JOURNAL OF WORLD SCIENCE
https://jws.rivierapublishing.id/index.php/jws
Volume 2 No. 8 August 2023
P-ISSN: 2828-8726
E-ISSN: 2828-9307

THE INFLUENCE OF ENTREPRENEURIAL EDUCATION ON ENTREPRENEURIAL ATTITUDE THROUGH ENTREPRENEURIAL SELF-EFFICACY IN PHARMACY

Sunanto[1], Hamdy Hady[2], Jan Horas Veriady Purba[3]
Universitas Pakuan, Jawa Barat, Indonesia

sunantoapt@gmail.com[1], hamdyhady1944@gmail.com[2], janhorasvpurba@gmail.com[3]

ABSTRACT
This research aims to find out more deeply about the influence of entrepreneurial education (EE) on entrepreneurial attitude (EA) through entrepreneurial self-efficacy (ESE) in pharmacists in Jabodetabek. The population in this study are all registered pharmacists in the Indonesian Pharmacists Association (IAI) in the Jabodetabek area, and based on the latest IAI data, as of 2022, there are 16,941 pharmacists. Using the Slovin formula, by taking an error of 5%, a sample size of 391 respondents was obtained using proportional random sampling via a questionnaire. Quantitative data analysis using measurement model analysis, structural models, and verification analysis (hypothesis testing) using a structural equation modeling (SEM) approach with the help of Lisrel. The research results showed that the two independent variables, either Entrepreneurial Education (EE) or Entrepreneurial Self-efficacy (ESE), had a positive and significant effect on the Entrepreneurial Attitude (EA) of Pharmacists in Jabodetabek. The higher the EE or ESE, the higher the Entrepreneurial Attitude (EA). EE was also proven to be a significant predictor of ESE. Then, Entrepreneurial Self-efficacy (ESE) significantly mediates the positive influence of Entrepreneurial Education (EE) on Entrepreneurial Attitude (EA) among Pharmacists in Jabodetabek. The results of this research can provide business input for pharmacists as well as input for policy recommendations for related parties in the pharmaceutical entrepreneurship ecosystem.

Keywords: entrepreneurship education, entrepreneurial attitude, self-confidence, pharmacist.

Corresponding Author: Sunanto
Email: sunantoapt@gmail.com

INTRODUCTION

Indonesia's global entrepreneurship index in 2019, before the COVID-19 pandemic occurred, based on the 2019 Global Entrepreneurship Index report, which surveyed 137 countries, Indonesia was recorded as ranking 75th globally with a score of 26.0. Regionally, this position is far below other ASEAN 5 countries such as Singapore, Malaysia, Brunei, Thailand, and Vietnam. Indonesia is only higher in position than the Philippines. Meanwhile, developed countries, such as the United States, Switzerland, Canada, Denmark, and the United Kingdom, occupy the top five rankings in the world's entrepreneurship index (Institute, 2019).

The role of entrepreneurship in economic development has been widely discussed, with experts stating that entrepreneurship plays a vital role in economic development (Zhuravka et al., 2020). One of Indonesia's interesting mainstay business fields is the pharmaceutical sector, which is included in Indonesia's six mainstay industries (National et al. Plan, RIPIN). In the pharmaceutical industry, pharmacists play an essential role in business supply chain activities in the pharmaceutical sector. Thus, pharmacists are a strategic group of potential entrepreneurs in the pharmaceutical business sector.

In Regulation of the Minister of Health Number 14 of 2021, more excellent opportunities are opened for pharmacists. In one pharmaceutical facility (pharmacy), a pharmacist in charge can be assisted by a pharmacist and other staff. Furthermore, opportunities are also open for market development because, according to these regulations, pharmacies can provide electronic pharmaceutical services (telepharmacy) or online pharmacies and drug delivery. The potential positive impact of this regulation can increase the opportunities for the growth of a quality pharmacist profession and entrepreneurial pharmacists.

