The Effect of Entrepreneurial Education on Work Motivation and Polytechnic Student Entrepreneurial Career Intentions in Pariwisata Polytechnic Bali

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Abstract

The study aimed to determine the effect of entrepreneurship education on work motivation and entrepreneurial career intentions among Bali Tourism Polytechnic students. The research method is descriptive quantitative. The sampling technique of 2,556 students used random sampling based on the Morgan table corrected using the Warwick and Lininger formulas to get a sample of 392 respondents. Hypothesis testing uses Structural Equation Modeling analysis with Partial Least Squares (PLS-SEM). The research results are; (1) Entrepreneurship education has a direct positive and significant effect on work motivation with a coefficient of 0.251 and T-statistics of 2.428 and P-Values of 0.016; (2) Entrepreneurship education has a direct positive and significant effect on entrepreneurial career intentions with a coefficient of 0.264 and T-Statistics of 2.281 and P-Values of 0.023; (3) Work motivation has a direct positive and significant effect on entrepreneurial career intention coefficient 0.468 and T-Statistics 5.868 and P-Values 0.000; (4) Entrepreneurship education has an indirect effect on entrepreneurial career intentions through work motivation coefficient 0.118 and T-Statistics 2.055 and P-Values 0.040. The findings of this study are that work motivation has the strongest direct effect on entrepreneurial career intentions and can mediate the influence of entrepreneurship education on entrepreneurial career intentions. It is suggested in increasing entrepreneurial career intention to involve work motivation as a mediating variable.

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1 Introduction

Bali Tourism Polytechnic is an educational institution of the Ministry of Tourism and Creative Economy in Indonesia, which is engaged in providing competent human resources for the hospitality and tourism industry. At the end of 2019, the COVID-19 pandemic violently attacked the whole world, where the hotel and tourism business around the world, especially in Bali, experienced a very drastic decline, so many hotel employees and other tourism businesses stopped working (Jadmiko, 2020). Facing this situation, the Bali Polytechnic of Tourism needs more and more graduates for careers as entrepreneurs. Entrepreneurship is an attempt to create something new by taking risks and rewards (Sengaji & Wailmi, 2022). This is also an effort to build the nation's economy, state (Fernanda & Ibrahim, 2022), that entrepreneurship can be interpreted as the core control of a nation's economy, and of course to immediately employ students.

In a multidimensional crisis, the informal sector and small and medium enterprises have become the saviors of the Indonesian economy. The 1997 crisis caused the collapse of a large-scale industry. In 1998 the economy grew minus 13% accompanied by a high inflation rate of 77%, which devastated the Indonesian state. On the other hand, the crisis era has also fostered a new awareness for society and the government of the importance of implementing micro, small, and medium enterprises and entrepreneurs on their strengths (Amalia & Murniawaty, 2020).

The most crucial problem that must be addressed by the Indonesian government is the problem of limited job opportunities for especially the young workforce, namely high school graduates and university graduates, which is increasing every year. This has led to an ever-increasing number of intellectual unemployed. According to BPS 2020 data, the total workforce is 38.22 million people, an increase of 2.36 million people from the previous year. Meanwhile, the Labor Force Participation Rate increased by only 0.24%. The open unemployment rate rose from 1.84% to 7.07%. The working population was 128.45 million people, experiencing a decrease of 0.31 million people. Employment that experienced the largest increase was the agricultural sector at 2.23%. Meanwhile, the sector that experienced the biggest decline was the manufacturing sector. As many as 77.68 million people (60.47%) work in informal activities. Underemployed workers and part-time workers rose by 3.77% each. Under these circumstances, entrepreneurship is a business that must be formed and students need to be prepared to become independent entrepreneurs (Kania, 2020).

There are a small number of graduates of the Bali Tourism Polytechnic who have entered the world of entrepreneurship. Many factors influence student entrepreneurial career intentions. These factors are internal, namely within the student, and external, originating from the environment. Thus it will be very interesting to make a discussion about entrepreneurial career intentions in students.

