

## Intention to Venture Creation versus Self-Employment: Insights from Intracurricular-Based and Cocurricular-Based University Students

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### ABSTRACT

Indonesia presently has a low entrepreneurship rate of 1.65%, which falls short of the benchmark for a developed nation. One of the key reasons behind this challenge is the imperative to cultivate tremendous enthusiasm for entrepreneurship among university students. Assessing this interest in entrepreneurship can be accomplished through the Theory of Planned Behavior (TPB), which encompasses components like attitude, subjective norm, and perceived behavioral control. The primary objective of this study is to scrutinize how these three variables influence the intentions of university students majoring in entrepreneurship and students who learn entrepreneurship regarding venture creation (IVC) and self-employment (SE). The sample for this research was chosen using a purposive sampling technique, resulting in 188 valid respondents. The data was subsequently analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method with the assistance of Smart PLS. This research reveals that attitude significantly impacts students' intentions in both venture creation and self-employment. While subjective norm does not affect students' inclination toward venture creation, it does influence their interest in pursuing self-employment. Finally, perceived behavioral control shapes students' tendencies toward venture creation but does not influence their intentions for self-employment.

**Keywords:** attitude; subjective norm; perceived behavioral control; intention to venture creation; intention to self-employment

### INTRODUCTION

Entrepreneurship education is anticipated to ignite entrepreneurial spirit, foster self-sufficiency, encourage creativity, and advance the national economy. In developing nations, there are significant challenges related to unemployment, poverty, and a need for more entrepreneurial engagement among the youth. University students in these countries prioritize their career choices. Additionally, students in developing countries exhibit less interest and involvement in entrepreneurial endeavors (Soomro & Shah, 2022). However, the percentage of entrepreneurs in Indonesia is still below the minimum standard for developed countries, standing at 1.65%, whereas the minimum standard for a developed country is 2% (Putra, 2018). Indonesia requires at least 4 million fresh entrepreneurs to enhance its economic foundation (Kemenperin, 2018). The advent of the Fourth Industrial Revolution presents a hurdle that Indonesia must address to attain the desired entrepreneurship ratio (*Kewirausahaan UMKM Dan Pertumbuhan Ekonomi | Sekretariat Negara*, 2017.) while the domestic entrepreneurship ratio currently stands at approximately 3.1 percent of the entire population (Kemenperin, 2018). In response to this disparity, Indonesia aims to achieve an entrepreneurship ratio surpassing 3.9% by 2024 (Kemenperin, 2018). The government must implement various strategies to enhance the interest of its citizens in entrepreneurship (Putra, 2018).

The GEM survey concerning entrepreneurial inclination in Indonesia revealed a decreasing trend in entrepreneurial interest between 2013 and 2018 (Said & Iskandar, 2020). Universities currently provide entrepreneurship education to students to nurture entrepreneurial qualities in individuals, even though it is understood that not all graduates will choose the path of entrepreneurship (Said & Iskandar, 2020). Despite these initiatives, most students are strongly inclined to pursue careers as company employees. Despite the competitiveness of today's job market, obtaining a job is a challenging endeavor (Said & Iskandar, 2020). Statistics from the Central Statistics Agency reveal that in February 2019, there were 6.82 million unemployed individuals in Indonesia, and the unemployment rates among diploma and university graduates were increasing (Said & Iskandar, 2020). The emergence of high unemployment rates among graduates of higher education can lead to a pessimistic view that the higher education system has yet to be successful in producing competitive individuals who can meet the demands of the job market (Yusof & Jamaluddin, 2017).

Students' interest in entrepreneurship can be measured using the Theory of Planned Behavior (TPB). TPB can be employed to assess or examine the extent to which students exhibit entrepreneurial behavior (Purusottama & Akbar, 2019). Researchers in the field of entrepreneurship often employ the Theory of Planned Behavior (TPB) to lay the groundwork for fostering entrepreneurial interest because starting and growing a business (along with other behaviors related to entrepreneurship) are typically planned actions (Lortie & Castogiovanni, 2015) as cited in study by Yusof & Jamaluddin (2017). In TPB, three factors can influence students' interest in entrepreneurship: attitude (AAT), subjective norms (SN), and perceived behavioral control (PBC) (Purusottama & Akbar, 2019)

*Attitude* is a response generated by an individual, which can be positive or negative depending on how the individual perceives it (Purusottama & Akbar, 2019). A subjective norm is a belief held by an individual about their surrounding environment, which can motivate individuals to conform to existing norms (Santy et al., 2017). Meanwhile, behavioral control relates to an individual's perception regarding the ease or difficulty of carrying out or achieving their desires (Purusottama & Akbar, 2019).

