THE EFFECT OF ENTREPRENEURSHIP EDUCATION TO STUDENT'S ENTREPRENEURIAL INTENTION WITH SELF-EFFICACY AS MEDIATING VARIABLE

Geofanny Teo Setiawan [1)], Elissa Dwi Lestari[2)]
[1, 2)] *Universitas Multimedia Nusantara, Tangerang*
[1)]geofanny@student.umn.ac.id
[2)]*elissa.lestari@umn.ac.id*)*

ABSTRACT

Entrepreneurship holds a strategic role for national economic development by creating job opportunity. Unfortunately, Indonesia still has low number of entrepreneurs. Since entrepreneurship can be learned, then universities are seen as one of the potential sources of supply to create entrepreneurs through entrepreneurial education. Although Indonesian government and ministry of higher education give a strong support to stimulate entrepreneurship in higher education, in the reality, most of university graduates still hesitate to become entrepreneur. This study aims to see the effect of entrepreneurship education, entrepreneurial self-efficacy on student's entrepreneurial intentions from four private universities located in Tangerang. The research was carried out using quantitative methods using non-probability sampling with judgmental sampling. The data were collected through online questionnaires using google forms with a sample target of 134 samples. The data analysis in this study using the SEM (Structural Equation Modeling) technique assisted by the SmartPLS 3.0 software. This study shows that entrepreneurship education has a significant effect on entrepreneurial self-efficacy and entrepreneurial intentions. And, Entrepreneurial Self-Efficacy positively affect entrepreneurial intention. The study also found that entrepreneurial self-efficacy partially mediates the relationship between entrepreneurship education with Student's entrepreneurial Intention.

Keywords: Entrepreneurship education; entrepreneurial self-efficacy; entrepreneurial intention; students; universities.

ABSTRAK

Kewirausahaan memegang peran strategis bagi pembangunan ekonomi nasional dengan menciptakan lapangan kerja. Sayangnya, jumlah wirausahawan di Indonesia masih rendah. Oleh karena kewirausahaan merupakan hal yang dapat dipelajari maka perguruan tinggi dipandang sebagai salah satu sumber pasokan potensial untuk menciptakan wirausahawan melalui pendidikan kewirausahaan. Meskipun pemerintah Indonesia dan kementerian pendidikan tinggi memberikan dukungan yang kuat untuk mendorong kewirausahaan di perguruan tinggi, pada kenyataannya, sebagian besar lulusan universitas masih ragu-ragu untuk menjadi pengusaha. Penelitian ini bertujuan untuk melihat pengaruh pendidikan kewirausahaan, efikasi diri kewirausahaan terhadap intensi berwirausaha mahasiswa dari empat perguruan tinggi swasta yang berada di Tangerang. Penelitian ini dilakukan dengan menggunakan metode kuantitatif dengan menggunakan non-probability sampling dengan judgemental sampling. Pengumpulan data dilakukan melalui kuesioner online menggunakan google form dengan target sampel sebanyak 134 sampel. Analisis data dalam penelitian ini menggunakan teknik SEM (Structural Equation Modeling) yang dibantu dengan software SmartPLS 3.0. Penelitian ini menunjukkan bahwa pendidikan kewirausahaan berpengaruh signifikan terhadap efikasi diri kewirausahaan dan niat berwirausaha. Lebih lanjut, Entrepreneurial Self-Efficacy berpengaruh positif terhadap niat berwirausaha. Penelitian ini juga menemukan bahwa efikasi diri kewirausahaan secara parsial memediasi hubungan antara pendidikan kewirausahaan dengan Niat Berwirausaha Siswa.

***Kata kunci**: Pendidikan Kewirausahaan; efikasi diri wirausaha; niat kewirausahaan; siswa; universitas.*

1. Introduction

The level of entrepreneurship in Indonesia is still low. There are only 3.1% (approximately 8.06) million out of 260 million of Indonesian total population who become entrepreneurs (Siregar, 2019). This number placed Indonesia as the second bottom of 7 ASEAN countries

with an assessment result of 0.7 from a scale of 1-10 almost close to 0. Moreover, the unemployment rate in Indonesia also still become a serious problem (Jayani, 2019). Currently there are approximately 10.58 million people who are unemployed. Currently, Indonesia can only open 300,000 new jobs creation out of 500,000 total demand of job vacancies (Karunia, 2020).

In August 2019, based on *Biro Pusat Statistik* (BPS) data, the unemployment rate for university graduates was 737,000 (Biro Pusat Statistik, 2020). This can occur due to an increase in the workforce that is not fully absorbed by the job field. The number could decrease if the university graduates begin to think as the job creators (employers) instead of become job seekers (employees). From this point of view, universities are seen as the most potential source of supply for entrepreneurship. The government expect higher education to produce individuals who are eager and willing to become entrepreneur (Kominfo.go.id, 2017).

The government, through ministry of education and culture has fully supported the entrepreneurship program and entrepreneurship education in higher education to stimulate, especially, students and graduates to become entrepreneurs (Badan dan Riset dan Inovasi Nasional Republik & Indonesia, 2018). Previous studies has shown that, entrepreneurship education in higher education enables students to learn about entrepreneurship knowledge and practice that can support and prepare them to launch the new venture (Patricia & Silangen, 2016) thereby increasing their entrepreneurial intentions (Lorz, 2011; Puni *et al.*, 2018).

Even so, a survey that has been conducted by the *Asosiasi Pengusaha Muda Indonesia* (APMI) revealed that the intention to become entrepreneur still low in university graduates. Most of them were still choose to become employee as their professional career. From 5 million students who filled the survey, 83% of them aspire to become employees rather than opening their own businesses, only 4% were longing to become self-employed and the rest want to become members of an institution (PNS) (Kunjana, 2016).

Beside entrepreneurship education, one of the other factors that influence the desire (intention) to become entrepreneurs is self-efficacy. Self-efficacy or self-readiness of an entrepreneur is very important because when individuals have expectations of more positive results from entrepreneurial work in the future by launching successful products or services and becoming materially richer or satisfied. However, in reality, currently there are still many students who do not have high self-readiness (ESE) to open their own business after graduating (Mahshunah, 2010). The lack of ESE among students is due to the many obstacles in the field when doing entrepreneurship, including a lack of knowledge in entrepreneurship, capital, low motivation to start a business, lack of facilities and facilitation (Nurbaya, 2012).

For Indonesia context, although entrepreneurship education have become national priority for long to boost the number of entrepreneurs, the impact of entrepreneurship education to entrepreneurial intention still unclear. Although several studies has shown that entrepreneurship education promotes student entrepreneurial intention (Patricia & Silangen, 2016; Santoso & Almadana, 2021; Sugianingrat *et al.*, 2020). Study from Hutasuhut (2018) and Lamanepa and Sidharta (2019) show the opposite. Therefore, this research would like to seek the effect of entrepreneurship education to students' entrepreneurial

intention with self-efficacy as mediating variable.