Entrepreneurial career intention is a strong will to go through the process of carrying out creativity, innovation, and taking risks to get opportunities to run new businesses (Jadmiko, 2020). As a vocational school, the Bali Tourism Polytechnic certainly educates and trains its students in various skills in the field of tourism and hospitality following their study program. Students have several general courses, one of which is an entrepreneurship education course. This course is an extrinsic factor that is expected to have a significant effect on student entrepreneurial intentions. Also, of course, providing entrepreneurial information and knowledge, such as that entrepreneurship certainly leads a nation to economic progress. Japan, for example, has an advanced economy because many of its residents are involved in entrepreneurship (Kania, 2020;

Daniel & Handoyo, 2021). There are six indicators taken to reflect the entrepreneurial intentions of Bali Poltekpar students, namely as follows: (1) Strong commitment and determination, (2) Self-confidence, (3) Creative and Flexible, (4) Tolerance to risk and uncertainty, (5) Responsibility and (6) Leadership Ability.

Entrepreneurship education is a process of applying innovation and creativity to overcome and seek opportunities for problems encountered in everyday life Suryana, in research (Daniel & Handoyo, 2021). Where the word creativity is defined as the ability to create new ideas by reconstructing, changing, modifying, or combining several existing ideas, while innovation is an updated discovery that is different from existing or previously known. So it can be said that the essence of entrepreneurship is the application of creativity and innovation to overcome problems including uncertainty and risk in one's life. Entrepreneurship Education is a conscious process of applying principles and methodologies towards building life skills based on the courage to face risks, creativity, and innovation through integrated learning and training that can be carried out in formal, informal, and non-formal education channels to fulfill them. personal and community needs (Mugiyatun & Khafid, 2020). Five indicators reflect the entrepreneurship education of Bali Poltekpar students. Namely as follows: (1) Creating entrepreneurial desires, (2) Increasing entrepreneurial knowledge and insight, (3) Being sensitive to business opportunities, (4) Creating an entrepreneurial character, and (5) Having life skills.

Work motivation is an intrinsic factor that is thought to have a high influence on student entrepreneurial intentions. This factor is always in the minds of students. Because, because Bali Polytechnic is a vocational school, almost all students who study at this institution want to master some of the skills needed in the world of work (Lopentus & Slamet, 2019). So, the purpose of students going to this school is to work. For this reason, students must have high work motivation, which this research tries to prove. Besides being expected to influence student entrepreneurship interest, this factor is also thought to be able to bridge the influence of entrepreneurship education factors on student entrepreneurship interest. In this study, six indicators can reflect the work motivation of Bali Poltekpar students, namely: (1) Physiological Needs, (2) Physical Needs, (3) Security Needs, (4) Social Needs, (5) Esteem Needs, and (6) Self-Actualization Needs.

A framework is essential for describing research and testing questions to find out. This study is to determine and explain the effect of the independent variable (X) on the dependent variable and the role of the mediating variable. The conceptual framework is described as shown in the following figure
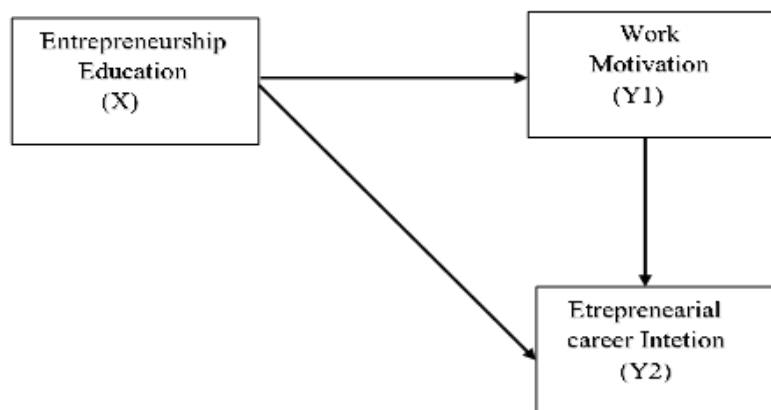
Figure 1. Research model

Based on the research concept framework, the research hypothesis is formulated as follows:

1) There is a direct positive and significant influence of entrepreneurship education on the work motivation of Bali Poltekpar students.
2) There is a direct positive and significant influence of entrepreneurship education on the entrepreneurial career intentions of Bali Poltekpar students,
3) There is a positive and significant direct effect of work motivation on the entrepreneurial career intentions of Bali Poltekpar students.

