitive learning, while there is a positive relationship in experiential courses, which contributed to the wide range of diverse results on education attributes. Hynes et al. (2011) further found that practice-based learning modules bring real business learning and satisfy stakeholders' diverse internal and external requirements in entrepreneurship education. However, the role of theory-based and practice-based activities in the research of entrepreneur education impact requires further exploration. Therefore, the hypotheses proposed are:

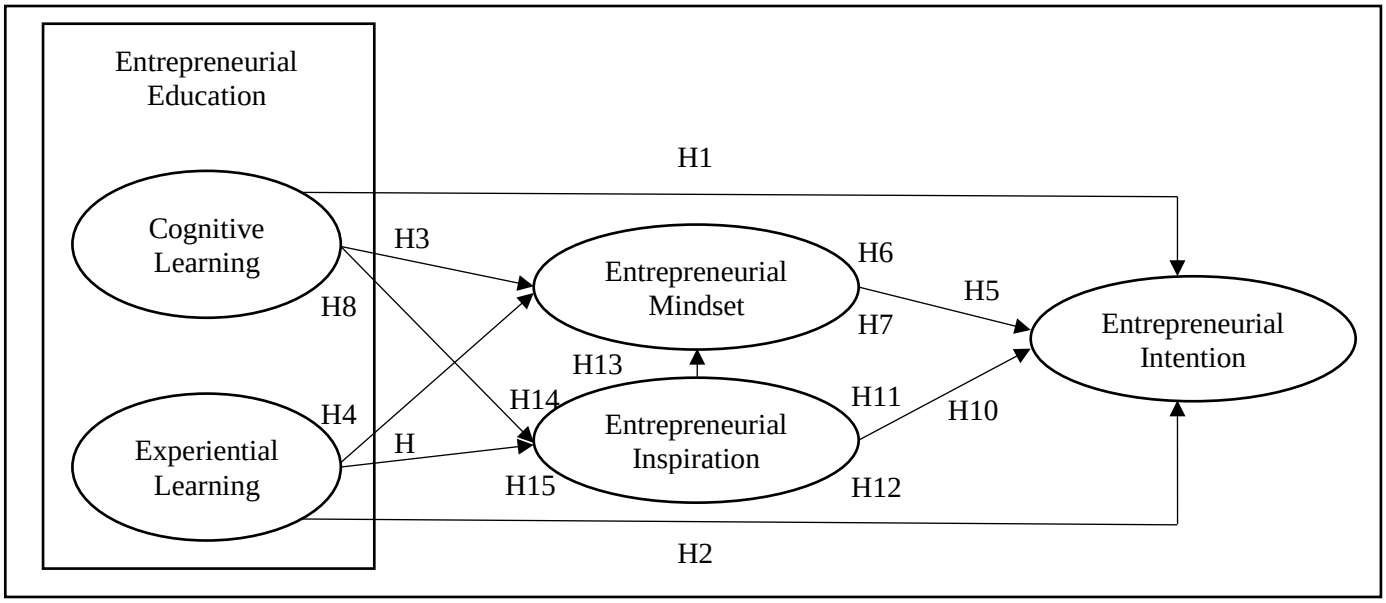
H16: Experiential learning has a greater influence on entrepreneurial intention than cognitive learning.
H17: Experiential learning has a smaller influence on entrepreneurial mindset than cognitive learning.

Based on the previous explanation, the research model for this study can be seen in Figure 1 below. Social cognitive theory suggests that entrepreneurial education can influence entrepreneurial intention through mindset and inspiration by continually regulating their thoughts to make their entrepreneurial actions more directional, logical, and significant. This theory proposes that the relationship between cognitive factors such as mindset and the environment is positively associated and that entrepreneurial education can improve an individual’s ability to identify opportunities, determine business feasibility, and

implement a business plan (Jiatong et al., 2021). Further, inspiration is expected to play a role in entrepreneurial intention by influencing an individual's beliefs, values, and expectations, which in turn shape their attitude towards entrepreneurship and their willingness to pursue entrepreneurial activities.

Figure 1

Proposed Conceptual Framework



Method

Participants

The research population consisted of undergraduate students at the Faculty of Economics and Business in Indonesia. In Indonesia, the economics and business faculties have a distinct concentration on graduating prospective entrepreneurs, which is relevant to the objective of this study. The sample was determined using a purposive technique, where students who had taken courses with an emphasis on entrepreneurship were qualified to participate. The questionnaires were formally distributed online through lecturers and supervisors of entrepreneurship courses, formal institution email, and social media of students' associations, such as WhatsApp groups and Instagram, from September 2022 to December 2022. There were 290 responses collected from the original population of 503 students, 286 of which were filled in completely and sufficient for the purpose of analysis. The number of respondents collected met the minimum number of samples, 245, which was calculated using the method introduced by Hair et al. (2011) for PLS, five times the total number of measurement items (49 items).