Moreover, this research differs from previous research on the role of entrepreneurship education in shaping student's entrepreneurial intention in Indonesia. Previous research on entrepreneurial education in Indonesia mostly focused only on entrepreneurial knowledge transfer process (Ardianti, 2009; Noya & Setiyati, 2015; Saptono *et al.*, 2020). In this study, the entrepreneurship education also measures the effect of entrepreneurial learning on student's capability to scan business opportunities that exist around them (Puni *et al*., 2018).

2. Literature Review

2.1 Entrepreneurial Intention

Hurlock (1991) in Adhitama, (2014) states that intention is a motive that shows the direction of an individual's attention to an attractive and pleasant object. If the individual intends on a particular object or activity, he will tend to relate more actively to that object or activity. Intentions can be formed through direct experiences or memorable experiences that provide opportunities for individuals to practice, obtain feedback and develop skills that lead to personal efficacy and expectations of satisfactory results (Adhitama, 2014).

The process of forming and making decisions to create a new business idea is known as entrepreneurial intention. Entrepreneurial ideas and attitudes towards entrepreneurial opportunities are the result of the formation of entrepreneurial intentions that occur before entrepreneurs start their new businesses (Krueger & Carsrud, 1993). Krueger *et al.*, (2000) emphasizes that entrepreneurial opportunities do not physically exist. On the other hand, waiting for entrepreneurs to find and manage existing opportunities. The entrepreneurial intention possessed by an entrepreneur will control and hone his sensitivity to recognize the opportunities offered by the environment and create an entrepreneurial ambition to pursue new opportunities. Entrepreneurial intention is a significant initiative factor in the entrepreneurship process. characteristics, the needs, values, habits and beliefs of an entrepreneur are factors to form entrepreneurial intentions. It is closely related to the form of mindset, experience, and behavior to achieve a certain goal (Lestari, 2020).

Entrepreneurial intention is a self-recognized belief that a person intends to set up a new business venture and consciously plans to do so at some point in the future (Thompson, 2009). So that one's intention and desire to become an entrepreneur is the biggest factor that provides opportunities for young entrepreneurs to create new businesses. A person's willingness and intention to become an entrepreneur is closely related to the readiness and ability of that person to be able to create a long-term business opportunity which can then be achieved from the goals of the business plan that has been prepared by that person. So that individuals can find out how far and the efforts that have been prepared to achieve something by an entrepreneur (Ndofirepi, 2020).

In this study, the definition of EI used is according to Krueger & Carsrud (1993) namely the process of forming and making decisions to create a new business idea known as entrepreneurial intention. Entrepreneurs' ideas and attitudes towards entrepreneurial opportunities are the result of the formation of entrepreneurial intentions that occur before entrepreneurs start their new businesses.

a. Entrepreneurial Education

The environment in which businesses operate is very diverse, always

changing and has a competitive nature (Lee *et al.,* 2011). Situations and conditions from the environment can result in a lack of information to business people or entrepreneurs regarding the factors that affect the work process and production of the organization or business actor. Dynamic environmental conditions can greatly affect an individual to obtain information about knowledge and factors related to his future career (Lestari, 2020).

The entrepreneurial spirit can be instilled through entrepreneurship education (Boyd, 2017; Saeed *et al.,* 2015). In the world of education, especially higher education, it has a very big impact in universities to be able to form an entrepreneurial spirit in students so that in the future entrepreneurship can be used as one of the main choices to become a career path and be instilled in them to be able to foster a sense of passion to become an entrepreneur. In college students can be given knowledge and skills about entrepreneurship such as entrepreneurial attitude, capabilities and the ability to be able to see a new opportunity to create a job (Hassan *et al.*, 2020).

In the application of education about entrepreneurship, it aims to be a place for students to get learning material about basic theory, training, and techniques in doing entrepreneurship. This can be very useful knowledge information for students and can maximally motivate students positively so that they want to become entrepreneurship and create confidence in the readiness of each individual or prospective entrepreneur to be able to start and open a new business (Aboobaker & Renjini, 2020).

According to Lorz (2011), Entrepreneurial Education can increase intentions to become entrepreneurs and equip prospective entrepreneurs with relevant skills. Therefore, entrepreneurship education has a positive impact on entrepreneurial behavior and intentions. Entrepreneurial education can improve one's ability in entrepreneurial knowledge and emotional intentions to become an entrepreneur (Li & Wu, 2019).

In this study, the definition of entrepreneurship education used is according to Lorz (2011), Entrepreneurial Education or entrepreneurship education can increase intentions to become entrepreneurs and equip prospective entrepreneurs with relevant skills. Therefore, entrepreneurship education has a positive impact on entrepreneurial behavior and intentions.

2.3. Entrepreneurial Self-efficacy

Entrepreneurial self-efficacy is the belief that a person has sufficient abilities and abilities to excel in what he or she decides to achieve or wants to achieve (Bandura, 1997). One school of thought believes self-efficacy is an innate feature of entrepreneurs that cannot be learned or developed through education (Cope, 2005). In their systematic review of entrepreneurship education research spanning 1995 to 2006, (Solomon *et al.*, 2008) found that entrepreneurship training had a positive impact on individuals' perceptions of their ability to start new businesses (Puni *et al.*, 2018).

Self-readiness to become an entrepreneur is related to the level of one's willingness to build a new business, because it is related to one's creativity and willingness to become an entrepreneur in young entrepreneurs (Shi *et al.*, 2019). The cognitive and physical abilities needed to manage and control the situational consequences of being an entrepreneur. In one's own readiness to go

through all forms of obstacles and be ready to face when a failure occurs (Wood & Bandura, 1989). (Bandura, 1989, 1992, 1997). This is very closely related to the level of a person's desire to become an entrepreneur (Sweida & Reichard, 2013).

Self-efficacy has also been linked to entrepreneurship. It is considered a major determinant of Entrepreneurial Intention (EI) (Hamid *et al.,* 2020; Puni *et al.,* 2018). ESE is an important motivational attribute of the entrepreneurial process as individuals accept the term ambiguity around business situations that require effort, persistence and planning (Bandura, 1997). (Krueger & Dickson, 1994) postulate that "high levels of self-efficacy are associated with strategic risk taking". People who have high self-efficacy tend to show higher intrinsic intentions in entrepreneurial behavior and activities (Puni *et al.*, 2018).

The concept of an entrepreneur's thinking is closely related to a person's self-efficacy which can be influenced by the surrounding environment. Self-efficacy is a key position when someone feels ready and strong to be able to go through the entrepreneurial process and in the future can become a successful entrepreneur. Readiness in organizational ability, readiness to become someone who has the title of entrepreneur, and someone's readiness to run a business itself. Having several factors such as the willingness to act and can motivate him to become an entrepreneur, so he can believe in himself that he is ready and strong to overcome all obstacles and complete all tasks related to entrepreneurship (Tomy & Pardede, 2020).