There is an indirect effect of entrepreneurship education on entrepreneurial career intentions through motivation in Bali Polytechnic and Tourism students.

2 Materials and Methods

Research design

Quantitative descriptive research design is to study natural events in general and analyze data to find factors and possible causes of the events studied, using basic logic if x then y without direct manipulation of independent variables (Irmawartini, 2017; Sarwono, 2019). Using a survey to collect data through a questionnaire (Samsu, 2017), the aim is to assess the level of association between the variation of one factor and the variation of other factors which is built based on the correlation coefficient (Budiastuti & Bandur, 2018). Based on its characteristics, this study is predictive, namely predicting the condition of the dependent variable based on the influence of the independent variables, and does not require parametric statistical tests (Arya Pering, 2020; Nasution et al., 2020). This study uses the SEM-PLS (Structural Equation Model-Partial Least Square) analysis technique, a conceptual model paradigm of the relationship between the independent variables and the dependent variable.

Subjects and research samples

The population is a categorization of entities or individuals with certain qualities and characteristics that are of concern to researchers and have been determined and formulated properly and very carefully (Sinambela, 2021; Agung, 2014). In this study, researchers focused on 2,556 students of the Bali Tourism Polytechnic for the 2020/2021 academic year. While the sample is part of the population which is the object of research (Irmawartini, 2017). Arikunto, 2013 in (Andreas, 2016). The number of samples in this study was determined using the formula proposed by Morgan and Krejcie which was in tabular form (Morgan, 1970). For a population of 2,556, a minimum of 335 samples is required. Anticipating the possibility that not all questionnaires were returned, or questionnaires were returned but incomplete, or filled in uncertainly, the researchers increased the number of questionnaires adjusted to Warwick and Lininger's calculations and then became 392 samples.

Research instruments

The research instrument uses a Likert scale model questionnaire, which is a method for expressing the feelings of respondents by selecting alternative answers that have been provided. The Likert scale model used in this study is a formulation of 4 (four) alternative answers, namely: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). Modifying the Likert scale of 5 (five) alternative answers by eliminating the middle answer category, namely doubtful/undecided. This is mainly to see the tendency of respondents' opinions in the area of agreeing or disagreeing. Giving an alternative score of Strongly Disagree = 1; Disagree = 2; Agree = 4; and Strongly Agree = 5. As for the indicators measured for each research variable, a questionnaire grid and questionnaire items are arranged according to the indicators on each research variable as shown in the following table

Table 1
The grid of instruments on the variables studied

No	Variables	Indicators	Number of Items
1	Entrepreneurship Education (X)	1) Creating an entrepreneurial desire	7
		2) Adding knowledge and insight into entrepreneurship	7
		3) Sensitive to business opportunities	7

		4)	Entrepreneurial character	7
		5)	Having life skills	7
			Total	35
2	Work Motivation (Y1)	1)	Physiological needs	6
		2)	Physical needs	6
		3)	The need for security	6
		4)	Social needs	6
		5)	The need for appreciation	6
		6)	Self-actualization needs	5
			Total	35
3	Entrepreneurial career intentions (Y2)	1)	Strong commitment and determination	6
		2)	Confident	
		3)	Creative and Flexible	6
		4)	Tolerance to risk and uncertainty	6
		5)	Responsibility	6
		6)	Leadership Ability	6
				5
			Total	35

Research procedure

The questionnaire was given by proportional random sampling, randomly taking into account each sub-population group, namely the study program at the Bali Tourism Polytechnic to achieve balance. (Agung, 2014), said that proportional sampling is sampling based on a balance between each stratum, region, or group in the population so that the sample is more representative. Based on the proportional sampling technique, the sample distribution for each sub-population is obtained.