The study is a replication research based on the article "An Entrepreneurship Education Model for Promoting Students' Entrepreneurial Intentions: The Case of Indonesia Higher Education" by Ambara Purusottama and Teuku Fajar Akbar in 2019. However, this research no longer utilizes the entrepreneurship education variable, as the study focused on intracurricular-based and cocurricular-based University students in learning entrepreneurship. Thus, with the selection of the entrepreneurship program they have learned or currently learning, it is hoped to gain genuine insights into students' intentions to create new businesses or seize self-employment opportunities as their primary goals in studying the entrepreneurship program concentration. The research aims to investigate the impact of attitude, subjective norms, and perceived behavioral control on students' intentions regarding venture creation and self-employment within entrepreneurship education. These questions likely form the basis for a study exploring the factors influencing students' decisions to pursue entrepreneurial endeavors.

## LITERATURE REVIEW

Ajzen's Theory of Planned Behavior (TPB), developed in the early 1990s, has emphasized in scholarly literature that entrepreneurial interest indicates an individual's likelihood to become an entrepreneur (Rauch & Hulsink, 2015). TPB can be used to conceptualize how the intensity of entrepreneurial interest directly influences entrepreneurial actions (Ajzen, 2011). According to the Theory of Planned Behavior (TPB), individuals tend to make decisions based on their beliefs, social norms, and perceived control over their actions, even if these factors are not always at the forefront of their conscious thoughts. These elements provide a subconscious foundation for decision-making (Said & Iskandar, 2020). The TPB (Theory of Planned Behavior) aims to determine whether an individual can be influenced or motivated towards behavior beyond their control or not, based on the individual's willingness to crucial aspects of human behavior to identify changes in an individual's behavior (Achmad, 2010). Grizzell (2003) explains that the Theory of Planned Behavior builds upon the Theory of Reasoned Action by incorporating the variable of Perceived Behavior Control, which is operationalized as self-efficacy, thus three factors influence TPB, namely Attitude, Subjective Norm and Perceived Behavioral Control (Santy et al., 2017).

Intention represents an individual's inherent inclination to either undertake or avoid a particular task or activity (Chrismardani, 2016). In TPB, intention is a variable that influences an individual's behavior or outlook. According to TPB, AAT (Attitude), SN (Subjective Norms), and PBC (Perceived Behavioral Control) can shape an individual's intent or interest in engaging in a specific task or job (Chrismardani, 2016). According to Murugesan & Jayavelu (2015), entrepreneurial intention is a reflective moment that guides a person's actions towards the development or enhancement of a new concept in starting a business. The intention to embark on a business venture involves the proactive pursuit of information, serving as a strategic means to realize the goal of starting a business (Indarti & Rostiani, 2008). It reflects an individual's eagerness to participate in entrepreneurship by seizing existing opportunities and fearlessly innovating to develop new products (Chrismardani, 2016).

There are two categories of workers: employees and self-employed individuals. The critical distinction is that employees work for companies, whereas self-employed individuals work independently to support their livelihood (Levine et al., 2018). Self-employment entails salaried work involving routine, manual tasks, with limited aspirations for business expansion. It does not encompass entrepreneurial activities impacting the economy (Levine & Rubinstein, 2018). Hence, the intention to pursue self-employment reflects a personal desire or inclination to work for oneself. Generally, self-employment is linked to managing an independent business, often with minimal staff or involving family members in business operations, professional practices, or agriculture.