Self-efficacy is an individual's belief in his ability to perform a series of tasks or activities successfully (Bandura, 1982, 1997). Self-efficacy determines an individual's perception of a situation and how they respond to it (Boyd & Vozikis, 1994; Gielnik *et al.,* 2015). Self-efficacy describes a person's belief in his or her ability to successfully perform various roles and activities related to entrepreneurship, such as developing a new business idea, creating a new product/service, or launching a business (Santos & Liguori, 2020). In the study referring to the notion of Baron (2004)describes self-efficacy as a belief in one's ability to collect and apply the resources, skills, and competencies needed to achieve the level of achievement.

2.4. Hypotheses Development

2.4.1. Entrepreneurial education positively affects entrepreneurial intention

The results of research conducted by Puni *et al.,* (2018) on 357 Final year students at a private university in Ghana show an intermediate positive influence entrepreneurial education on entrepreneurial intention. This research shows that the entrepreneurship education facilitates the acquisition process of entrepreneurial general knowledge and skills development that enable students to develop their opportunity recognition capability, that eventually will increase student's entrepreneurial intention (EI). In addition, the results of research conducted by Ndofirepi (2020) on 308 students' Vocational education in Zimbabwe shows that entrepreneurship education also influence the intention of entrepreneurial goals and other entrepreneurial traits.

Research that conducted by Aboobaker and Renjini (2020) on 330 final year students also shows that universities play an important role in disseminating knowledge and providing training on entrepreneurial skills and attitudes. This research shows that there is a positive effect of entrepreneurship training in building human capital and entrepreneurial intentions among

students. Similar findings were also obtained from research conducted by Hoang *et al.,* (2021) on 1021 active students at Vietnam University. The results showed that entrepreneurial education had a direct positive effect on students' intentions to become entrepreneurs.

Similar findings were also found in the Indonesia context. Entrepreneurship education in Indonesia stimulate student's intention to become an entrepreneur (Afrianty, 2020; Patricia & Silangen, 2016; Santoso & Almadana, 2021). Based on this description, the proposed research hypothesis:

H_1: Entrepreneurial education positively affect entrepreneurial intention.

2.4.2. Entrepreneurship education positively affect entrepreneurial self-efficacy

The results of research conducted by Puni *et al.,* (2018)on 357 final year students at a private university in Ghana have shown a positive influence of the general knowledge about entrepreneurship on the development skills in business opportunities recognition. Then, entrepreneurship education will increase student's confidence in choose entrepreneurship as their career aspiration. Furthermore, the research conducted by Shi *et al.,* (2019) shown that entrepreneurial education in the form of perceived university support had a positive effect on students' readiness to become entrepreneurial.

Similar findings were also found from the results of research conducted by Memon *et al.,* (2019) on universities students in Pakistan. From the research results, it was found that knowledge about entrepreneurship from entrepreneurship education has a positive influence on Entrepreneurial Self-efficacy (ESE). These findings can strengthen the influence of entrepreneurship education in the form of increased business information, providing insight into business input and output, operations, sales, and marketing fundamentals on increasing the ability to start entrepreneurship, self-confidence, and ESE. Similar findings were also found for Indonesia context. Study from Afrianty, (2020) and Lamanepa and Sidharta (2019) have shown that entrepreneurship education had a positive and significant effect to entrepreneurship self-efficacy development. Based on this description, the proposed research hypothesis:

H_2: Entrepreneurial education positively affect entrepreneurial self-efficacy.

2.4.3. Entrepreneurial self-efficacy positively affects entrepreneurial intention

Research conducted by Santos and Liguori (2020) on 1,026 students in America shown that entrepreneurship education and entrepreneurial self-efficacy has a positive impact on entrepreneurial intention. Where found the results of the influence significant towards the formation of entrepreneurial intentions for individuals with subjective norms preferable compared to individuals with less supportive subjective norms towards entrepreneurship. The influence of the interaction of subjective norms and entrepreneurial self-efficacy on expected results are still significant when considering the indirect effect on intentions entrepreneurship.

Research conducted by Hassan *et al.,* (2020) found positive results on the influence of entrepreneurial self-efficacy on one's intention to become entrepreneurial. Moreover, research conducted by Hassan, Saleem, Anwar, and Hussain (2020) on 334 students who have a business and management background, self-efficacy has an

important role in influencing entrepreneurial intention regarding self-readiness and having confidence in one's own ability to do and manage their own business in the future.

Similar findings were also found for the Indonesia context. The Studies from Hutasuhut (2018), Lamanepa and Sidharta (2019), and Afrianty (2020) showed that entrepreneurial self-efficacy had a significant effect on the development of student's entrepreneurial intention. Based on this description, the proposed research hypothesis:

H_3: Entrepreneurial self-efficacy positively affects entrepreneurial intention.

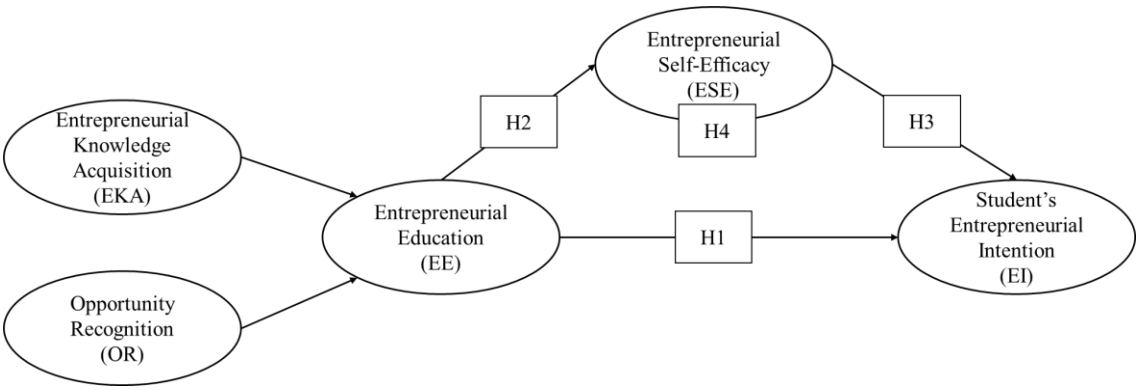
2.4.4. Entrepreneurial self-efficay mediate the relationship between entrepreneurial education and entrepreneurial intention

The results of research conducted by Puni *et al.,* (2018) shown that ESE can mediate the relationship between entrepreneurship education and entrepreneurial intention. This finding confirmed that entrepreneurship education improves student (Krueger, 2005), which eventually increasing their intention to engage in entrepreneurial activities in the future (Miranda *et al.,* 2017). Moreover, research conducted by Shi *et al.,* (2019)on 374 students from China, the role of universities to support students in increasing internal will entrepreneurship that is mediated by the perspective of the individual in his readiness to become an entrepreneur. The results of research conducted by Adu *et al.,* (2020) show that entrepreneurial self-efficacy is a mediator between university support to the readiness, desire and intention of students to become entrepreneurs as an alternative to a career path.

