

ANALYSIS OF THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION AND BEHAVIOR CONTROL ON ENTREPRENEURIAL ATTITUDES AND ENTREPRENEURIAL INTENTION AMONG STUDENTS OF PELITA HARAPAN UNIVERSITY

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ABSTRACT

This study is aimed at testing the variables of entrepreneurial attitude and behavioural control on entrepreneurial education and entrepreneurial intention among students of Pelita Harapan University. The subjects of this study consisted of 220 respondents who are students from various departments at Pelita Harapan University. The data collection method used in this study is quantitative, with sample selection using purposive sampling technique. Data analysis was conducted using Partial Least Square-Structural Equation Modelling (PLS-SEM) with the Smart-PLS version 4.0.9.6 application. The results show that Behavioural Control and Entrepreneurial Attitude have a positive influence on Entrepreneurial Education. Additionally, Behavioural Control and Entrepreneurial Education have a positive influence on Entrepreneurial Intention. However, Entrepreneurial Attitude has a negative impact on Entrepreneurial Intention.

Keywords: *Entrepreneurial Attitude; Behavioural Control; Entrepreneurial Education; Entrepreneurial Intention.*

1. INTRODUCTION

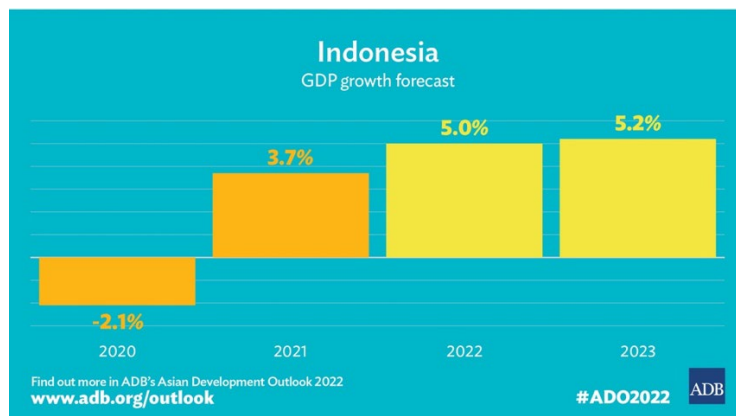
In the previous journal research by Mensah (2021), it discusses entrepreneurial intentions among students in China, examining whether each independent variable has a strong influence on the dependent variable. There are six independent variables related to one dependent variable. The independent variables in the journal include entrepreneurial attitude, subjective norm, behaviour control, entrepreneurship education, student internship motivation, and self-efficacy. Additionally, there is one dependent variable, namely entrepreneurial intention. The relationship between entrepreneurial attitude and entrepreneurial intention has a positive influence, as evidenced by the analysis in this journal. It explains that every student must possess an entrepreneurial attitude, which directly impacts entrepreneurial intention. Subjective norm also influences entrepreneurial intention positively. This is because students require social norms in entrepreneurial intention. Social norms entail pressure from family, friends, and teachers to adhere to positive norms in becoming an entrepreneur, and the necessary support from their environment to achieve positive impacts in becoming an entrepreneur. Behaviour control affects entrepreneurial intention, as described in the journal, emphasizing that behaviour control plays a strong determinant role in supporting entrepreneurial intention. In this concept, there are challenges for students who aspire to be entrepreneurs. Overcoming these challenges requires students to make their own decisions in

establishing or developing a business, and this variable supports entrepreneurial intention. Self-efficacy influences entrepreneurial intention positively. The research findings in this journal show a positive impact on the hypothesis, explaining that building a business requires skills and abilities gained from previous experiences or education. Possessing these abilities enables students to solve problems encountered during the business process, supporting entrepreneurial intention. Entrepreneurship education affects entrepreneurial intention, as education provided to students helps them understand their own capabilities in running a business. Through education, students can also shape new innovations to develop the businesses they will undertake. This variable is stated to support entrepreneurial intention. Regarding the independent variable of student internship motivation, it strongly influences entrepreneurial intention. Internships greatly influence students to become entrepreneurs because through internships, students can gain experience that helps them develop their entrepreneurial skills. This variable strongly supports entrepreneurial intention. Previous journal research results show significant results for each independent variable on the dependent variable. Indonesia is a country with a very high population, divided into several different regions. In June 2022, Indonesia recorded a population of 275.36 million people.