TPB asserts that students' intentions for new ventures and self-employment are influenced by attitude, subjective norms, and behavioral control. TPB underscores that entrepreneurial interest is linked to these three influencing factors, with greater positivity in these factors correlating to a stronger intention to pursue entrepreneurship (Purusottama & Akbar, 2019). Attitude refers to how a person reacts to something acquired through an activity, with the response varying between positive and negative depending on the individual's perception and

acceptance (Purusottama & Akbar, 2019). Attitude is a mental and emotional state prepared to respond to an object, organized through direct or indirect experiences and influences. Attitude typically plays a significant role in shaping behavior (Simanihuruk et al., 2021). According to Santy et al (2017), Attitude can impact a person's inclination toward entrepreneurial pursuits, influencing their risk-taking or risk-avoidance choices. The attitudes, knowledge, and actions of students have the potential to inspire them to pursue entrepreneurship in the future (Khasanah, 2011). An individual's positive attitude and mental state can enhance their self-assurance in entrepreneurship where attitude plays a role in motivating students to pursue venture creation. A study suggests that attitude positively impacts entrepreneurial interest (Hansfel & Puspitowati, 2020) and Attitude can impact a person's inclination towards pursuing self-employment. When an individual has a less favorable attitude towards entrepreneurship, they are more inclined to choose self-employment. Therefore, the hypothesis proposed in this research are;

H1: Attitude (ATT) influences the interest of university students to engage in intention to venture creation (VC).

H2: Attitude (ATT) influences the interest of university students to engage in intention to self-employment (SE).

Subjective Norm is a concept that describes how individuals believe in seeking guidance from the influence of others for specific behaviors motivated by certain references. It embodies social pressure on an individual to adopt or avoid a particular behavior and can be shaped by the influence of those around them, including family (Ajzen, 1991; Hansfel & Puspitowati, 2020). Said & Iskandar (2020) stated that subjective norms are the perceived societal influences dictating behavior. The perspectives of people like family, friends, and other influential figures can have a profound impact. This outlook can sway individuals' decisions regarding careers, whether as employees or entrepreneurs. According to TPB, an individual's behavior can be within their control or beyond it (Achmad, 2010). Many factors shape behavior, stemming from both internal factors like abilities and emotions, and external factors from the individual's environment. Behavior can be influenced by the social environment, with people often inclined to follow the actions of those around them. For instance, growing up in an entrepreneurial family can increase the likelihood of an individual pursuing entrepreneurship as well. Similarly, when an individual is in an entrepreneurial environment, they are inclined towards entrepreneurship. In contrast, they are more likely to pursue self-employment in an environment focused on self-employment. Therefore, the hypothesis proposed in this research are;

H3: Subjective Norm (SN) influences the interest of university students to engage in intention to venture creation (VC).

H4: Subjective Norm (SN) influences the interest of university students to engage in intention to self-employment (SE).

As per (Mafabi et al., 2017), perceived behavior control relates to an individual's psychological state concerning their capacity and drive to participate in a behavior, encompassing their confidence in handling disruptions or hindrances to that behavior, like time constraints, financial considerations, and availability (Hansfel & Puspitowati, 2020). Perceived behavioral control is the belief held by everyone in their ability to achieve the desired outcomes

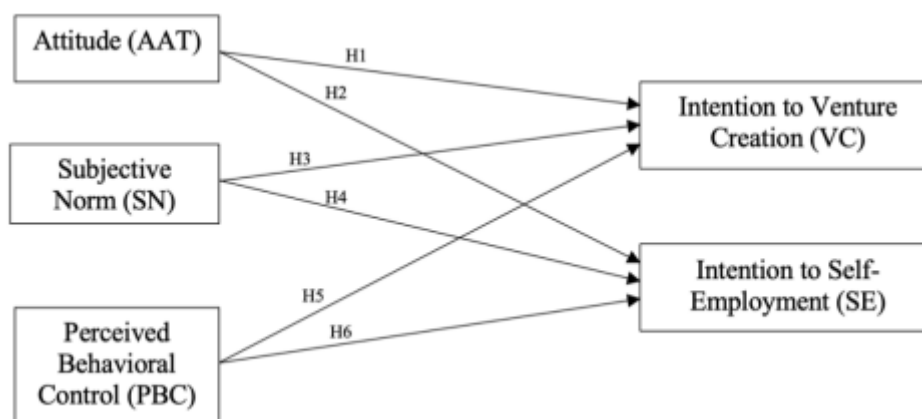
(Purusottama & Akbar, 2019) and is closely related to the idea of self-efficacy, which involves an individual's perception of their capability when carrying out actions or behaviors (Simanihuruk et al., 2021). According to (Simanihuruk et al., 2021), Perceived behavioral control is shaped by both internal factors like skills, abilities, information, and emotions, as well as external factors such as situational or environmental conditions. It comprises two components: (1) an individual's beliefs regarding the presence of control, whether it aids or obstructs their behavior (control beliefs), and (2) an individual's assessment of the strength of that control in affecting their behavior (perceived power), determining whether the control factor can enable or hinder the behavior. If an individual possesses a robust belief in their capacity to become an entrepreneur, they will align their actions with this conviction. The stronger a person's belief in commencing a new business, the more pronounced their intention or enthusiasm for entrepreneurship becomes (Hansfel & Puspitowati, 2020).