The results of research conducted by Hoang *et al.,* (2021) on 1021 active students at Vietnam University show that entrepreneurship education has a direct effect on the student's entrepreneurial intentions. In addition, self-efficacy and learning orientation play a significant mediating role in the relationship between entrepreneurship education and entrepreneurial intention. In Indonesia, study from Afrianty (2020) showed that The influence of entrepreneurship education on entrepreneurial intention through entrepreneurial self-efficacy is positive. Entrepreneurship education at the university is proven to build student's entrepreneurial self-efficacy to launch their own business in the future. Based on this description, the proposed research hypothesis:

H4: Entrepreneurial self-efficacy mediates the relationship between entrepreneurial education and entrepreneurial intention.

Figure 1 Research Model



Source: Puni et al. (2018)

3. Research Method

3.1. Sample and Procedure

This research uses descriptive research design to explain the relationship of entrepreneurship education and self-efficacy to student's entrepreneurial intention. This research used non-probability sampling technique with judgmental sampling. The data collection method was using e-survey was distributed to 134 active students that have completing entrepreneurial course in four private universities in Tangerang. The sample size calculation is referring to (Hair *et al*., 2009)by calculate observed variables multiplied by 5 or 10. There are 20 observed variables in this research, therefor the minimum sample size is 20x5 = 100 respondents.

3.2. Measurement and Data Analysis

This research is using previous measurement that have been tested in the prior studies. mediating and dependent variable using a survey method. The measurement of student entrepreneurial intention and self-efficacy was taken from Liñán and Chen (2009). Furthermore, the entrepreneurship education measurement was taken from Puni *et al*., (2018)with two dimensional construct measurement namely "Opportunity recognition" and "Entrepreneurship knowledge acquisition". The respondents were asked to answer the questions given by the researcher by giving a value between 1 (strongly disagree) to 5 (strongly agree) Likert scale. The data analysis in this study was using Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM).

4. Result and Discussion

4.1. Descriptive Statistic

Out of the 183 responses collected, 134 respondents or 73.22% were eligible for further analysis. Only 134 respondents have professions as students and have received courses related to entrepreneurship. Table 1 summarize the demographic analysis of the respondents.

Table 1. Descriptive Statistic Table

Items	Categorical Answers	Number of answers	Percentages (%)
Gender	Male	81	60.4%
	Female	53	39.6%
Range of aged	17-18 years old	4	3%
	19-20 years old	34	25.4%
	21-22 years old	95	70.9%
	>= 23 years old	1	0.7%
Occupation	University Student	134	100%
University Origin	Universitas Multimedia Nusantara	86	64,2%
	Universitas Bina Nusantara	22	16,4%
	Universitas Pelita Harapan	17	12,7%
	Universitas Prasetiya Mulya	3	2,2%
Study Program	Business/Management	67	50%
	Non Business/Management	67	50%
Experience in taken entrepreneurship course	YES	134	100%

Source: Data Processing (2021)

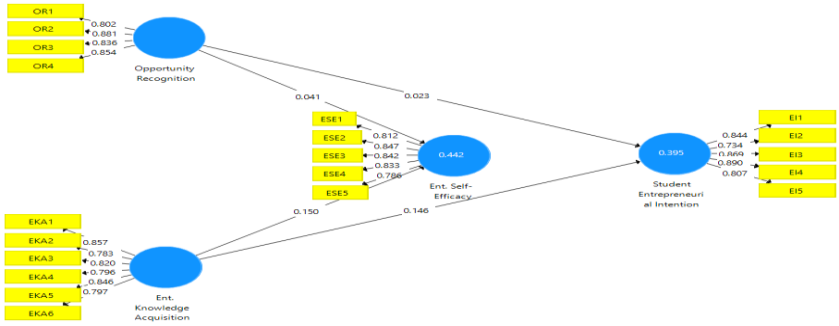
Based on table 1, all the respondents are come from four private universities in Tangerang area. All respondents still registered as an active student in the origin university, has been taken entrepreneurship course. Demographically, most of the respondents in this research are male, with the aged range between 21-22 years old, and come from both, business/management, and non-business/management study program.

4.2. Higher Order Construct Analysis.

This study uses a higher order construct approach or hierarchical component models (Hair *et al.,* 2019; Sarstedt *et al.,* 2019)in a reflective-formative form. Where, in this study the entrepreneurship education variable is formed by two dimensions, namely opportunity recognition and entrepreneurial knowledge acquisition variables which will affect the entrepreneurial self-efficacy variable and the entrepreneurial intention variable.

The analytical technique used in this research is the disjoint two-stage approach. Where in the first stage the estimation analysis and measurement model for lower-order components will be carried out based on the standard reputation model (Hair *et al.,* 2019; Sarstedt *et al.,* 2019) which will analyze the direct influence of the opportunity recognition dimensions and entrepreneurial knowledge acquisition variables.

Figure 2. Stage One analysis of the disjoint two-stage approach



4.2.1. (Outer) Model Measurement of Lower-Order Components.

(Outer) Model Measurement Analysis is an element of the path model that contains observed indicators and their relationship to construct. Measurement of (Outer) Model analysis is conducted to evaluate the reliability and validity of the construct. Where, reliability for Measurement (Outer) PLS model is measured from internal consistency (Composite Reliability) and Indicator Reliability. Meanwhile, its validity is measured from convergent validity (Average Variance Extracted) and Discriminant Validity (Hair *et al.*, 2014). A Measurement of (Outer) Model is said to be reliable if it has a Composite Reliability (CR) value greater than or equal to 0.60 – 0.70 and a Cronbach's Alpha value greater than 0.60. Whereas, to be said to be valid, a Measurement (Outer) Model, a variable must have an outer loadings indicator value higher than its cross loadings value against another construct and a Fornell-Larcker Criterion that compares AVE square root with latent construct correlation. Where, AVE square root must be greater than the correlation between latent constructs (discriminant validity) as well as average variance extracted (AVE) values greater than 0.5 and indicators outer loadings values that must be greater than 0.708 (convergent validity) (Hair et al., 2014, 2016). Here are the results of the analysis of measurement models in this study:

Table 2. Measurement (Outer) Model Analysis

Variabel	Indicators	*Outer Loadings* > 0.7	AVE > 0.5	*Composite Reliability* > 0.7	*Cronbach's Alpha* > 0.7	rho_A > 0.7
Entrepreneurial Intention	EI1	0.844	0.712	0.917	0.888	0.907
	EI2	0.734				
	EI3	0.869				
	EI4	0.890				
	EI5	0.807				
Entrepreneurial Self-Efficacy	ESE1	0.812	0.680	0.914	0.882	0.885
	ESE2	0.847				
	ESE3	0.842				
	ESE4	0.833				
	ESE5	0.786				
Opportunity Recognition	OR1	0.802	0.712	0.908	0.866	0.882
	OR2	0.881				
	OR3	0.836				
	OR4	0.854				
Entrepreneurship Knowledge Acquisition	EKA1	0.857	0.668	0.923	0.900	0.902
	EKA2	0.783				
	EKA3	0.820				
	EKA4	0.796				
	EKA5	0.846				
	EKA6	0.797				