The results of a preliminary survey in the Jabodetabek area provide information that respondents (pharmacists) feel that being an entrepreneur in the pharmaceutical sector is fun (93.3%). In the discussion of entrepreneurship literature, this aspect of pleasure can be classified into the attitude towards entrepreneurship (Entrepreneurial Attitude). The concept of entrepreneurial attitude in the context of entrepreneurial intentions is one of the main pillars of entrepreneurship (Institute, 2019). Furthermore, from the preliminary survey results, data was obtained that 56.7 percent of pharmacists stated that they had never received education or training regarding business or entrepreneurship. Based on the literature, this phenomenon is included in the entrepreneurial education factor. Referring to previous research, it is stated that the source of entrepreneurial attitudes is entrepreneurship education (Institute, 2019).

The preliminary survey results also revealed that pharmacist respondents in Jabodetabek believed they could become entrepreneurs in the pharmaceutical sector, with a percentage of 83.3% of respondents. Even though it does not yet reflect the phenomenon in its entirety, the factor of self-confidence in the ability to become an entrepreneur can be an indicator of the importance of this factor, which in the entrepreneurship literature is included in the concept of entrepreneurial self-efficacy. As mentioned by previous researchers, self-efficacy in the context of entrepreneurial intentions is the central pillar of entrepreneurship apart from entrepreneurial attitude (Institute, 2019). As the main pillars of entrepreneurship in the context of entrepreneurial intentions, it is logical that the two pillars are thought to have a relationship; it has even been empirically proven (H.-C. Liu et al., 2021).

From the above background, the researcher intends to conduct a more in-depth study regarding the influence of entrepreneurial education on entrepreneurial attitude through entrepreneurial self-efficacy. This research uses a new framework for the influence of entrepreneurial education on entrepreneurial attitudes through entrepreneurial self-efficacy in the context of pharmapreneurship among pharmacists in Jabodetabek. This research has the benefit of enriching scientific knowledge in the field of management science and providing input for pharmacists and stakeholders in the pharmaceutical entrepreneurship ecosystem as part of efforts to increase and accelerate the number of entrepreneurs in Indonesia. So, this research aims to find out more deeply about the influence of entrepreneurial education (EE) on entrepreneurial attitude (EA) through entrepreneurial self-efficacy (ESE) in pharmacists in Jabodetabek.

METHOD

The research object is also called a unit of observation, a research variable, or a construct that can produce variable characteristics and traits that will center the researcher's attention (Sekaran &

Bougie, 2017). The objects in this research are Entrepreneurial Education (EE), Entrepreneurial Attitude (EA), and Entrepreneurial Self-Efficacy (ESE).

Two types of data are used in this research: primary and secondary. Primary data is first-hand data (information) obtained by researchers on variables that are of interest to the objectives of a particular study (Sekaran & Bougie, 2017). Primary data in this research is quantitative data, namely data in the form of numbers or questionnaire results. The questionnaire used to collect primary data in this research consisted of 42 statement items using a Likert scale with 5 scales.

The population in this study are all registered pharmacists in the Indonesian Pharmacists Association (IAI) in the Jabodetabek area, and based on the latest IAI data, as of 2022, there are 16,941 pharmacists. The sample is part of the population that reflects the selected part of the population or several elements from the population that form the sample (Sekaran & Bougie, 2017). The sample size in this study was determined based on the Slovin formula from the population of pharmacists in Jabodetabek, totaling 16,941 pharmacists. By taking an error of 5%, the sample size was 391 respondents (pharmacists) (Sugiyono, 2015).

Questionnaires were distributed in the form of a Google form (online) to pharmacists in the Jakarta, Bogor, Depok, Tangerang, and Bekasi areas with the support of their professional organization, namely the Indonesian Pharmacists Association (IAI) through their social media groups so that all pharmacists registered in organizations in these areas have the opportunity the same way to fill out the questionnaire (proportional random sampling).