Therefore, the hypothesis proposed in this research are;

H5: Perceived Behavior Control (PBC) influences the interest of university students to engage in intention to venture creation (VC).

H6: Perceived Behavior Control (PBC) influences the interest of university students to engage in intention to self-employment (SE).

Based on the relationship of variables above, the research model in this study is as follows:



**Figure 1.1 Conceptual Framework**

Source: Modified from Purusottama & Akbar (2019)

## METHODOLOGY

The current study falls into the category of explanatory research, which is a type of causal research aimed at uncovering the causes and effects of a specific issue. It is also classified as associative research because it seeks to establish a connection or relationship between variables. Specifically, the associative hypothesis in this study explores a relationship between two variables, namely the independent variable and the dependent variable. The study used individuals as the unit of analysis and collected data through an online survey questionnaire. It focused on intracurricular-based and cocurricular-based University students who learn entrepreneurship education programs. A sample size of 190 intracurricular-based and

cocurricular-based University students who learn entrepreneurship education programs was selected using purposive sampling, a non-probability technique. Primary data was collected through an online questionnaire created with Google Forms and distributed to respondents via a shared link. Given the small sample size, the research employed the Partial Least Squares Structural Equation Modeling (PLS-SEM) data analysis approach, suitable for analyzing data with multiple constructs and numerous items. PLS-SEM can examine the relationships between variables and identify issues in the distributed questionnaire (Hair et al., 2019).

## RESULTS

The study's target population consists of Indonesian university students. The research sample includes students enrolled in entrepreneurship education, categorized into two groups: intracurricular students from the Faculty of Economics and cocurricular students who, despite being non-economics majors, are studying entrepreneurship education. Respondent profiles are based on academic semesters and faculty/department. Table 1 and 2 present the distribution of respondents in terms of the current semester they are in and the faculty they are (which is only divided into Faculty of Economy and Business and Faculty of Non-Economic and Business;

**Table 1. Respondents' current semester**

Category	Respondents	Percentage
Semester 4-6	12	6.4%
Semester 7-9	172	91.5%
Semester >9	4	2.1%
<b>Total Respondents</b>	<b>188</b>	<b>100%</b>

Source: Data processed Smart PLS (2023)

Among the 188 respondents (2 were eliminated from 190 collected data due to invalid data); 12 are in their fourth to sixth semesters, 172 are in their seventh to ninth semesters, and four are students beyond their ninth semester.

**Table 2. The Faculty of the students**

Category	Respondents	Percentage
Economy/Management/Business	136	72.3%
Non-Economy and Business	52	27.7%
<b>Total</b>	<b>188</b>	<b>100%</b>

Source: Data processed Smart PLS (2023)

Among the 188 respondents, most of the students of 136 students (72.3%) are currently active as students in Faculty Economy and Business and the balance of 52 (27.7%) are not in faculty of economy and business.