Source: Data Processing (2021)

Table 3. Factor Loadings

	Student Entrepreneurial Intention	Ent. Knowledge Acquisition	Ent. Self-Efficacy	Opportunity Recognition
EI1	0.844			
EI2	0.734			
EI3	0.869			
EI4	0.890			
EI5	0.807			
EKA1		0.857		
EKA2		0.783		
EKA3		0.820		
EKA4		0.796		
EKA5		0.846		
EKA6		0.797		
ESE1			0.812	
ESE2			0.847	
ESE3			0.842	
ESE4			0.833	
ESE5			0.786	
OR1				0.802
OR2				0.881
OR3				0.836
OR4				0.854

Source: Data Processing (2021)

Tabel 4. Fornell-Lecker Criterion Test

	EKA	ESE	OR	EI
EKA	***0.817***			
ESE	0.647	***0.824***		
OR	0.778	0.599	***0.844***	
EI	0.617	0.635	0.554	***0.831***

Source: Data Processing (2021)

From table 2 and 3, we can see that the lower-order construct internal consistency (Composite Reliability) is all above 0.7, and Cronbach's Alpha value are greater than 0.60. This indicate that the model is reliable. As for the model validity, from the Fornell-Larcker table, we can see that AVE square root of all variables are greater than the correlation between latent constructs (discriminate validity) as well as average variance extracted (AVE) values greater than 0.5 and indicators outer loadings values that must be greater than 0.708 (convergent validity). This result indicate that the model is have a good validity.

4.3. Validating Higher Order Construct

After finish with the first stage, then in the stage two, researchers take latent variable score (LVS) from the stage one to develop the higher-order model as shown below:

Figure 3. Stage Two Specification Model reflective formative of Entrepreneurship Education

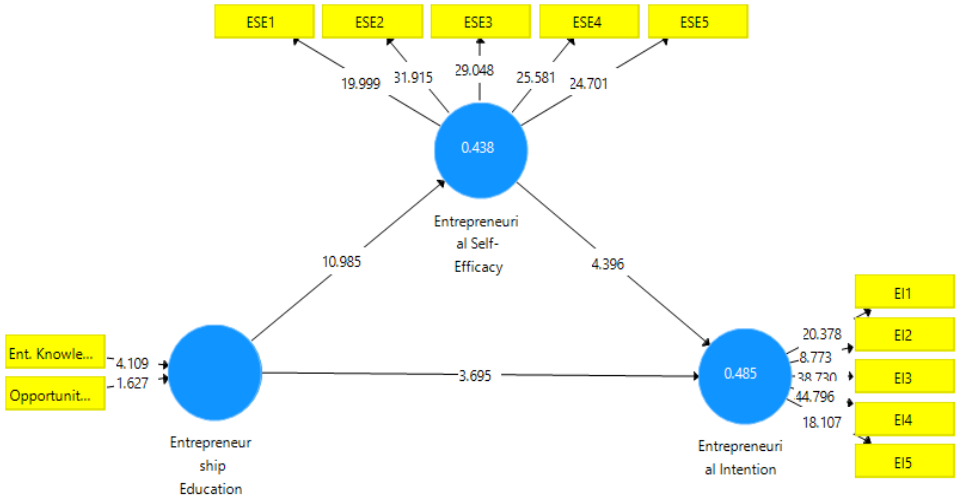


Table 5. Higher Order Construct (HOC) Validity

HOC	LOC's	Outer Weight	T Statistics	P Values	Outer Loadings	VIF
Entrepreneurship Education	Opportunity Recognition	0.730	35.706	0.000	0.979	2.528
	Entrepreneurial Knowledge Acquisition	0.321	14.799	0.000	0.888	2.528

Source: Data Processing (2021)

Based on Figure 3, in this study, the Higher-order construct of Entrepreneurship Education was formed by two lower-order constructs of Opportunity Recognition and Entrepreneurial Knowledge Acquisition. Outer weight, Outer Loadings and VIF are used to measure HOC Validity. Based on table 4.4, the outer weight value in this study is significant (Hair *et al.*, 2016). The value of outer loadings is also greater than 0.5 for the OR and EKA variables (Sarstedt *et al.,* 2019). Finally, the VIF value for all lower-order constructs is less than 5 so it can be said that there is no collinearity problem in the model (Hair *et al.*, 2016). In other words, HOC Entrepreneurship Education can be said to be valid for further testing.

4.4. Structural (Inner) Model Measurement

Table 6. R-square Result

	R Square
Entrepreneurial Intention	0.485
Entrepreneurial Self-Efficacy	0.438

Source: Data Processing (2021)

Based on table 6, it can be seen that the R-square for the entrepreneurial intention variable is 0.485 which is included in the moderate category. These results indicate that the Entrepreneurial Intention variable can be explained by entrepreneurial self-efficacy and entrepreneurship education by 48.5% and the remaining 51.5% is explained by other variables outside the study. Furthermore, the R-square for the entrepreneurial self-efficacy variable is 0.438 which is included in the moderate category. These results indicate that the entrepreneurial self-efficacy variable can be explained by entrepreneurship education by 43.8% and the remaining 56.2% is explained by other variables outside the study.

Table 7. Hypothesis Testing, Path Coefficients Result

	Beta (β)	***T Statistics***	***P Values***	**Result**
Entrepreneurial education entrepreneurial intention	0.362	3.896	0.000	H1 Supported
Entrepreneurial education entrepreneurial self-efficacy.	0.662	10.440	0.000	H2 Supported
Entrepreneurial self-efficacy entrepreneurial intention	0.401	4.541	0.000	H3 Supported

Source: Data Processing (2021)

Table 8. hypothesis Test for Mediation Effect

Total Effect (EE□EI)		Direct Effect (EE□EI)		Indirect Effects on (EE□EI)				
Coefficient	P-Values	Coefficient	P-Values	H4:EE□ESE□EI	Coefficient	SD	T Value (Bootstrap)	P Values
0.628	0.000	0.362	0.000		0.265	0.060	4.393	0.0000

Sumber: Data Processing (2021)

Hypotheses testing result found that all hypotheses (H_1, H_2, H_3 and H_4) in this research are supported. Based on table 7, Hypothesis 1 to Hypothesis 3, the data supports each hypothesis because the T-statistics value shows the numbers 3.896 (H_1), 10.440 (H_2) and 4.541 (H_3) which means that it is above the required value. Data is supported because T-statistics> 1.65 and P-value <0.05 (Ghozali & Latan, 2015).