Quantitative data analysis in this research used measurement and structural model analysis based on structural equation modeling (SEM). SEM analysis in this research uses a second-order approach. In data analysis, the Lisrel 8.8 tool was used. In the measurement model analysis using Confirmatory Factor Analysis (CFA). Structural model analysis to determine the structural model equation and then hypothesis testing.

RESULTS AND DISCUSSION

Characteristics of Respondents.

Most of the 391 pharmacist respondents in this study were female (see Table 1). There were 84 male respondents (21.5%) and 307 female respondents (78.5%). In terms of age, most of them were aged between 25-34 years, namely 193 people (49.4%). Respondents aged less than 25 years amounted to 11 people (2.8%); aged 35-44 years amounted to 125 people (32.0%); aged 45-55 years amounted to 47 people (12.0%); more than 55 years 15 (3.8%).

Table 1. Characteristics of Respondents

Respondent		Number of Respondents	%
Gender	Male	84	21.5
	Female	307	78.5
Age	< 25 years	11	2.8
	25 - 34	193	49.4
	35 - 44	125	32.0
	45 - 55	47	12.0
	> 55 years	15	3.8
	Total	391	100

Test Validity And Reliability

The validity test aims to determine the validity of each relationship between an indicator with a construct or variable latent. Test reliability is a test To determine consistency measurement indicators from variable something variable latent (Ghozali, 2018). Following in tables 2 to 4 below is a recapitulation results test validity And reliability based on Confirmatory Factor Analysis **(** CFA).

Table 2. Confirmatory Factor Analysis (CFA) Variable EE

Dimension/Indicator Constructs	SLF ≥ 0.05	Error	CR ≥ 0.07	VE ≥0.05	Conclusion
Second Order CFA					
EE			0.875	0.701	Reliability Good
KNO	0.86	0.260			Valid
SKIING	0.86	0.260			Valid
EXP	0.79	0.376			Valid
First Orders CFA					
KNO			0.846	0.647	Reliability Good
Kno1	0.80	0.360	Valid		
Kno2	0.85	0.278	Valid		
Kno3	0.76	0.422	Valid		
SKIING			0.804	0.578	Reliability Good
Ski1	0.77	0.407	Valid		
Ski2	0.72	0.482	Valid		
Ski3	0.79	0.376	Valid		
EXP			0.830	0.620	Reliability Good
Exp1	0.82	0.328	Valid		
Exp2	0.79	0.376	Valid		
Exp3	0.75	0.438	Valid		

SLF= Standardized Loading Factors CR= Construct Reliability; VE= Variance Extracted

Table 3 . ***Confirmatory Factor Analysis*** **(CFA) Variable ESE**

Construct Dimensions/Indicators	SLF ≥ 0.05	Error	CR ≥ 0.07	VE ≥0.05	Conclusion
Second Orders CFA					
ESE			0.701	0.565	Reliability Good
MAR	0.72	0.482			Valid
INN	0.67	0.551			Valid
MAN	0.87	0.243			Valid
RIS	0.78	0.392			Valid
FIN	0.70	0.510			Valid
First Orders CFA					
MAR			0.770	0.528	Reliability Good
Mar1	0.73	0.467			Valid
Mar2	0.73	0.467			Valid
Mar3	0.72	0.482			Valid
INN			0.778	0.538	Reliability Good
Inn1	0.75	0.438			Valid
Inn2	0.75	0.438			Valid
Inn3	0.70	0.510			Valid
MAN			0.860	0.672	Reliability Good
Man1	0.82	0.328			Valid
Man2	0.83	0.311			Valid
Man3	0.81	0.344			Valid

Construct Dimensions/Indicators	SLF ≥ 0.05	Error	CR ≥ 0.07	VE ≥0.05	Conclusion
		Second Orders CFA			
RIS			0.843	0.642	Reliability Good
Ris1	0.79	0.376			Valid
Ris2	0.86	0.260			Valid
Ris3	0.75	0.438			Valid
FIN			0.794	0.563	Reliability Good
Fin1	0.76	0.422			Valid
Fin2	0.77	0.407			Valid
Fin3	0.72	0.482			Valid