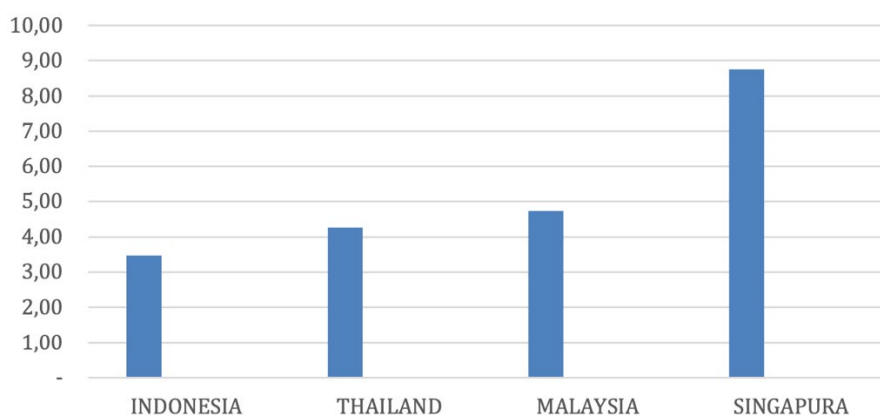
Source: Indonesian Population Data 2023

With this high population, Indonesia has the potential to become a developed country. According to the Organisation for Economic Co-operation and Development (OECD), Indonesia has the potential to become a developed country by 2045, with an estimated \$8.89 trillion, making it the world's fourth-largest economy. In that prediction, it is based on the years 2030 to 2040. Furthermore, out of the population of productive age, there are 190.98 million people, with a percentage of 69.25% of the total population aged between 15 and 64 years, while 84.4 million people are classified as no longer productive, with a calculation of 30.75%. For the economy to become part of a developed country, it needs to be at a percentage of 7.5%. However, according to the analysis conducted by Haryanto (2023), in 2022, Indonesia experienced economic development at a percentage of 5.31, as reported by Bank Indonesia, indicating a significant increase compared to Indonesia's previous economy, which was at 3.7%. It is estimated that in the upcoming year 2023, the economy will remain strong at around 4.5% to 5.3%.



Source: Data on Indonesia's Economic Growth based on the Asian Development Bank 2022. To support Indonesia's journey towards becoming a developed country, a large number of entrepreneurs are needed to drive the economy forward. The role of entrepreneurship is crucial for the country's economy, as it can reduce unemployment and create job opportunities for those in need, thus contributing to Indonesia's economic growth. Indonesia currently has a low entrepreneurship ratio, with only 3.4% of the total population engaged in entrepreneurship. This figure is significantly lower compared to neighboring countries such as Singapore, which has an entrepreneurship ratio of 8.7%, Thailand at 4.2%, and Malaysia at 4.7%. Therefore, to propel Indonesia towards becoming a developed country, it is essential to foster the growth of Small and Medium Enterprises (SMEs) and enhance their competitiveness in the digital era, thereby increasing productivity (Airlangga Hartanto, 2018).

Rasio Wirausaha ASIA TENGGARA



Source: Data on the Number of Entrepreneurs from the Ministry of Industry of the Republic of Indonesia

In developing Indonesia's economy towards becoming a developed country, it requires students who have the intention to become entrepreneurs or choose to work with companies to build their careers after graduating from university. As it is known, every year there will be students graduating from Pelita Harapan University. Therefore, this research subject discusses entrepreneurial intentions among students who have graduated from university. In this regard, entrepreneurial intention is explained by Donaldson (2019) as representing a theoretical construct often adopted and applied in the ambition to help explain the transition of individuals from distant thinking to more proximal entrepreneurial action. Entrepreneurial intention among students is influenced by many factors, divided into two categories: internal and external factors. Internal factors include locus of control, risk-taking propensity, and locus of personality, while external factors include academic support, social support, and environmental