## Measurement Model Evaluation (Outer Model)

### Convergent Validity Test Result

Table 3 below displays the outcomes of the Convergent Validity Test;

Table 3. Convergent Validity

<b>Variable</b>	<b>AVE</b>	<b>Value (&gt;0.5)</b>
AAT	0.638	Valid
SN	0.673	Valid
PBC	0.786	Valid
VC	0.763	Valid
SE	0.763	Valid

Source: Data processed Smart PLS (2023)

The assessment of Average Variance Extracted (AVE) indicates that the AVE values for all variables exceed 0.5, indicating satisfactory convergent validity among the variables studied in the research.

### Discriminant Validity Test Result

The outcomes of the Discriminant Validity Test, as depicted in Table 4, illustrate that the values along the diagonal exceed the correlation coefficients between each pair of variables. The result signifies robust discriminant validity, confirming that the variables display ample distinctiveness.

### Reliability Test Result

Table 5 displays the calculated Cronbach's alpha values, which fall within the range of 0.780 to 0.898. These results indicate a high level of construct reliability. Additionally, the composite reliability values ranged from 0.712 to 0.922. Notably, all variables exceeded the 0.7 threshold, affirming the strong reliability of all variables in measuring their respective constructs.

Table 4. Discriminant Validity Test

	Attitude	Self-Employment	Venture Creation	Perceived Behavioral Control	Subjective Norm
Attitude	0.799				
Self-Employment	-0.224	0.874			
Venture Creation	0.716	-0.224	0.874		
Perceived Behavioral Control	0.697	-0.138	0.649	0.886	
Subjective Norm	0.192	0.172	0.219	0.167	0.820

Source: Data processed Smart PLS (2023)

Table 5. Reliability Test Result

Variable	Cronbach's Alpha	Value (>0.6)
<i>Attitude</i>	0.712	Reliable
<i>Subjective Norm</i>	0.837	Reliable
<i>Perceived Behavioral Control</i>	0.729	Reliable
<i>Intention to Venture Creation</i>	0.897	Reliable
<i>Intention to Self-Employment</i>	0.922	Reliable

Source: Data processed Smart PLS (2023)

### Measurement Model Evaluation (Inner Model)

Once the data's reliability and validity have been established, the subsequent phase entails data analysis through a structural model to investigate the connections between variables in the study. This analysis will encompass the evaluation of the coefficient of determination, t-statistics, and the performance of a multicollinearity test to assess the structural model.

The outcomes of the coefficient of determination ( $R^2$ ) in this study are outlined as follows (table 6)

Table 6. Coefficient Determination ( $R^2$ )

Variable	$R^2$
<i>Intention to Venture Creation</i>	0.581
<i>Intention to Self-Employment</i>	0.175

Source: Data processed Smart PLS (2023)



The coefficient of determination (R2) values for the variable Y influenced by the variables X (Attitude, Subjective Norms, and Perceived Behavioral Control) are as follows:

For the intention to venture creation, the R2 value is 0.581, indicating that the X variables influence the VC variable to the extent of 58.1%. For the intention to self-employment, the R2 value is 0.175, meaning that the SE variable is only slightly influenced by the X variables, accounting for 17.5%. Meanwhile, 24.4% of it is influenced by other variables outside the scope of this study.

### T-Statistics and P-Value

The summary of T-statistics and P-values of the variables studied is presented in table 7;

**Table 7. T-Statistics and P-values**

Variabel	T-Statistik	P-Value
AAT → VC	5.761	0.000
AAT → SE	2.781	0.006
<b>SN → VC</b>	<b>1.945</b>	<b>0.052</b>
SN → SE	3.123	0.001
PBC → VC	3.590	0.000
<b>PBC → SE</b>	<b>0.573</b>	<b>0.567</b>

Source: Data processed Smart PLS (2023)

Based on the data results above, there are four relationships between variables with t-statistics above 1.96, namely AAT → VC with a value of 5.761, followed by AAT → SE with a value of 2.781, SN → SE with a value of 3.123, and PBC → VC with a value of 3.590, and their p-values are also below 0.05. These values indicate significant influences between these variables. On the other hand, for the other two variable relationships, SN → VC and PBC → SE, their t-statistic values of 1.945 and 0.573 are below 1.96, and their p-values are above 0.05, suggesting that the influence between these variables is not significant.