Instruments

The questionnaire's items are adapted from existing measures developed by previous studies. Using a self-reported questionnaire, each item was scored on a five-point scale spanning from "strongly disagree" (1) to "strongly agree" (5). Entrepreneurship education was measured using a fifteen-item questionnaire developed by Cui et al. (2019). Sample items included "I am studying on a course related to entrepreneurship" and "Entrepreneurial spirit and values transmitted by the university or colleges". The Cronbach's alpha score was .71. Entrepreneurial intention was measured using a six-item questionnaire developed by Souitaris et al. (2007). The sample main question was "To what extent did such views or events make you to be more entrepreneurial?" followed by different options of contributors such as "the views of a professor" and "the views of an external speaker". The Cronbach's alpha score was .85. Entrepreneurial mindset was measured using a twenty-item questionnaire developed by Cui et al. (2019). Sample items included "I can come up with several solutions and select the best one when solving a

problem" and "If I am uncertain about the responsibilities involved in a task, I get very anxious". The questionnaire consisted of four dimensions, with each Cronbach's alpha score is greater than .70. Finally, entrepreneurial intentions were measured using a six-item questionnaire developed by Liñán and Chen (2009). Sample items included "I am ready to do anything to be an entrepreneur" and "I have the firm intention to start a firm someday". The Cronbach's alpha score was .94.

Ethical Considerations

This study has been carefully reviewed and approved by the research ethics committee and faculty board of the Faculty of Economics and Business, Universitas Jenderal Soedirman, Indonesia, with an ethical clearance certificate issued in June 2023, reference number UN23.7/2023, signed by the Dean.

Results

This study aims to investigate the impact of entrepreneurship education on entrepreneurial intentions and the role of entrepreneurial mindset and motivation as mediators. The current study utilized descriptive statistics, correlation analysis, and structural equation modelling techniques with the partial least square method to analyze the data. Data processing for the outer model analysis, inner model analysis, and hypothesis testing of the study was conducted using IBM-SPSS-Amos 23 software.

Respondent demographic profile

The sample consisted of 65.00% female students (n=185) and 35.00% male students (n=101). Based on the study department, 48.60% (n=139) are from the management department, 18.20% (n=52) business administration department, 19.90% (n=57) accounting department, and 13.30% (n=38) economics department. Based on the study semester, 17.80% (n=51) are in their second semester (first year), 49.00% (n=140) in their fourth semester (second year), and 33.20% (n=95) in their sixth semester (third year). Finally, 67.10% (n=192) are at the undergraduate level, 19.60% (n=56) at the vocational level, and 13.30% (n=38) at the diploma level. The demographic data of the respondents is shown in the Table 1.

Table 1

The Demographic Data of the Respondents

Categorization	Number of Students	Percentage
Study Department		
Management	139	48.60
Business Administration	52	18.20
Accounting	57	19.90
Economics	38	13.30
Study Semester		
2	51	17.80
4	140	49.00
6	95	33.20
Study Level		
Diploma	38	13.30
Undergraduates	192	67.10
Vocational	56	19.60
Total	286	100.00

Outer Model Analysis

The outer model analysis aims to determine whether or not the measurements that were employed are capable of serving as measurement media, through validity and reliability tests. The validity is measured using the average variance extracted (AVE) test. According to Fornell and Larcker (1981), the AVE value should be above .50; the AVE value could be < .50 provided that the Composite Reliability (CR) value is

> .60. Table 2 presents the AVE and CR results for the variables in the study. AVE test results for all variables are > .50, except for the entrepreneurial mindset. The AVE value for the entrepreneurial mindset is .40, but the CR value is .89 (greater than .60), therefore, the outer model is still considered as valid.

Table 2
The Results of Composite Reliability and Average Variance Extracted Test

Variables	Composite Reliability	Average Variance Extracted (AVE)
Cognitive Learning	.88	.66
Experiential Learning	.88	.55
Entrepreneurial Mindset	.89	.40
Entrepreneurial Inspiration	.86	.56
Entrepreneurial Intention	.91	.71

The reliability is measured using composite reliability (CR), with a cut-off value of > .70 (Hair et al., 2013). According to Table 2, the CR values of all of the variables are > .80, indicating that the items constructing the model are reliable.