SLF= Standardized Loading Factors CR= Construct Reliability; VE= Variance Extracted

Table 4. *Confirmatory Factor Analysis* (CFA) Variable EA

Construct Dimensions/Indicators	SLF ≥ 0.05	Error	CR ≥ 0.07	VE ≥0.05	Conclusion
		Second Orders CFA			
EA			0.784	0.548	Reliability Good
COG	0.73	0.467			Valid
AFF	0.78	0.392			Valid
CON	0.71	0.496			Valid
		First Orders CFA			
COG			0.811	0.588	Reliability Good
Cog1	0.78	0.392			Valid
Cog2	0.78	0.392			Valid
Cog3	0.74	0.452			Valid
AFF			0.820	0.603	Reliability Good
Aff1	0.77	0.407			Valid
Aff2	0.78	0.392			Valid
Aff3	0.78	0.392			Valid
CON			0.794	0.563	Reliability Good
Con1	0.74	0.452			Valid
Con2	0.79	0.376			Valid
Con3	0.72	0.482			Valid

SLF= Standardized Loading Factors CR= Construct Reliability; VE= Variance Extracted

Recapitulation of Construct Reliability (CR) and Variance Extracted (VE) based on the Standardized Loading Factor (SLF) and its error from the model are summarized in Table 2 to Table 4. From the table above, the individual reflexive measures of all observed variables have SLF > 0.5 and T Value > 1.96, so it can be concluded that the validity of all items of the observed variable against the latent variable is valid. All CR values are > 0.70, and all VE values are > 0.50. Thus, it is concluded that the reliability of the measurement model (construct) is reliable.

Table 5. Goodness of Fit Measurement

Measurements		Cut Off	Outputs	Categories
Absolute Fit Indices	X^2	Low, p>0.05	760.73; p=0.83	Good Fit
	GFI	≥ 0.9	0.83	Marginal Fit
	RMSEA	< 0.05	0.00	Good Fit
Incremental Fit Indices	AGFI	≥ 0.9	0.81	Marginal fit
	NFI	≥ 0.9	0.95	Good Fit
	IF	≥ 0.9	0.99	Good Fit

Measurements		Cut Off	Outputs	Categories
Parsimonious Fit Index	PNFI	≥ 0.9	0.88	Marginal fit

From Table 5, not all GOF measures have estimated results with an excellent fit level. According to Hair et al. (2010), the use of 4-5 criteria of Goodness of Fit (GOF) is considered sufficient to assess the feasibility of a model, provided that each GOF group, namely absolute fit indices, incremental fit indices, and parsimonious fit indices, is represented. Thus, this research model is a good fit and can be used for subsequent analysis.

Hypothesis Test Results

Table 6. Recapitulation of Statistical Hypothesis Test Results

Hypothesis	Path	t- count (≥1.96)	Conclusion
H1	EE → EA	2.38	Accepted
H2	EE → ESE	2.44	Accepted
H3	ESE → EA	4.53	Accepted
		z-Sobel (≥1.96)	Conclusion
H4	EE → ESE → EA	2.06	Accepted

Statistical Hypothesis 1 (H_1)

Test the hypothesis as follows:

H1 $_0$: γ_{zx} = 0: EE has no positive effect on EA among Pharmacists in Jabodetabek

H1 $_a$: γ_{zx} > 0: EE has a positive effect on EA among pharmacists in Jabodetabek

T-value structural model) t count (2.38) > 1.96, it is concluded that reject H0 and accept H1, which means "EE has a positive and significant effect on EA among Pharmacists in Jabodetabek."