Moreover, bootstrapping analysis is used for testing of the mediation effect (Hypothesis 4). Table 8 shown the mediation hypotheses testing in this study. The mediation testing result has shown that both the direct and indirect effect of the relationship of EE to IE are positive and significant. It means that, entrepreneurial self-efficacy is partially mediate the effect of entrepreneurship education to student entrepreneurial intention (Hair *et al.,* 2017)

5. Conclusion

Hypothesis testing in this study shows that entrepreneurship education has a significant effect on entrepreneurial intention. This can be seen from the results of the inner model test which shows a T-statistics value of 3.896 from the required T-statistics> 1.65. In this study, respondents felt that there was a very significant influence on the provision of learning material from entrepreneurship courses on increasing student intention to become entrepreneurs. The influence felt by the respondents when they were able to understand learning materials about entrepreneurship so that the respondents could know the methods to be able to create new business ideas and see business opportunities so that they could recognize entrepreneurship as an alternative career path.

Hypothesis testing in this study shows that entrepreneurship education has a significant effect on entrepreneurial self-efficacy. This can be seen from the results of the inner model test which shows the t-statistics value of 10.440 from the required T-statistics> 1.65. In this study, respondents felt that there was a very significant influence on the provision of learning material from entrepreneurship courses on the self-readiness of the respondents to take business actions in the field of entrepreneurship. With the lessons provided by the entrepreneurship course, the respondents can identify the characteristics of successful entrepreneurs. Raising awareness about the various forms of business that can be established. Acquire the knowledge and competencies needed to build, develop and manage new businesses. Increase awareness of the duties and rights of entrepreneurs and an understanding of the resources that can be used to start a new business venture. Having a good understanding of entrepreneurial knowledge will cause someone to be more confident and have a much better self-readiness because they already have the knowledge obtained through education. So that students with such provisions will

be more confident and confident in opening a business than students who do not have the provision of knowledge and without the slightest background on entrepreneurship.

Hypothesis testing in this study shows that entrepreneurial self-efficacy has a significant effect on entrepreneurial intention. This can be seen from the results of the inner model test which shows the t-statistics value of 4.541 from the required T-statistics> 1.65. In this study, respondents felt a very significant influence on their readiness to become an entrepreneur. Respondents felt they knew how to develop a business, knew the details of the practice of starting a business, were able to control a business, and had the readiness to run their own business. With all these things, it can increase the intention to become an entrepreneur. Someone who has a good mindset about entrepreneurship such as self-readiness for knowledge of entrepreneurship, self-confidence, can see opportunities and create business ideas. Because all these things must be deliberately found or searched for. So that it will also have a good impact on increasing entrepreneurial intentions.

Hypothesis testing in this study shows that entrepreneurial self-efficacy (ESE) mediators have a significant influence in mediating entrepreneurial education on entrepreneurial intention. This can be seen from the results of the inner model test which shows the T-statistics value of 4.393 from the required T-statistics> 1.65. Whereas entrepreneurship education can develop preferred ESE attitudes among students by creating a sense of awareness and confidence in their ability to increase entrepreneurial intentions, if someone has a high ESE will tend to show a higher intrinsic interest in entrepreneurial activities.

5.1. Managerial Implication

The results of this study indicate that entrepreneurial education has a positive effect on the entrepreneurial desire of students in four private universities in Tangerang. The results of this study also show that entrepreneurial self-efficacy mediates the relationship between entrepreneurial education and student entrepreneurial intention. The managerial implications given by the author to increase student entrepreneurial intention are as follows.

First, entrepreneurship education plays an important role in growing interest in entrepreneurship. Through entrepreneurship education, students gain the knowledge they need to run a business in the future. Entrepreneurship education also helps students to be able to recognize business opportunities that are around them. To be more leverage, in the future, apart from providing entrepreneurship education, universities can also combine theoretical education with entrepreneurial practices in the educational curriculum. Through the practice of entrepreneurship, students can increase their self-efficacy by learning to practice the business knowledge they gain directly.

Second, the University can also increase entrepreneurial self-efficacy by integrating entrepreneurship education curriculum with access to business incubators or business accelerators. The creation of an entrepreneurial ecosystem provided by a business incubator can help students to sharpen and validate business ideas through mentoring and mentoring from business actors as well as access to funding.

REFERENCES

Aboobaker, N., dan Renjini,D. (2020). Human capital and entrepreneurial intentions: do entrepreneurship education and training provided by universities add value? *On the Horizon*, *28*(2), 73–83. https://doi.org/10.1108/oth-11-2019-0077

Adhitama, P. P. (2014). *Faktor-Faktor Yang Mempengaruhi Minat Berwirausaha (Studi Kasus Mahasiswa Fakultas Ekonomika Dan Bisnis Undip, Semarang)* [Universitas Diponegoro]. http://eprints.undip.ac.id/44764/1/ADHITAMA.pdf

Adu, I. N., Boakye, K. O., Suleman, A.-R., dan Bingab, B. B. B. (2020). Exploring the factors that mediate the relationship between entrepreneurial education and entrepreneurial intentions among undergraduate students in Ghana. *Asia Pacific Journal of Innovation and Entrepreneurship*, *14*(2), 215–228. https://doi.org/10.1108/apjie-07-2019-0052

Afrianty, T. W. (2020). Peran Feasibility Dan Entrepreneurial Self-Efficacy Dalam Memediasi Pengaruh Pendidikan Kewirausahaan Terhadap Niat Berwirausaha. *AdBispreneur*, *4*(3), 193. https://doi.org/10.24198/adbispreneur.v4i3.25181

Ardianti, R. (2009). Entrepreneurship Education in Indonesia's Higher Education Institutions: A Solution for Problems Faced by The Next Generation. *London International Conference on Education (LICE-2009), UK*, 119–123. http://repository.petra.ac.id/16848/1/Publikasi1_05001_1747.pdf [accessed: Januari 7, 2019]

Badan dan Riset dan Inovasi Nasional Republik, dan Indonesia. (2018). *Pacu Pertumbuhan Wirausaha Muda, Kemenristekdikti Berikan Ijin Pendirian Perguruan Tinggi Kewirausahaan Pertama di Indonesia*. Brin.Go.Id. https://www.brin.go.id/pacu-pertumbuhan-wirausaha-muda-kemenristekdikti-berikan-ijin-pendirian-perguruan-tinggi-kewirausahaan-pertama-di-indonesia/

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, *37*(2), 122–147. https://doi.org/10.1037/0003-066X.37.2.122

Bandura, A. (1989). Human Agency in Social Cognitive Theory. *American Psychologist*, *44*(9), 1175–1184. https://doi.org/doi:10.1037/0003-066x.44.9.1175

Bandura, A. (1992). Self-efficacy: Thought control of action. In *Exercise of personal agency through the self-efficacy mechanism. In R. Schwarzer (Ed.)* (pp. 3–38). Hemisphere Publishing Corp.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W H Freeman/Times Books/ Henry Holt dan Co. https://doi.org/10.5860/choice.35-1826

Baron, R. A. (2004). The cognitive perspective: A valuable tool for answering entrepreneurship's basic "why" questions. *Journal of Business Venturing*, *19*(2), 221–239. https://doi.org/10.1016/S0883-9026(03)00008-9

Biro Pusat Statistik. (2020). *Keadaan Ketenagakerjaan Indonesia*.