Inner Model Analysis

The inner model analysis process is as follows: (1) calculating the adjusted R-square value, (2) calculating the Q-square value, and (3) calculating the goodness of fit (GoF) value. The result of R-square and adjusted R-square is shown in Table 3.

Table 3
The Results of the R-square and Adjusted R-square Test

Variables	R-square	Adjusted R-Square
Entrepreneurial Mindset	.48	.47
Entrepreneurial Inspiration	.27	.26
Entrepreneurial Intention	.41	.40

Furthermore, testing the inner model can be done by looking at the value of Q^2 (predictive relevance). To calculate Q^2, the following formula can be used:

$$Q^2 = 1 - \left((1 - R_1^2)(1 - R_2^2)(1 - R_3^2)\right)$$
$$Q^2 = 1 - \left((1 - .47)(1 - .26)(1 - .40)\right)$$
$$Q^2 = 1 - .23$$
$$Q^2 = .76$$

Prediction relevance (Q-square), also known as the Stone-Geisser, this test was conducted to determine the predictive capability of the blindfolding procedure. Suppose the value obtained is .02 (small), .15 (medium) and .35 (large) (Hair et al., 2014). Based on the calculation, it can be concluded that the model used in this study can explain 76.50% of the information contained in the research data, suggesting that it has strong predictive value.

Lastly, the GoF is calculated as follows:

$$GoF = \sqrt{AVE \times R^2}$$
$$GoF = \sqrt{.40 \times .40}$$
$$GoF = .40$$

According to Tenenhaus (2004), there are three levels in measuring the value of goodness of fit, namely GoF small = .10, GoF medium = .25 and GoF large = .38. Based on the calculation above, it can be seen that the model has a large GoF, therefore, it can be concluded that the model is robust.

Hypotheses Testing

Direct Effect Test

The results of the partial least squares (PLS) analysis demonstrate that 7 out of 9 direct effect hypotheses are supported. Entrepreneurship education (EE) consists of cognitive learning (CL) and experiential learning (EL), show a positive effect on entrepreneurial mindset (EM) (CL β = .23, t = 3.02, p = .003; EL β = .27, t = 3.73; p < .001) and inspiration (EI) (CL β = .37, t = 3.99, p < .001; EL β = .19, t = 2.37, p = .02). Therefore, H3, H4, H8, and H9 are supported. EM and EI also show a positive effect on entrepreneurial intention (EI-in) (EM β = .55, t = 7.25, p < .001; EI β = .16, t = 2.01, p = .04), where H5 and H10 are supported. Lastly, EI was also proven to affect EM positively (β = .34, t = 5.78, p < .001), indicating that H13 is supported. However, the results of hypothesis testing on H1 and H2 demonstrated insignificant results.

Table 3

The Results of the Direct Hypotheses Test

Hypotheses	Path Coefficient	*t*	*p*	Description
Cognitive Learning → Entrepreneurial Intention	.09	1.23	.22	H1 Unsupported
Experiential Learning → Entrepreneurial Intention	.13	1.87	.06	H2 Unsupported
Cognitive Learning → Entrepreneurial Mindset	.23	3.02	.01**	H3 Supported
Experiential Learning → Entrepreneurial Mindset	.27	3.73	.00***	H4 Supported
Entrepreneurial Mindset → Entrepreneurial Intention	.55	7.25	.00***	H5 Supported
Cognitive Learning → Entrepreneurial Inspiration	.37	3.99	.00***	H8 Supported
Experiential Learning → Entrepreneurial Inspiration	.19	2.37	.02*	H9 Supported
Entrepreneurial Inspiration → Entrepreneurial Intention	.16	2.01	.04*	H10 Supported
Entrepreneurial Inspiration → Entrepreneurial Mindset	.34	5.78	.00***	H13 Supported

Note. * p < .05, ** p < .01, *** p < .001

Indirect Effect Test

The results of the partial least squares (PLS) analysis demonstrated that 4 out of 6 indirect effect hypotheses are supported (see Table 4). EI shows a mediating effect between CL (β = .13, t = 2.86, p = .005) and EL (β = .06, t = 2.23, p = .03) on EM, supporting H14 and H15. Even though the statical analysis supported the mediating effect of EM between CL (β = .13, t = 2.67, p = .01) and EL (β = .15, t = 3.26, p < .001) on EI-in, however, since the direct hypotheses (H1 and H2) are not supported, H6 and H7 cannot be concluded to be supported. Additionally, the EI-mediated effect between CL and EL on EI-in is statistically unsupported (p > 0.10). Finally, the dominance effect between CL and EL is tested to determine which learning approach is more effective. The results from Table 5 demonstrated that EL (β = .37) has a greater influence on EI than CL (β = .19), therefore, H16 is supported. CL (β = .27) also showed a greater effect on EM than EL (β = .23), supporting H17.