support (Ina Ratnamiasih, 2016). Several factors influence entrepreneurial intention. Research conducted by Mensah (2021) indicates that entrepreneurial education, behaviour control, and entrepreneurial attitude influence entrepreneurial intention. Luc's (2018) research shows that behaviour control has a positive effect on entrepreneurial intention, as demonstrated in previous studies. Furthermore, research by Saputra & Puspitowati (2021) explains the positive relationship between entrepreneurial attitude and entrepreneurial intention, and likewise, Mensah (2021) also describes a positive relationship between entrepreneurial education and entrepreneurial intention. In the study by Wijingga & Sanjaya (2019), it is concluded that there is still unemployment in Indonesia among university graduates because most graduates are more focused on finding jobs rather than creating them. This research indicates that the entrepreneurial attitude among graduates is still low. Primandaru's (2017) research states that high unemployment rates are caused by individuals lacking entrepreneurial spirit in society. There is a tendency that the higher the level of education, the higher the entrepreneurial spirit. Therefore, several factors to be tested on entrepreneurial intention could serve as supportive factors for this research. A survey conducted in 2023 randomly sampled 30 students from Pelita Harapan University from various different majors. The results of the survey show that 15 out of 30 students choose to start their own business after graduating from university. However, 50% choose to pursue their careers in companies because it is more appealing than starting their own business. These initial observations yield minimal results regarding entrepreneurial intention among Pelita Harapan University students. Based on the issues, survey results, and phenomena found, this research seeks to identify direct factors that can influence the entrepreneurial intention of Pelita Harapan University students. Additionally, this research is conducted with the intention of enhancing entrepreneurial intention among Pelita Harapan University students after graduation, with the hope that they will become entrepreneurs after graduating.

2. LITERATURE REVIEW

Entrepreneurial Intention

(Molino, Dolce, Cortese, Ghislieri, Chiara., 2018) defines entrepreneurship as a process, and the first important step in this process is entrepreneurial intention. (Alammari, Newbery, Haddoud, Mohamed Yacine Beaumont, Emily., 2019) defines entrepreneurial intention as "the self-acknowledged belief by an individual to set up a new business consciously with the aim of doing so in the future." Entrepreneurial intention reflects the level of readiness, desire, and preparedness of an individual to pursue entrepreneurship as a career choice and engage in entrepreneurial activities. (Jena, 2020) explains that the depiction of the intention to start a business influences mentality by having high desires and hopes for what has been chosen.

Entrepreneurial Attitude

Santos, Roomi, Liñán, Francisco. (2016) define that attitude toward behaviour (entrepreneurship) is an important component regarding perceived desirability that influences Entrepreneurial Intention. Jena (2020) defines entrepreneurial attitude in students as a psychological response after receiving a series of entrepreneurship education. (Fenech, Baguant, Dan Ivanov., 2019) Recognizing four aspects of entrepreneurial attitude, including the desire for achievement, personal control over behaviour, innovation capability, and self-esteem. Personal control over entrepreneurial behaviour refers to the level of control and influence perceived by individuals over the outcomes of the business initiatives they undertake. Innovation involves the process of thinking about new ideas, products, and other creative elements.

From the explanations provided, the conclusion drawn regarding entrepreneurial attitude encompasses an individual's readiness to respond to personality traits that characterize an entrepreneur. This involves self-confidence, focus on tasks and outcomes, skills in taking risks and seeking challenges, leadership, creativity, and forward orientation.

Behaviour Control

According to Yap (2013), behaviour control is defined as the most controversial construct in the Theory of Behaviour Control, partly due to the inconsistency of empirical findings regarding its influence on intention, and partly due to disagreements about its conceptualization and operationalization. Ahmed (2020) defines that students may face several perceived challenges related to their decisions to develop new ventures and businesses. Research has validated the positive and significant impact of perceived behaviour control on Entrepreneurial Intention. It is widely believed that perceived behaviour control is a crucial determinant of behavioural intention in many studies according to explanations from (Leeuw et al., 2015).

According to Webb (2013), Behaviour Control involves several external conditions, such as the availability of facilities, time, costs, knowledge about behaviour, and skills, which may be beyond personal control, thus influencing their intention to participate in certain practices. If individuals have greater control over themselves, then they will have a stronger intention to achieve a particular behaviour. Additionally, the concept of behaviour control is related to emotions, interpreted as if someone has good behaviour in front of others, then that person can be considered good and thought to have a good personality, and vice versa if someone's behaviour is not good, then others will perceive that person to have a bad personality and will be judged poorly by others.

Entrepreneurial Education

According to Kassean (2015), entrepreneurship education is defined as a concept where the entrepreneurial approach and entrepreneurship in universities can influence students' perceptions of entrepreneurship and their awareness of other job options. Entrepreneurship Education involves more than just starting a business. Currently, there is a growing interest in fostering an entrepreneurial mindset among students through appropriate entrepreneurship education. In the 21st century, entrepreneurship education is recognized as a critical determinant that has a significant impact on students' career choices.