Boyd, N. G., dan Vozikis, G. S. (1994). The Influence of Self-Efficacy on the Development of Entrepreneurial Intentions and Actions. *Entrepreneurship Theory and Practice*, *18*(4), 63–77. https://doi.org/10.1177/104225879401800404

Boyd, S. F. B. (2017). Entrepreneurial intention of Danish students: a correspondence analysis. *International Journal of Entrepreneurial Behavior & Research*, *23*(4), 1–5. https://doi.org/http://dx.doi.org/10.1108/IJEBR-08-2016-0241 Downloaded

Cope, J. (2005). Toward a dynamic learning perspective of entrepreneurship. *Entrepreneurship: Theory and Practice*, *29*(4), 373–397. https://doi.org/10.1111/j.1540-6520.2005.00090.x

Ghozali, I., dan Latan, H. (2015). *Partial Least Squares (Konsep, Teknik dan Aplikasi Menggunakan SmartPLS 3.0) Untuk Penelitian Empiris*. Badan Penerbit Universitas Diponegoro.

Gielnik, M. M., Frese, M., Kahara-Kawuki, A., Katono, I. W., Kyejjusa, S., Ngoma, M., Munene, J., Namatovu-Dawa, R., Nansubuga, F., Orobia, L., Oyugi, J., Sejjaaka, S., Sserwanga, A., Walter, T., Bischoff, K. M., dan Dlugosch, T. J. (2015). Action and action-regulation in entrepreneurship: Evaluating a student training for promoting entrepreneurship. *Academy of Management Learning and Education*, *14*(1), 69–94. https://doi.org/10.5465/amle.2012.0107

Hair, J. F., Black, W. C., Babin, B. J., dan Anderson, R. E. (2009). *Multivariate Data Analysis (7th Edition)*. Prentice Hall.

Hair, J. F., Hult, G. T., Ringle, C. M., dan Sarstedt, M. (2014). A Primer on Partial Least Squares Structural Equation Modeling. In *SAGE* (Vol. 46, Issues 1–2). https://doi.org/10.1016/j.lrp.2013.01.002

Hair, J. F., Hult, G. T., Ringle, C. M., dan Sarstedt, M. (2016). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM) Second Edition. In *Sage*.

Hair, J. F., Risher, J. J., Sarstedt, M., dan Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hair, J. F., Sarstedt, M., Ringle, C. M., dan Gudergan, S. P. (2017). *Advanced Issues in Partial Least Squares Structural Equation Modeling*. Sage Publications Inc.

Hamid, N. A., Kurniasari, F., Taib, H. A. M., Saheh, N. H. M., Embong, T. F. T., Azali, N. M., dan Sabli, N. (2020). A Comparative Study of Malaysian and Indonesian Students' Entrepreneurial Characteristics and Career Choices Resulting from the Digital Economy. *International Journal of Business Information Systems*, *34*(1), 250–258. https://doi.org/10.1504/ijbis.2020.10018657

Hassan, A., Saleem, I., Anwar, I., dan Hussain, S. A. (2020). Entrepreneurial intention of Indian university students: the role of opportunity recognition and entrepreneurship education. *Education and Training*, *62*(7–8), 843–861. https://doi.org/10.1108/ET-02-2020-0033

Hoang, G., Le, T. T. T., Tran, A. K. T., dan Du, T. (2021). Entrepreneurship education and entrepreneurial intentions of university students in Vietnam: the mediating roles of self-efficacy and learning orientation. *Education and Training*, *63*(1), 115–133. https://doi.org/10.1108/ET-05-2020-0142

Hutasuhut, S. (2018). The Roles of Entrepreneurship Knowledge, Self-Efficacy, Family, Education, and Gender on Entrepreneurial Intention. *Dinamika Pendidikan*, *13*(1), 90–105. https://doi.org/10.15294/dp.v13i1.13785

Jayani, D. H. (2019). *Indikator Rendahnya Peringkat Kewirausahaan Indonesia*. Databoks.Katadata.Co.Id. https://databoks.katadata.co.id/datapublish/2019/10/08/indikator-rendahnya-peringkat-kewirausahaan-indonesia

Karunia, A. M. (2020). *Bappenas Prediksi Jumlah Pengangguran Tahun Ini Capai 11 Juta Orang*. Kompas.Com. https://money.kompas.com/read/2020/08/27/190600626/bappenas-prediksi-jumlah-pengangguran-tahun-ini-capai-11-juta-orang

Kominfo.go.id. (2017). *Peluang Besar Jadi Pengusaha Di Era Digital*. Https://Kominfo.Go.Id/. https://kominfo.go.id/content/detail/9503/peluang-besar-jadi-pengusaha-di-era-digital/0/berita

Krueger, J. N. F., dan Carsrud, A. L. (1993). Entrepreneurial intentions: Applying the theory of planned behaviour. *Entrepreneurship & Regional Development: An International Journal*, *5*, 315–330. https://doi.org/10.1364/ao.20.002184

Krueger, N., dan Dickson, P. R. (1994). How Believing in Ourselves Increases Risk Taking: Perceived Self-Efficacy and Opportunity Recognition. *Decision Sciences*, *25*(3), 385–400. https://doi.org/10.1111/j.1540-5915.1994.tb01849.x

Krueger, N. F. (2005). The cognitive psychology of entrepreneurship: An interdisciplinary survey and introduction. *Handbook of Entrepreneurship Research*, 105–140.

Krueger, N. F., Reilly, M. D., dan Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, *15*(5), 411–432. https://doi.org/10.1016/S0883-9026(98)00033-0

Kunjana, G. (2016). *Memprihatinkan, 83% Mahasiswa Ingin Jadi Karyawan*. Https://Investor.Id/. https://investor.id/archive/memprihatinkan-83-mahasiswa-ingin-jadi-karyawan

Lamanepa, A. W., dan Sidharta, H. (2019). The Effect of Entrepreneurship Education on Entrepreneurial Intention. *Review of Management and Entrepreneurship*, *03*(01), 35–46. https://doi.org/10.5220/0010089115661569

Lee, S. M., Lim, S. B., dan Pathak, R. D. (2011). Culture and entrepreneurial orientation: A multi-country study. *International Entrepreneurship and Management Journal*, *7*(1), 1–15. https://doi.org/10.1007/s11365-009-0117-4

Lestari, E. D. (2020). Pengaruh Persepsi Lingkungan Bisnis Intraprenuer Dan Risk

Propensity Terhadap Niat Kewirausahaan (Studi Terhadap Kepala Cabang Leasing ABC. *Ultima Management*, *11*(2), 115–132.