Table 4

The Results of the Indirect Hypotheses Test

Hypotheses	Path Coefficient	*t*	*p*	Description
CL → EM → EI-in	.13	2.67	.01**	H6 Supported
EL → EM → EI-in	.15	3.26	.00***	H7 Supported
CL → EI → EI-in	.61	1.61	.11	H11 Unsupported
EL → EI → EI-in	.03	1.64	.10	H12 Unsupported
CL → EI → EM	.13	2.86	.01**	H14 Supported
EL → EI → EM	.06	2.23	.03*	H15 Supported

Note. * p < .05, ** p < .01, *** p < .001

Table 5
The Results of the Dominant Test

Hypotheses	Path Coefficient (EL – CL)	Description
Experiential learning has a greater influence on entrepreneurial inspiration than cognitive learning	.37 > .19	H16 Supported
Experiential learning has less influence on entrepreneurial mindset than cognitive learning	.23 < .27	H17 Supported

Discussion and Conclusion

Discussion of the Main Results

This study focused on exploring the influence of the integrative learning model in entrepreneurship education on the development of entrepreneurial intentions in higher education students through entrepreneurial mindset and inspiration. The results contributed to the development of entrepreneurial education research and its consequences for motivating students' entrepreneurial intention. First, the research considered different attributes of education (cognitive and experiential). Second, the study integrated the notion of SCT to picture a comprehensive model by investigating the possible role of EE, EM, and EI on EI-in. The results showed that cognitive and experiential learning positively affect entrepreneurial mindset and inspiration. It is consistent with previous research, which explains that various EE attributes, including formal and informal activities, may help students develop specific knowledge, abilities, and skills (Cui & Bell, 2022; Mukhtar et al., 2021). Cognitive learning emphasizes the set of thinking capabilities of a student, such as creative and critical thinking, which are included as essential components of the entrepreneurial mindset. Experiential learning involves active engagement in real-world entrepreneurial activities, where this hands-on experience allows individuals to apply knowledge, develop skills, and gain more excellent knowledge about the entrepreneurial process, which shapes the mindset. EM further demonstrates a positive effect on EI-in and plays a mediating role between EE and, both CL and EL, on it. Entrepreneurial mindset reflects the subconscious intellectual capabilities of students and has a direct impact on their motivation to engage in entrepreneurial behaviour (Cui et al., 2019; Cui & Bell, 2022). Furthermore, consistent with the notion of SCT, EE as an external stimulus may enhance the internal mechanism of students, such as mindset, which later contributes to the development of intention (Cui & Bell, 2022; Guerrero et al., 2018).

The results also proved that CL and EL positively affect students' EI. Research shows that EE is crucial in the development of inspiration since, theoretically, EE, whether through formal courses or extracurricular activities, encompasses academic stimuli that inspire and motivate students to pursue their objective of becoming entrepreneurs in the future (Ahmed et al., 2020; Cui & Bell, 2022). Consequently, EI demonstrates a positive effect on EI-in, where inspiration as an affective form may enhance the motivation of students to become entrepreneurs. However, the results did not support the mediating effect of EI between EE and EI-in. Although the impressions of students related to societal pressure to become entrepreneurs might be influenced by inspiration, their opinions toward entrepreneurship were unaffected by inspiration (Ahmed et al., 2020). It suggests that students are more motivated to become entrepreneurs by having the necessary qualities rather than by conceptualizing on what it would seem like to work as one. The identification of a positive relationship between EI and EM further reinforces this finding. Mindset appears to be a form of cognitive learning outcome associated with the mind and emotions, and it can be cultivated through emotional shifts such as inspiration (Cui & Bell, 2022; Nabi et al., 2017). Accordingly, EI also acts as a mediator between EE, both CL and EL, and EM. Students in higher education who have been exposed to entrepreneurship education may benefit significantly from utilizing the use of inspiration as a critical component in the development of an entrepreneurial mindset.

Third, the study investigates the different consequences of the different learning approaches. EM, which manifested as thinking capacity, knowledge, and skills, appeared to be heavily influenced by

cognitive learning. Meanwhile, EI as a form of emotional shift is heavily influenced by experiential learning, especially when an inspiring role model is involved (Cui et al., 2019; Kirzner, 2019). Emotions play a crucial role in entrepreneurship, and positive emotions perceived during the learning process sourced from hands-on activity or real-life experience may reinforce the inspiration of students. This positive switch of emotions may further significantly affect an individual's entrepreneurial intention (Chen et al., 2021). Fourth, the study findings contribute to enhancing empirical references about the impact of entrepreneurship education, especially in Indonesia.