Statistical Hypothesis 2 (H_2)

Test the hypothesis as follows:

H2 $_0$: γ_{yx} = 0: EE has no positive effect on ESE among Pharmacists in Jabodetabek

H2 $_a$: γ_{yx} > 0: EE has a positive effect on ESE among pharmacists in Jabodetabek

Test results (based on structural equations and *T-value structural model*): t count (2.44) > 1.96, it is concluded that reject H0 and accept H1, which means "EE has a positive and significant effect on ESE among Pharmacists in Jabodetabek"

Statistical Hypothesis 3 (H3)

Test the hypothesis as follows:

H3 $_0$: $\hat{\beta}_{zy}$ = 0: ESE has no positive effect on EA among pharmacists in Jabodetabek

H3 $_a$: $\hat{\beta}_{zy}$ > 0: ESE has a positive effect on EA among Pharmacists in Jabodetabek

T-value structural model) t count (4.53) > 1.96, it is concluded that reject H0 and accept H1, which means "ESE has a positive and significant effect on EA among Pharmacists in Jabodetabek."

Statistical Hypothesis 4 (H4)

Test the hypothesis as follows:

H 4 $_0$: $\hat{\beta}_{zy}.\gamma_{yx}$ = 0: EA does not mediate the positive influence of EE on EI among pharmacists in Jabodetabek

H 4 $_a$: $\hat{\beta}_{zy}.\gamma_{yx}$ > 0: EA mediates the positive influence of EE on EI in Pharmacists in Jabodetabek. The test statistic used is *the Sobel test,*

Test criteria:
H0 is rejected if the Z-calculation is greater than or equal to the Z-table value (1.96) at the fundamental level α = 0.05
Test Results (based on Sobel test):
The calculated Z-Sobel is 2.06 (>1.96), so it is concluded that we reject H0 and accept H1, which means: "ESE significantly mediates the positive influence of EE on EA among pharmacists in Jabodetabek."

Entrepreneurial education is influential, positive, And significant toward Entrepreneurial Attitude.

Results testing with program LISREL 8.8 show that the influence of Entrepreneurial Education (X) on Entrepreneurial Attitude (Z) Pharmacists in Jabodetabek is significant. Matter this is shown from the coefficient path of 0.27 and t-value of 2.38. From the regression equation EA= This 0.27*EE + 0.54*ESE, the model has a coefficient of upbeat, showing that the effect exists convergent. The higher the Entrepreneurial Education, the higher the Entrepreneurial Attitude of Pharmacists in Jabodetabek.

Hypothetical results research statistics show a significant favorable influence between Entrepreneurial Education and Entrepreneurial Attitude. This aligns with the empirical results study (Wardana et al., 2020). His research, loaded in an article journal titled “The impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy, " mentions that entrepreneurship educationpositively and meaningfully influenced entrepreneurial attitudes. Results This research is also in line with other research entitled “Do entrepreneurial education and big-five personality traits predict entrepreneurialism intention among universities students?” This concludes that entrepreneurial education has an influential and significant attitude toward entrepreneurship (Bazkiaei et al., 2020). In line with these two, previous studies examined entrepreneurial education variables in different loci, namely in Vietnam and Korea. They concluded that entrepreneurship education positively influences attitude towards entrepreneurship (Nguyen et al., 2020).

The locus that coincides with this research is in Indonesia (outside Jabodetabek). The article “Does Entrepreneurial Education Drive Students' Becoming Entrepreneurs? Evidence From Indonesia',published in the international journal Entrepreneurship And Sustainability Issues, states the conclusion: What similar happened to students in Indonesia (Kusumojanto et al., 2020). Related to influence, previous research proves that education entrepreneurship (EE) is influential directly to attitude entrepreneurship (EA) on students (Ambarriyah & Fachrurrozie, 2019). More about education entrepreneurship in electronic (e-EE), mentioned by Other research, even states that e-EE has a positive and significant effect on EA (Lai & To, 2020). Results This research is not in line with the previous article entitled “Research on the Effects of Entrepreneurial Education and Entrepreneurial Self- Efficacy on College Students' Entrepreneurial Intention," which states the resultsthat EE has No impact on EA. Thus, results must be more consistent and related to research on EE's influence on EA (X. Liu et al., 2019). Matter This can be understood by searching the subject study and the locus, Which is different. Although found as a variable that has a weak influence in

this EA model, these results strengthen the concept of EE relationships and EA, which is quite robust, which means that EE is a primary source in this EA model.