Li, L., dan Wu, D. (2019). S40497-019-0157-3. *Journal of Global Entrepreneurship Research*, *3*.

Liñán, F., dan Chen, Y.-W. (2009). Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions. *594 Entrepreneurship Theory and Practice*, 593–617.

Lorz, M. (2011). The Impact of IT-based Entrepreneurship Education on Entrepreneurial Intention. In *DISSERTATION of the University of St. Gallen, School of Management, Economics, Law, Social Sciences and International Affairs* (Vol. 2, Issue 3). http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=102557044&lang=de&site=ehost-live

Mahshunah, S. (2010). *Hubungan Antara Self Efficacy Dengan Intensi Berwirausaha (Penelitian Pada Siswa Kelas Xii Smk Ibu Kartini Semarang)* [Universitas Negeri Semarang]. http://lib.unnes.ac.id/887/1/7375.pdf

Memon, M., Soomro, B. A., dan Shah, N. (2019). Enablers of entrepreneurial self-efficacy in a developing country. *Education and Training*, *61*(6), 684–699. https://doi.org/10.1108/ET-10-2018-0226

Miranda, F. J., Chamorro-Mera, A., dan Rubio, S. (2017). Academic entrepreneurship in Spanish universities: An analysis of the determinants of entrepreneurial intention. *European Research on Management and Business Economics*, *23*(2), 113–122. https://doi.org/10.1016/j.iedeen.2017.01.001

Ndofirepi, T. M. (2020). Relationship between entrepreneurship education and entrepreneurial goal intentions: psychological traits as mediators. *Journal of Innovation and Entrepreneurship*, *9*(1). https://doi.org/10.1186/s13731-020-0115-x

Noya, S., dan Setiyati, E. A. (2015). Evaluating Entrepreneurship Education Model in Indonesian University (Case Study: Universitas Ma Chung). *Business & Entrepreneurship Journal*, *4*(2), 21–30.

Nurbaya, S. (2012). Faktor-Faktor Yang Mempengaruhi Kesiapan Berwirausaha Siswa Smkn Barabai Kabupaten Hulu Sungai Tengah Kalimantan Selatan. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *21*(2). https://doi.org/DOI: https://doi.org/10.21831/jptk.v21i2.3260

Patricia, P., dan Silangen, C. (2016). The Effect of Entrepreneurship Education on Entrepreneurial Intention in Indonesia. *DeReMa (Development Research of Management): Jurnal Manajemen*, *11*(1), 67. https://doi.org/10.19166/derema.v11i1.184

Puni, A., Anlesinya, A., dan Korsorku, P. D. A. (2018). Entrepreneurial education, self-efficacy and intentions in Sub-Saharan Africa. *African Journal of Economic and Management Studies*, *9*(4), 492–511. https://doi.org/10.1108/AJEMS-09-2017-0211

Saeed, S., Yousafzai, S. Y., Yani-De-Soriano, M., dan Muffatto, M. (2015). The Role of Perceived University Support in the Formation of Students' Entrepreneurial Intention. *Journal of Small Business Management*, *53*(4), 1127–1145. https://doi.org/10.1111/jsbm.12090

Santos, S. C., dan Liguori, E. W. (2020). Entrepreneurial self-efficacy and intentions: Outcome expectations as mediator and subjective norms as moderator. *International Journal of Entrepreneurial Behaviour and Research*, *26*(3), 400–415. https://doi.org/10.1108/IJEBR-07-2019-0436

Santoso, T. A., dan Almadana, A. V. (2021). Pengaruh Pendidikan Kewirausahaan dan Efikasi Diri terhadap Minat Berwirausaha Siswa SMK di Kota Semarang. *ECONBANK: Journal of Economics and Banking*, *3*(1), 19–26. https://doi.org/10.35829/econbank.v3i1.132

Saptono, A., Wibowo, A., Narmaditya, B. S., Karyaningsih, R. P. D., dan Yanto, H. (2020). Does entrepreneurial education matter for Indonesian students' entrepreneurial preparation: The mediating role of entrepreneurial mindset and knowledge. *Cogent Education*, *7*(1). https://doi.org/10.1080/2331186X.2020.1836728

Sarstedt, M., Hair, J. F., Cheah, J. H., Becker, J. M., dan Ringle, C. M. (2019). How to specify, estimate, and validate higher-order constructs in PLS-SEM. *Australasian Marketing Journal*, *27*(3), 197–211. https://doi.org/10.1016/j.ausmj.2019.05.003

Shi, L., Yao, X., dan Wu, W. (2019). Perceived university support, entrepreneurial self-efficacy, heterogeneous entrepreneurial intentions in entrepreneurship education: The moderating role of the Chinese sense of face. *Journal of Entrepreneurship in Emerging Economies*, *12*(2), 205–230. https://doi.org/10.1108/JEEE-04-2019-0040

Siregar, T. (2019). *Jumlah Wirausaha di Indonesia Tembus 8 Juta Jiwa*. Rri.Co.Id. https://rri.co.id/ekonomi/651422/jumlah-wirausaha-di-indonesia-tembus-8-juta-jiwa

Solomon, G., Dickson, P. H., Solomon, G. T., dan Weaver, K. M. (2008). Entrepreneurial selection and success: Does education matter? *Journal of Small Business and Enterprise Development*, *15*(2), 239–258. https://doi.org/10.1108/14626000810871655

Sugianingrat, I. A. P. W., Wilyadewi, I. I. D. A. Y., dan Sarmawa, I. W. G. (2020). Determination of Entrepreneurship Education, Family Environment, and Self-Efficacy on Entrepreneurship Interest. *Jurnal Economia*, *16*(1), 33–43. https://doi.org/10.21831/economia.v16i1.30374

Sweida, G. L., dan Reichard, R. J. (2013). Gender stereotyping effects on entrepreneurial self-efficacy and high-growth entrepreneurial intention. *Journal of Small Business and Enterprise Development*, *20*(2), 296–313. https://doi.org/10.1108/14626001311326743

Thompson, E. R. (2009). Entrepreneurial Intent : and Development Reliable Metric. *Entrepreneurship: Theory and Practice*, *33*(0), 669–695. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1396451

Tomy, S., dan Pardede, E. (2020). An entrepreneurial intention model focussing on higher education. *International Journal of Entrepreneurial Behaviour and Research*, *26*(7), 1423–1447. https://doi.org/10.1108/IJEBR-06-2019-0370

Wood, R., dan Bandura, A. (1989). Impact of Conceptions of Ability on Self-Regulatory Mechanisms and Complex Decision Making. *Journal of Personality and Social Psychology*, *56*(3), 407–415. https://doi.org/10.1037/0022-3514.56.3.407