Wei (2019) states that Entrepreneurship Education, as entrepreneurial education, can influence entrepreneurial performance by enhancing profitability, entrepreneurial spirit, entrepreneurial attitude, and survival opportunities (Ho et al., 2018).

Conceptual Framework and Hypothesis

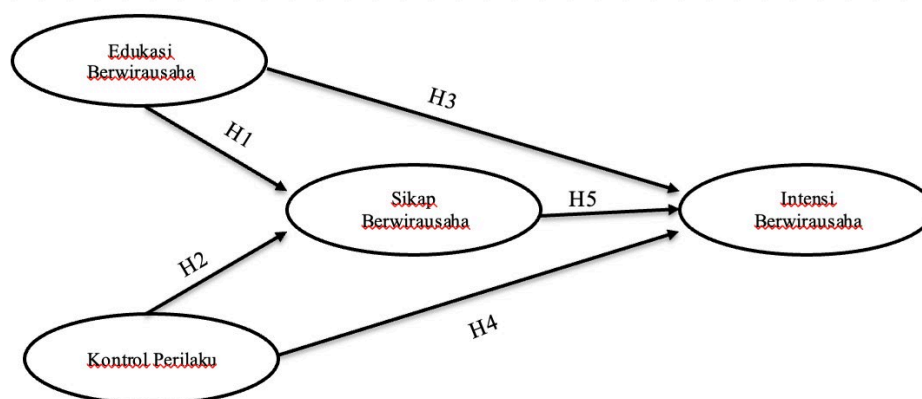


Figure 1 Conceptual Framework and Hypothesis

Hypotheses

Jena (2020) defines entrepreneurial attitude in students as a psychological response after receiving a series of entrepreneurship education. According to research by Ho (2018), Entrepreneurship Education, as entrepreneurship education, can influence entrepreneurial performance by enhancing profitability, entrepreneurial spirit, entrepreneurial attitude, and survival opportunities. Over time, there is a growing awareness among individuals of the influence of entrepreneurial attitude on entrepreneurship education, indicating a significant impact. Entrepreneurial attitude will emerge when someone has received entrepreneurship education because entrepreneurship education enhances attitudes in running a business.

H1: Entrepreneurship Education has a positive effect on Entrepreneurial Attitude.

Zia (2016) suggests that behaviour control significantly impacts a person's entrepreneurial attitude because the ability to manage and direct their actions can affect how well someone expresses entrepreneurial characteristics such as firmness, resilience to risk, and perseverance in achieving business goals. Fadul (2019) found that the application of behaviour control yields meaningful results regarding entrepreneurial attitude because the ability to manage and direct individual actions can positively impact the expression of entrepreneurial qualities, such as firmness, resilience to risk, and perseverance in reaching business goals. Susanto & Sahetapy (2021) argue that a deep understanding and application of behaviour control play a crucial role in shaping a person's entrepreneurial attitude. By effectively managing actions and responses, individuals can accurately portray entrepreneurial characteristics involving wise risk-taking, high perseverance, and sharp focus on achieving long-term business goals.

H2: Behaviour Control has a positive effect on Entrepreneurial Attitude.

Saputra & Puspitowati (2021) explain that students who have a strong positive attitude towards entrepreneurship are more likely to start their own businesses in the future. Research by Mensah (2021) indicates that students who have positive attitudes and aspirations to develop and own their own small businesses will find it easier to develop intentions to start their own businesses. Students are a critical stage in the formation and development of their lives; therefore, forming the right mindset and attitude towards entrepreneurship is crucial. In addition to individual personality and abilities, attitude is also one of the internal factors that influence the formation of an entrepreneurial spirit according to (Saputra & Puspitowati, 2021). In previous research, entrepreneurial attitude has a strong influence on Entrepreneurial Intention. (Mensah et al., 2021; Saputra & Puspitowati, 2021).

H3: Entrepreneurial Attitude has a positive effect on Entrepreneurial Intention.

According to Luc (2018), in the context of studying entrepreneurial intention, perceived behaviour control is considered one of the strongest determinants of the intention to engage in entrepreneurial behaviour. Research by Mensah (2021) explains that students may face several perceived challenges related to their decisions to develop new ventures and businesses.

Research has validated the positive and significant impact of perceived behaviour control on Entrepreneurial Intention. According to research by Ahmed (2020), students may face several perceived challenges related to their decisions to develop new ventures and businesses. Research has validated the positive and significant impact of perceived behaviour control on Entrepreneurial Intention.