Entrepreneurial education has a positive and significant influence on Entrepreneurial Self-efficacy.

The results of testing the second hypothesis in this research show that entrepreneurial education (EE) has a positive and significant effect on entrepreneurial self-efficacy (EI) among pharmacists in Jabodetabek. With a t-value of 2.14 (>1.96), it is significant. The regression equation above has a positive directional coefficient, which means that the higher the entrepreneurial education, the higher the entrepreneurial intention of pharmacists in Jabodetabek. Based on the regression equation, it is also concluded that entrepreneurial education is the second determining determinant in the EI model or the weakest compared to other determinants.

This research strengthens the results of previous empirical research, with the article "Do Entrepreneurial Education and big-five personality traits predict entrepreneurial intention among University Students?" (Bazkiaei et al., 2020). In the research method, SEM AMOS 24 was combined with SPSS and based on the same grand theory, namely TPB (Nurjanna et al., 2022). The conclusion results show a significant positive relationship between EE and. The results of this research are also in line with other research in the article entitled "Exploring Factors Surrounding Students' Entrepreneurial Intentions in Medical Informatics: The Theory of Planning Behavior Perspective, with Health Informatics students as research subjects and produced the same conclusion (Wu et al., 2020). This research also strengthens previous empirical results, which used management students in India as research subjects, where sampling was done using a combination of purposive and simple random sampling. His research entitled " Measuring the Impact of Business Management Students' Attitude Towards Entrepreneurship Education on Entrepreneurial Intention: A case study" produced conclusions similar to those of previous researchers (Jena, 2020).

Entrepreneurial Self-Efficacy has a positive and significant influence on Entrepreneurial Attitude.

The results of testing hypothesis 3 in this study show that entrepreneurial self-efficacy (ESE) positively and significantly affects entrepreneurial attitude (EA) among pharmacists in Jabodetabek. This is shown by the path coefficient of 0.54, and the t-value is 4.53 (>1.96), which is significant, as shown in Table 4.12 above. In the EA model regression equation obtained, EA= 0.27*EE + 0.54*ESE, it can be seen that there is a positive directional coefficient, meaning that the higher the entrepreneurial self-efficacy, the higher the entrepreneurial attitude of pharmacists in Jabodetabek. From the EA model regression equation above, it can be concluded that ESE is the determinant with the most dominant influence in the EA model, integrating the 3 variables EA, EE, and ESE among pharmacists in Jabodetabek.

The research results show that there is a significant influence between ESE and EA following the results of previous research on students in Indonesia (outside Jabodetabek) in the article entitled "Does Entrepreneurial Education Drive Students' Become Entrepreneurs? Evidence From Indonesia." (Kusumojanto et al., 2020). He stated that "entrepreneurial self-efficacy impacts student's entrepreneurial attitude ."Other research also presents evidence from Indonesia, with results confirmed by this study (Wardana et al., 2020). The results of this research are also in line with the empirical results of previous research in the article "Research on the Effects of Entrepreneurial Education and Entrepreneurial Self-Efficacy on College Students' Entrepreneurial Intention," which

used students in China as research subjects (X. Liu et al., 2019). The results of this research also strengthen previous empirical results which took students in Taiwan as research subjects using a moderated mediation model approach and were published in an international journal with the title "Extending the link between entrepreneurial self-efficacy and intention: a moderated mediation model." (Tsai et al., 2016).

Entrepreneurial Self-efficacy significantly mediates the positive influence of Entrepreneurial Education toward Entrepreneurial Attitude.