Technical data analysis

The collected data were analyzed statistically using SPSS and Smart-PLS. The SPSS program performs descriptive analysis, then uses structural equation techniques to test hypotheses based on Partial Least Squares (PLS). The results of the PLS analysis explain both the hypothetical relationship (structural model) and the reliability and validity of the indicators. (Arya Pering, 2020; Garson, 2016; Nasution et al., 2020).

3. Results and Discussions

Result

The results of data analysis with the Smart PLS application which explains the relationship between indicators and constructs, and the relationship between constructs and Cronbach's Alpha or the reliability of the three variables exceeds the value of 0.70 as a support for the correlation between variables, the maximum correlation coefficient on entrepreneurial career intentions (r = 0.881) is offered by entrepreneurship education variable (r= 0.890), then work motivation (r = 0.867). Since correlation studies allow us to know some important concepts about the statistical relationship between variables, the causality of the hypothetical relationship has been further studied through the PLS procedure. The reliability and validity of each measure (the three variables) and their indicators will be carried out first, using confirmatory factor analysis from the PLS program for these indicators (Lam & Gurland, 2008; Dwivedula & Bredillet, 2010; Astiti & Surya, 2020; Putra & Dewi, 2019).

Table 2
Indicator construct, reliability, and validity

No	Construct	Indicator	Load factor	Cronbach's Alpha	Composite Reliability	AVE
1.	Entrepreneurship education (X)	X1	0.856	0.890	0.920	0.697
		X2	0.893			
		X3	0.866			
		X4	0.789			
		X5	0.762			
2.	Work motivation (Y1)	Y1.1	0.661	0.876	0.902	0,609
		Y1.2	0.633			
		Y1.3	0.815			
		Y1.4	0.858			
		Y1.5	0.854			
		Y1.6	0.830			
3.	Entrepreneurial career intention (Y2)	Y2.1	0.788	0,881	0.910	0,628
		Y2.2	0.822			
		Y2.3	0.849			
		Y2.4	0.783			
		Y2.5	0.757			
		Y2.6	0.751			

Based on the table above, convergent validity is the statistical value of the indicator factorial load of each latent construct. This means that a set of indicators represents and underlies one latent variable. The factorial load for each variable must be greater than 0.60 to show good convergent validity (Garson, 2016). As shown in Table 2, all loading factors for each construct are higher than 0.60

Measurement reliability is assessed by calculating the composite reliability coefficient, this calculation is better than Cronbach's alpha, because it is not subject to the number of attributes associated with each concept (Andreas, 2016). The lowest value assumed according to this coefficient is 0.70. Table 2 shows that all variables fulfill this condition; Entrepreneurship Education 0.920, Work Motivation 0.902. and entrepreneurial career intention is 0.910.

Average Variance Extracted (AVE) provides information about the total amount of indicator variance accumulated by latent variables. The higher the AVE value means the greater the indicator's ability to explain latent variables. The AVE value must be more than 0.50 so that the indicator can define its construct properly. Table 2 shows that all constructs have an AVE value of more than 0.50, meaning that the reliability evaluation meets the established standards; 0.697 for entrepreneurship education, 0.609 for work motivation, and 0.628 for entrepreneurial career intentions (Vesper & Gartner, 1997; Adeel et al., 2023; Jensen, 2014; Furnham et al., 1999).

Discriminant validity

Discriminant validity is a path diagram process that shows the extent to which a latent construct discriminates against another latent construct, discriminant validity simultaneously states that a latent construct can explain the variance in the observed variables is greater than the variance of the unmeasured construct associated with measurement error (Budiastuti & Bandur, 2018). Table 3 shows the correlation between constructs based on discriminant validity.