Limitations and Suggestions

The study nevertheless has limitations; first, the online questionnaire distributed by third parties was used to capture the initial data. This method restricts the ability to regulate how respondents perceive the questionnaire's objective and interpret each survey item. Further research may consider using additional investigations to supplement the data gathered from the questionnaire. Second, the direct effects of EE, both CL and EL, on EI-in are not supported. This result is consistent with prior researches indicating that the effect of entrepreneurship education is unpredictable and that the role of academic elements on entrepreneurial competencies varies across universities (Arranz et al., 2017; Cui & Bell, 2022; Nabi et al., 2017). The process of forming attitudes and behaviors is complex and may involve additional situational interventions and personal factors. Future research may explore different intervening and mediating variables or add a different perspective than SCT on enhancing the model. Finally, this research focuses on universities in Indonesia, where the curriculum is regulated by the government by dividing attributes into cognitive and experiential approaches. This setting increases the power of generalization in countries with an educational model similar to Indonesia. Future research may investigate and enhance the current model in different educational system contexts by considering three suggestions (1) Cross-sectional analysis in different units or countries. This study encompasses three different levels of study (diploma, vocational, and undergraduate), where the portion of cognitive and experiential learning may differ from one to another. (2) Future studies may consider longitudinal studies to test the permanent effects of EE. (3) Finally, future studies can focus on making an appropriate educational composition to teach entrepreneurship to students that can develop their abilities and the desire to do so. An appropriate educational composition related to integrative learning refers to the design and implementation of an educational environment that promotes the integration of knowledge and skills across different disciplines and experiences.

Implications for Behavioral Science

The results of this study contribute broadly to the development of behavioral science and entrepreneurship, particularly in several ways. First, the study investigates the impact of entrepreneurship education extensively by segregating it into cognitive and experiential approaches. Although both strategies aim to improve students' understanding and thought processes, cognitive learning focuses on expanding students' conceptual understanding and way of thinking. In contrast, experiential learning emphasizes their practical skills (Kolb & Kolb, 2009). Second, this research employs SCT to construct a comprehensive model of the effect of entrepreneurship education on entrepreneurial intention. The SCT can explain how learning as a situational (external) stimulus can affect cognitive factors, such as mindset, in developing related behavior (Haynie et al., 2010; Mukhtar et al., 2021). Third, different mediator variables, mindset and inspiration, are used to explain the effects of the different approaches. The relationship between the two mediators was tested, and the cross-influence of the learning approaches on mediators was also analyzed. Fourth, the research findings provide more empirical references about the impact of entrepreneurship education. Lastly, this research contributes empirical references that have significance to studies conducted in developing countries such as Indonesia.

Several practical implications can be drawn from the study's findings to assist higher education and entrepreneurial practitioners in designing mechanisms with the potential to increase student entrepreneurial intention. First, universities may place a greater emphasis on fostering an entrepreneurial mindset in students and incorporate affective processes such as inspiration into the process. Second, it is necessary to

pay close attention to the cognitive and experiential learning components because they have distinct effects on the formulation of mindsets as well as inspiration. In the development of behavioral science, this research contributes to providing a comprehensive view of how external stimuli (EE) influence the formation of one's behavioral intentions. This study extends the application of SCT to the explanation of behavioral processes by investigating the role of mindset and inspiration as mediating variables. Overall, these findings have important implications not only for management practices, but also for academicians and educational practitioners.

Conclusion

Using social cognitive theory as a guide, this study looked at the effects of of both cognitive and experiential entrepreneurship education as an external stimulus on the development of the intention to start a business through the effects of mindset and inspiration. The empirical research model test results showed that cognitive and experiential learning positively affect entrepreneurial inspiration and mindset, where the effect of cognitive learning is higher on mindset and experiential learning is higher on inspiration. Consecutively, entrepreneurial mindset and inspiration positively affect entrepreneurial intention. Entrepreneurial mindset has a mediating effect between cognitive and experiential learning and intention, and inspiration shows a mediating role between education (both cognitive and experiential) and mindset. Finally, it is essential for universities to design a proper educational approach for students to support the development of entrepreneurial intentions. The SCT emphasizes heavily external stimulus, observational learning, and internal mechanisms in behavioral development. Therefore, integrating more affective stimuli during the learning process might result in more significant intention development.

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