Results testing with the Sobel-test show that Entrepreneurial Self-efficacy (ESE) mediates in a way that significantly influences positive Entrepreneurial Education (EE) to Entrepreneurial Attitude (EA) on Pharmacists inJabodetabek. Matter This showed from the z-value from the Sobel-test as big as 2.19 (z-Sobe l > 1.96), Which means significant. Viewed from existing track mediation And track direct, as explained previously, it can concluded that influence the mediation is classified as partial mediation. Entrepreneurship education (EE) can increase entrepreneurial attitude (EA) through more positive entrepreneurial beliefs (ESE). pharmacist in Jabodetabek.

The results of this research can be interpreted that in individuals, pharmacist-pharmacist Who have a positive belief in entrepreneurship (ESE). So, education in Pharmacist entrepreneurship to succeed in pharmaceutical entrepreneurship is capital to facilitate a more substantial rise of entrepreneurial attitude in the pharmaceutical sector. In other words, pharmacists who do not have confidence in entrepreneurship If a pharmacy is positive, the influence of pharmacist entrepreneurship education is relatively weaker to enhance his attitude For become Pharmacist businessman, compared to if he is own attitude the positive. In perspective, which more broadly means positive pharmacist beliefs towards pharmaceutical entrepreneurship can more effectively the role of entrepreneurship education will be successful as a resource in awakening entrepreneurial attitude farms on Pharmacist in Jabodetabek.

The results of this research align with previous empirical results in research involving 308 students And concluded that entrepreneurial education, in a way, significanty influences entrepreneurial attitude through the mediation of entrepreneurial self-efficacy (Tsai et al., 2016). Enhancing entrepreneurial self-efficacy will increase the intermediate influence of entrepreneurial education And entrepreneurial attitude. Results study This Also supports the results of previous research in the article “Research on the Effects of Entrepreneurial Education and Entrepreneurial Self-Efficacy on College Students' Entrepreneurial Intention. ” The research done on students in China concluded that Entrepreneurial Self-efficacy mediates significantly between Entrepreneurial Education and Entrepreneurial Attitude (X. Liu et al., 2019).

From the results of the discussion above, there is a common thread, namely the results study. This strengthens the results that ESE's influence mediation is significant in the influence of positive EE on EA. Compared to the results of empirical studies, there is. The differences in results are (1) The indirect influence of EE on EA through ESE comparable with influence straight away (partial mediation); (2) Subject The research in this research is pharmacists and in the context of the business sector pharmacy, as well as the locus in Jabodetabek area.

CONCLUSION

Referring to the research objectives and based on the results of the previous analysis and discussion, this research can draw the following conclusions: Entrepreneurial Education (EE) has a positive and significant effect on Pharmacists' Entrepreneurial Attitude (EA) in Jabodetabek. The higher the Entrepreneurial Education, the higher the Entrepreneurial Attitude of Pharmacists in Jabodetabek. Entrepreneurial Self-Efficacy (ESE) positively and significantly affects Entrepreneurial Attitude (EA) among Pharmacists in Jabodetabek. The higher the Entrepreneurial Self-Efficacy, the higher the Entrepreneurial Attitude of Pharmacists in Jabodetabek. The integration of 3 variables EE ESE in this EA model has a coefficient of determination of 57% in the medium category. The variable Entrepreneurial Self-efficacy (ESE) significantly mediates the positive influence of Entrepreneurial Education (EE) on Entrepreneurial Attitude (EA) among Pharmacists in Jabodetabek. Entrepreneurship education (EE) increases entrepreneurial attitudes (EA) through more positive self-confidence (ESE) in pharmacists in Jabodetabek.