Table 3
Discriminant Validity Fornell-Larcker Criterion

Variable	X	Y1	Y2
X	0,835		
Y1	0,598	0,780	
Y2	0,774	0,689	0,793

The goodness of fit test

Evaluation of the inner model includes two main things, namely evaluating the goodness of fit and evaluating the effect of exogenous variables on endogenous variables through hypothesis testing. Both evaluations refer to the PLS output as shown in Figure 2.
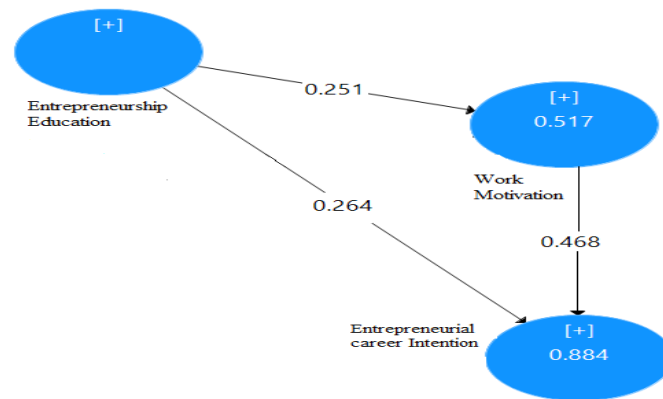

Figure 2. Inner model

In this study there is one exogenous variable, namely Entrepreneurship Education (X), and two endogenous variables, namely Work Motivation (Y1), this variable is also called the intermediary variable and Entrepreneurial Career Intention (Y2). The structural model resulting from PLS processing needs to be evaluated using R-square for each dependent variable, and R-square Adjusted Predictive Prevalence to see the effect of exogenous latent constructs on endogenous variables. To evaluate the Goodness of Fit, the structural model is presented in Table 4 which contains the R-square coefficients for each endogenous variable.

Table 4
R-Square value, endogenous construct of work motivation and entrepreneurial career intentions

Variable	R-Square	Add
Work motivation (Y1)	0,517	Moderat
Entrepreneurial career intention (Y2)	0,884	Kuat

The R-Square value between 0.67-1.00 indicates a strong/good model, while the R-Square between 0.34-0.66 indicates a moderate structural model, and if the R-Square is less than 0.33 indicates a weak model. Based on Table 4.13 it can be seen that the R-Square value for each endogenous variable is 0.517 or moderate for the Work Motivation construct and 0.884 or Strong for the Entrepreneurial Career Intention construct. Based on the R^2 in Table 4.13, the Q^2 or Q-square test of Batu Geiser can be calculated, namely as follows.

Q^2 = 1– {(1-$R1^2$) (1-$R2^2$)}
Q^2 = 1 – {(1-0.517) (1-0.884)}
Q^2 = 1 – 0.056
Q^2 = 0.944

The Q^2 value of 0.944 means, that 94.4 percent of the variation in Entrepreneurial Career Intentions for Bali Polytechnic students can be explained by the Entrepreneurship Education and Work Motivation constructs, while the remaining 5.6 percent is explained by other variables outside the research construct.

Direct effect test

For the direct influence of a construct on other constructs following the research hypothesis, it can be seen by looking for the Path Coefficient accompanied by T-Statistics and P-Value which can be presented in Table 5

Table 5
The coefficient value of the direct effect

No	Correlation of variable	Original Sample	Standard Devisiasi	T Statistics	P Values	Hypothesis
1.	X - > Y1	0,251	0,104	2,428	0,016	accepted
2.	X - > Y2	0,264	0,116	2,281	0,023	accepted
3.	Y1 - > Y2	0,468	0,080	5,868	0,000	accepted

Based on the table it is explained the results of the analysis of the direct relationship between variables as follows;