**Table 8. Hypothesis results summary**

Relationship	Original Sample	T-Statistic	P-Value	Hypothesis Result	Conclusion
AAT → VC	0.456	5.761	0.000	Has a positive and significant influence	H0: Rejected H1: Accepted

AAT → SE	-0.245	2.781	0.006	Has a negative and significant influence	H0: Rejected H2: Accepted
SN → VC	<b>0.087</b>	<b>1.945</b>	<b>0.052</b>	<b>Has a positive but insignificant influence</b>	<b>H0: Accepted H3: Rejected</b>
SN → SE	0.220	3.123	0.001	Has a positive and significant influence	H0: Rejected H4: Accepted
PBC → VC	0.278	3.590	0.000	Has a positive and significant influence	H0: Rejected H5: Accepted
<b>PBC → SE</b>	<b>0.052</b>	<b>0.573</b>	<b>0.567</b>	<b>Has a positive but insignificant influence</b>	<b>H0: Accepted H6: Rejected</b>

Source: Data processed Smart PLS (2023)

## DISCUSSION

### Attitude and intention to venture creation or self-employment

This finding support that attitude positively influences entrepreneurial interest and intention in previous research (Farazila Radzi, 2019; Hansfel & Puspitowati, 2020; Said & Iskandar, 2020; Simanihুরু et al., 2021). Several other studies share a similar perspective, such as research conducted by (Ferreira et al., 2012; Malebana, 2021; Mothibi & Malebana, 2019). Furthermore, the results of this study also indicate similar findings, with attitude impacting students' interest in entrepreneurship. The attitude held by students will influence their inclination to engage in entrepreneurship or self-employment. In Table 8, the path coefficient results show a positive and significant influence on the relationship between attitude and intention to venture creation. However, there is a significant negative influence on the relationship between attitude and intention to self-employment. Regardless of the result of this study, the finding suggests that students' attitudes strongly affect their interests, thus supporting H1 and H2. The attitude of students plays a significant role in their inclination towards entrepreneurship. Students with an entrepreneurial attitude are more likely to engage in entrepreneurship rather than opting for self-employment, and vice versa.

### Subjective norm and intention to venture creation or self-employment

Subjective norm represents the influence of one's surrounding environment that can impact an individual's behavior (Khasanah, 2011) and the finding supported by previous research (Said & Iskandar, 2020; Simanihুরু et al., 2021). Based on the research conducted by (Solesvik et al., 2012), the subjective norm does not significantly affect entrepreneurial interest and the finding is also similar to research conducted by (Hansfel & Puspitowati, 2020). The results in Table 8 indicate a positive relationship between subjective norm and intention to venture creation. However, this relationship is not statistically significant—the generated t-statistic falls below 1.96, with an original sample value of 0.087. In contrast, the influence is positive and significant in the relationship between subjective norms and intention to self-

employment. The result occurs because the t-statistic is more significant than 1.96, with the original sample value ranging from zero to one. Therefore, based on these results, H3 is rejected, and H4 is accepted. Subjective norms can influence students' interest in entrepreneurship, but the influence is insignificant. The influence is positive but relatively small in shaping the interest of students.

The relationship between subjective norms, intention to venture creation, and intention to self-employment shows different results. This disparity might be attributed to the diverse environments of the respondents. When the surrounding environment primarily consists of self-employment, individuals may be more inclined to consider self-employment rather than venture creation, and vice versa. Hence, the respondents' environments could be one of the reasons why H3 is rejected. Additionally, the respondents in this study include not only business students but also non-business/non-economics students. This diversity might explain why the hypothesis related to intention to venture creation was rejected.

### **Perceived behavioral control and intention to venture creation or self-employment**

Perceived behavioral control refers to an individual's perceived control over a particular matter that shapes their perception. According to research conducted by (Malebana, 2021; Mothibi & Malebana, 2019; Simaniburuk et al., 2021), PBC has a positive impact on entrepreneurial interest. Similarly, the study by (Hansfel & Puspitowati, 2020) also suggests that PBC positively influences entrepreneurial interest because when students possess the ability related to PBC and have sufficient entrepreneurship knowledge, it fosters their interest in entrepreneurship.