REFERENCES

Ambarriyah, S. B., & Fachrurrozie, F. (2019). Efek Efikasi Diri pada Pengaruh Pendidikan Kewirausahaan, Lingkungan, dan Kecerdasan Adversitas Terhadap Intensi Berwirausaha Mahasiswa. *Economic Education Analysis Journal*, *8*(3), 1045–1060. https://doi.org/10.15294/eeaj.v8i3.35720

Bazkiaei, H. A., Heng, L. H., Khan, N. U., Saufi, R. B. A., & Kasim, R. S. R. (2020). Do entrepreneurial education and big-five personality traits predict entrepreneurial intention among universities students? *Cogent Business & Management*, *7*(1), 1801217. https://doi.org/10.1080/23311975.2020.1801217

Ghozali, I. (2018). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25 Semarang: Universitas Diponegoro*.

Institute, T. G. E. and D. (2019). *The Global Entrepreneurship Index 2019*. Thegedi.Org. https://thegedi.org/wp-content/uploads/2020/01/GEI_2019_Final-1.pdf

Jena, R. K. (2020). Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*, *107*, 106275. https://doi.org/10.1016/j.chb.2020.106275

Kusumojanto, D. D., Narmaditya, B. S., & Wibowo, A. (2020). Does entrepreneurial education drive students' being entrepreneurs? Evidence from Indonesia. *Entrepreneurship and Sustainability Issues*, *8*(2), 454. DOI:10.9770/jesi.2020.8.2(27)

Lai, L. S. L., & To, W. M. (2020). E-Entrepreneurial intention among young Chinese adults. *Asian Journal of Technology Innovation*, *28*(1), 119–137. https://doi.org/10.1080/19761597.2020.1713832

Liu, H.-C., Liang, C., Chang, C.-C., Ip, C. Y., & Liang, C.-T. (2021). Optimizing personality traits and entrepreneurial creativity to boost the precursors of social entrepreneurial intentions: Five studies in Taiwan. *Journal of Social Service Research*, *47*(1), 10–32. https://doi.org/10.1080/01488376.2019.1708840

Liu, X., Lin, C., Zhao, G., & Zhao, D. (2019). Research on the effects of entrepreneurial education and entrepreneurial self-efficacy on college students' entrepreneurial intention. *Frontiers in Psychology*, *10*, 869. https://doi.org/10.3389/fpsyg.2019.00869

Nguyen, P. M., Dinh, V. T., Luu, T.-M.-N., & Choo, Y. (2020). Sociological and theory of planned behaviour approach to understanding entrepreneurship: Comparison of Vietnam and South

Korea. *Cogent Business & Management*, *7*(1), 1815288. https://doi.org/10.1080/23311975.2020.1815288

Nurjanna, S. E., Ak, M., & Romansyah Sahabuddin, S. E. (2022). *Keputusan Berwirausaha Kalangan Wanita di Kota Makassar*. Nas Media Pustaka.

Sekaran, U., & Bougie, R. (2017). *Metode Penelitian untuk Bisnis: Pendekatan Pengembangan Keahlian Edisi 6 Buku 2*.

Sugiyono, P. (2015). Metode penelitian kombinasi (mixed methods). *Bandung: Alfabeta*, *28*, 1–12.

Tsai, K.-H., Chang, H.-C., & Peng, C.-Y. (2016). Extending the link between entrepreneurial self-efficacy and intention: a moderated mediation model. *International Entrepreneurship and Management Journal*, *12*, 445–463. https://doi.org/10.1007/s11365-014-0351-2

Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., Wibowo, N. A., Harwida, G., & Rohman, A. N. (2020). The impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy. *Heliyon*, *6*(9).

Wu, W.-H., Wei, C.-W., Yu, M.-C., & Kao, H.-Y. (2020). Exploring factors surrounding students' entrepreneurial intentions in medical informatics: the theory of planning behavior perspective. *Frontiers in Psychology*, *11*, 544887. https://doi.org/10.3389/fpsyg.2020.544887

Zhuravka, F. O., Shkarupa, O. V., Aiyedogbon, J. O., Adeyinka, O.-B., & Shkarupa, I. S. (2020). *Factors of macroeconomic growth in Nigeria: wages demand, taxes, and entrepreneurship development*.