1) The results of the analysis of the direct relationship between entrepreneurship education (X) and work motivation (Y1) show that the T-statistic value is 2.428 which is greater than 1.96 and the P-value is 0.016 <0.050 which means it is significant. It is said that Entrepreneurship education has a direct positive and significant influence on Work Motivation in Bali Polytechnic and Tourism students. That is, the better the Entrepreneurship Education given to students will cause their work motivation will also increase. So that in this Statistical Hypothesis-1 H1 is accepted while H0 is rejected;
2) The results of the analysis of the direct relationship between Entrepreneurship Education (X) and Entrepreneurial Career Intentions (Y2) show that the T-statistic value is 2.281 which is greater than 1.96 and the P-Values is 0.023 <0.050 which means it is significant. It is said that Entrepreneurship Education has a direct and significant positive effect on Entrepreneurial Career Intentions for Bali Polytechnic and Tourism students. That is, better Entrepreneurship Education for students will cause their Entrepreneurial Career Intentions to also increase. This Statistical Hypothesis-2 H1 is accepted and H0 is rejected;
3) The results of the analysis of the direct relationship between Work Motivation (Y1) and Entrepreneurial Career Intentions (Y2) show that the T-statistic value is 5.868 which is greater than 1.96 and the P-value is 0.000 <0.050 which means it is significant. It is said that Work Motivation has a direct positive and significant effect on Entrepreneurial Career Intentions for Bali Polytechnic and Tourism students. That is, the better work motivation of students will cause their entrepreneurial career intentions to also increase. So that the Statistical Hypothesis-3 is H1 accepted and H0 is rejected.

Indirect effect test

Then the results of the analysis of indirect effects between variables are shown in the following table 6

Table 6
The coefficient value of the indirect effect

No	Correlation of variable	Original Sample	Standard Devisiasi	T Statistics	P Values	Hypothesis
1.	X - > Y1 -> Y2	0,118	0,057	2,055	0,040	accepted

The results of the analysis of the indirect relationship between entrepreneurial education (X) and entrepreneurial career intention (Y2) through work motivation (Y1) showed a T-statistic value of 2.055 greater than 1.96 and a P-Value of 0.040 <0.050 which means it is significant. It is said that Work Motivation as a mediating variable can indirectly mediate the influence of Entrepreneurship Education on Entrepreneurial Career Intentions. Work motivation acts as a partial mediating variable. This means that with better Entrepreneurship Education, Work Motivation will increase, furthermore with optimal Work Motivation, Entrepreneurial Career Intentions will also increase. So statistical hypothesis 8, H1 is accepted and H0 is rejected (Sondari, 2014; Liu et al., 2023; Oosterbeek et al., 2010; Rasmussen & Sørheim, 2006).

Discussion

1) Entrepreneurship Education has a direct positive and significant effect on work motivation in Bali Poltekpar students, as evidenced by the results of the analysis on Entrepreneurship Education (X) having a t statistic of 2.428 greater than t table 1.96 a P value of 0.016 less than 0.050 which significant meaning. (Utama et al., 2020), argues that entrepreneurship education is a conscious effort to change human behavior individually or in groups to make them mature through a teaching and training process so that they can be responsible for their actions. (Ningrum et al., 2020), states that education is a process of systematically transferring knowledge from one person to another according to standards set by experts. With the transfer of knowledge, it is hoped that it will be able to change attitudes, behavior, foster maturity in thinking and maturity of personality through formal education and informal education.

2) Entrepreneurship Education has a positive and significant relationship to Entrepreneurial Career Intentions in Bali Poltekpar students as indicated by the results of research and data analysis Entrepreneurship Education (X) has a t statistic of 2.281 greater than t table 1.96 so it has a positive effect and has a value P of 0.023 is smaller than 0.050 which means it is significant. (Amalia & Murniawaty, 2020), explains that entrepreneurship education is an individual or group process, using structured means and efforts, looking for opportunities to produce certain values, aiming to fulfill needs and desires by empowering innovation and uniqueness, regardless of resources currently used, with entrepreneurship education that can increase knowledge and training so that it will influence and strengthen entrepreneurial career intentions. Research conducted by (Dorahman & Sa'odah, 2020), concerning the effect of entrepreneurship education (X) on the value of interest in entrepreneurship (Y2) is 12.983. The regression coefficient on the entrepreneurship education variable is 0.522 so it can be interpreted that each addition (because of the + sign) is one score or the value of entrepreneurship education will give a score increase of 0.522 units. The regression coefficient on the self-efficacy variable is 0.786 so it can be interpreted that each addition (because of the + sign) of one score or value of entrepreneurship education will give a score increase of 0.786 units. Similar research was conducted by (Mugiyatun & Khafid, 2020; Santoso & Almadana, 2021).