In this study, the t-statistic generated for the relationship between PBC and intention to venture creation is above 1.96, with the original sample value ranging from zero to one. Consequently, the research concludes that PBC significantly and positively affects entrepreneurial intention, aligning with previous research findings. However, the relationship between PBC and intention to self-employment is insignificant due to the t-statistic falling below 1.96, despite being positive. Therefore, H5 is accepted, and H6 is rejected. Based on these results, individuals' perceptions play a crucial role in attracting their interest in entrepreneurship. When someone possesses a strong PBC toward a particular matter, they become inclined to pursue it.

The results also differ between PBC and VC and PBC and SE. The positive relationship between PBC and VC is accepted, while the relationship between PBC and SE is rejected. These varying results could stem from different perceptions held by the respondents. Based on the questionnaire results, the respondents have a strong and positive perception of entrepreneurship, which can enhance their entrepreneurial interest. These perceptions may arise from their surrounding environment or their learning experiences. The strong perception could be attributed to the fact that 136 respondents are economics/business students who have a clear understanding of entrepreneurship. Consequently, respondents agree that perceived behavioral control can influence students' interest in entrepreneurship.

## **CONCLUSION**

Four of the six hypotheses proposed in this study have been proven significant, while two

have been rejected. Attitude and Perceived Behavioral Control have been found to influence Intention positively and significantly to Venture Creation. The variable Attitude has a positive and significant effect on Intention to Self-Employment, whereas the Subjective Norm has a negative and significant impact on Intention to Self-Employment. Additionally, it has been observed that the Subjective Norm does not significantly affect the Intention to Venture Creation, and Perceived Behavioral Control does not significantly influence the Intention to Self-Employment.

This study found that attitude significantly influences the intention to engage in entrepreneurship or self-employment. Among the three indicators of attitude (AAT), Indicator AAT 3, which addresses the readiness of respondents to accept all the risks associated with entrepreneurship, had the lowest average score of 4.085. The low score suggests that not all students are fully prepared to accept the risks associated with entrepreneurship. Therefore, universities can provide knowledge on risk prevention, such as organizing entrepreneurship competitions or offering entrepreneurship incubators to support and guide students when starting a business. Students should also independently develop entrepreneurial attitudes by participating in entrepreneurship classes, seminars, and extracurricular activities.

Additionally, this research found that subjective norms influence the intention to venture creation but not significantly. The median values for the indicators in subjective norm (SN) were around four, indicating that respondents agreed that subjective norms influenced their actions. Among these indicators, SN 1, which deals with whether friends influence the decision to become an entrepreneur, had the lowest average score of 3.755. The low score suggests that friends do not strongly influence the intention to become an entrepreneur. Hence, family is crucial in increasing students' entrepreneurial interest by providing support and encouragement. Family support can involve training students in entrepreneurship if the family owns a business or providing entrepreneurship education and supporting entrepreneurial activities.

Lastly, this study found that Perceived Behavioral Control (PBC) influences the intention to venture creation but not the intention to self-employment. The median values for the PBC indicators were around four, indicating that respondents agreed that PBC influenced their interests. Among these indicators, PBC 1, which deals with the ease of starting a business, had the lowest average score of 4.074. The lowest score suggests that students find it challenging to start a business even if they want to. Therefore, universities can shape students' perceptions of entrepreneurship by providing practical entrepreneurship education, such as creating businesses or group projects related to entrepreneurship. This practical experience can help students form perceptions about entrepreneurship, whether challenging, easy, or enjoyable. Students should also actively engage in entrepreneurship activities provided by the university to develop their perceptions, attitudes, and interests in entrepreneurship.

In summary, universities can play a significant role in shaping students' entrepreneurial attitudes, perceptions, and interests by providing practical entrepreneurship education, support, and opportunities for hands-on experience.

This study has limitations, which were identified during the research process. The first limitation is that the research sampled respondents from two groups of students who received entrepreneurship education as intracurricular-based and cocurricular-based and tested them together. In future research, more focused results may be obtained by comparing these two groups using multigroup analysis. The second limitation is the addition of entrepreneurial behavior variables to provide empirical contributions to the influence of intention to venture creation and intention to self-employment on entrepreneurial behavior.

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