3) Work Motivation has a direct positive and significant effect on Entrepreneurial Career Intentions in Bali Politeknik Pariwisata students, based on the results of research and data analysis Work Motivation (Y1) has a t statistic of 5.868 greater than t table 1.96 so it has a positive influence and has a P-value of 0.000 is smaller than 0.050 which means significant. (Lopentus & Slamet, 2019), state that someone who has good work motivation will show the characteristics of always trying to carry out or get five things, as follows. (1) Responsibility, that is, will show very high personal responsibility for the work he is doing. (2) Work performance, that is, will carry out his work optimally, to achieve the desired achievement. (3) Opportunities to advance, the desire to get progress in his work, which is shown by getting a salary or wages that are fair or following the responsibilities he carries at work, and (4) Recognition of performance, always wanting to be acknowledged that good performance is shown by the acquisition higher salary or wages than usual. Thus, if someone is motivated to work, of course, he has the intention to have an entrepreneurial career, because there are challenges as well as profit opportunities.

Entrepreneurship education has an indirect positive and significant effect on entrepreneurial career intentions through work motivation, as evidenced by the results of research and data analysis seen from the t-

statistic value of 2.055 greater than the t-table of 1.96 and the P-Value of 0.040. Less than 0.050. It is also said that work motivation can mediate the influence of entrepreneurship education on entrepreneurial career intentions called partial mediation because entrepreneurship education has a positive and significant direct and indirect effect on entrepreneurial career intentions. Research conducted by (Dorahman & Sa'odah, 2020). The regression coefficient on the entrepreneurship education variable is 0.522 so it can be interpreted that each addition (because of the + sign) of one score or value of entrepreneurship education will give a score increase of 0.522 units. The regression coefficient on the self-efficacy variable is 0.786 so it can be interpreted that for each addition (because of the + sign) one score or the value of entrepreneurship education will give a score increase of 0.786 units. Then the t-test was carried out to test the significance of the constants and the dependent variable Interest in Entrepreneurship. The table above shows the coefficient of the variable entrepreneurship education with a value of Sig = 0.002 so it is smaller than the probability value of 0.05 or $0.05 \geq 0.002$, then Ha is accepted and Ho is rejected so it can be concluded that entrepreneurship education has an indirect effect on entrepreneurial intentions through work motivation (Fernanda & Ibrahim, 2022).

4 Conclusion

Based on the results of the analysis and discussion of the results of this study, it can be concluded as follows: (1) Entrepreneurship education has a direct positive and significant effect on work motivation as indicated by the coefficient of 0.251 and the T-statistic of 2.428 which is greater than 1.96 and the P-Values is 0.016 which is smaller than 0.050 this means that the increase in the quality of entrepreneurship education will result in an increase in work motivation for Bali tourism polytechnic students; (2) Entrepreneurship education has a direct positive and significant effect on entrepreneurial career intentions shown by the coefficient of 0.264 and the T-Statistic of 2.281 which is greater than 1.96 and the P-Values of 0.023 which is less than 0.050 which means that an increase in entrepreneurship education will result in an increase in career intention entrepreneur students of the Bali Tourism Polytechnic (3) Work motivation has a direct positive and significant effect on entrepreneurial career intentions shown in the coefficient of 0.468 and the T-Statistics 5.868 greater than 1.96 and the P-Values 0.000 less than 0.050 which means that increased work motivation will the entrepreneurial career intention of Bali tourism polytechnic students has also increased; (4) Entrepreneurship education has an indirect effect on entrepreneurial career intentions through work motivation which is shown in the coefficient of 0.118 and the T-Statistic of 2.055 which is greater than 1.96 and the P-Values of 0.040 which is less than 0.050. The findings of this study are that work motivation has the strongest direct effect on entrepreneurial career intentions and can mediate the influence of entrepreneurship education on entrepreneurial career intentions in Bali tourism polytechnic students.

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