H4: Behavior Control has a positive effect on Entrepreneurial Intention.

According to the research by Mensah (2021), providing quality entrepreneurship education to students is the best way to develop entrepreneurial spirit in them, leading to the highest tendency to engage in the development of new ventures. According to Nowinski (2019), entrepreneurship education not only teaches how to start a business but also teaches students how to identify opportunities in becoming an entrepreneur. Putri (2017) defines entrepreneurship education as shaping an individual to become an entrepreneur by forming their mindset, attitude, and behavior.

H5: Entrepreneurship Education has a positive effect on Entrepreneurial Intention.

3. RESEARCH METHOD

Swarjana (2022) defines population as referring to a group of individuals, groups, or objects that are the focus of research, and from which research findings are expected to be generalized. According to Anshori & Iswati (2020), a more complex understanding of population is that it not only encompasses the number of individuals who are the subject of study, but also involves all the characteristics or traits possessed by those subjects. Veronica (2022) revealed in this study that when it is impossible to take the entire population units in research, sampling is necessary.

Research sampling is defined as a segment of the total number and characteristics possessed by the population. This sample is the smallest part of the population to be investigated, due to limitations of funds, time, and energy. The hope is that the conclusions drawn from the sample can be applied generally to the population. In this study, the sample is obtained from undergraduate students at Pelita Harapan University.

In this research, a sampling technique method is used to obtain the sample. According to Sumargo (2020), sampling techniques are closely related to survey activities, such as surveys on community income, market research on consumer behaviour, academic studies related to prejudice, epidemiological studies, and various other survey activities. Sari (2022) identifies two categories in sampling techniques: Probability and Non-Probability.

According to Hermawan & Yusran (2017), probability sampling is an objective method in which the probability of selecting each unit or element in the population is known in advance. In contrast, non-probability sampling is a subjective sampling method, where the probability of selecting population elements cannot be determined in advance. In this research, non-probability sampling technique is used through purposive sampling method. Purposive sampling has distinctive characteristics and limitations, where samples are selected based on specific criteria, both quantitative and qualitative.

4. RESULT AND DISCUSSION

Confirmatory Factor Analysis

	ENTREPRENEURIAL EDUCATION	ENTREPRENEURIAL INTENTION	BEHAVIOR CONTROL	ENTREPRENEURIAL ATTITUDE
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EE1	0,755		
EE2	0,923		
EE3	0,869		
EE4	0,875		
EI1		0,894	
EI2		0,921	
EI4		0,894	
EI5		0,902	
EI6		0,867	
BC1			0,749
BC2			0,746
BC3			0,808
BC4			0,763
BC5			0,715
EA1			0,919
EA2			0,891
EA3			0,753
EA5			0,901

Source: Smart-PLS Data Processing 30 Respondents Pre-Test (2023)

Variable	Average Variance Extracted (AVE)
ENTREPRENEURIAL EDUCATION	0,736
ENTREPRENEURIAL INTENTION	0,803
BEHAVIOR CONTROL	0,573
ENTREPRENEURIAL ATTITUDE	0,754

Source: Smart-PLS Data Processing 30 Respondents Pre-Test (2023)

	Cronbach's Alpha	Composite Reliability
ENTREPRENEURIAL EDUCATION	0,879	0,917
ENTREPRENEURIAL INTENTION	0,939	0,953
BEHAVIOR CONTROL	0,813	0,870
ENTREPRENEURIAL ATTITUDE	0,890	0,924

Source: Smart-PLS Data Processing 30 Respondents Pre-Test (2023)

5. CONCLUSION

In the testing of research hypotheses and analysis of data applied, further discussion will be conducted regarding the results of the research hypotheses.

Influence of Entrepreneurship Education on Entrepreneurial Attitudes:

In the context of this research, the analysis results indicate that entrepreneurship education has a positive influence on entrepreneurial attitudes, as evidenced by the analysis of the original sample values. It can be seen that with an increase in entrepreneurial attitudes, there is also an

increase in entrepreneurship attitudes by 0.223. In conclusion, there is a positive influence of entrepreneurship education on entrepreneurial attitudes in this study. This finding is supported by previous research by Ho (2018), where entrepreneurship education has a positive effect on entrepreneurial attitudes. Additionally, Jena (2020) also found that entrepreneurial attitudes have a positive effect on entrepreneurship education. This discovery indicates that students at Pelita Harapan University have gained understanding of entrepreneurship education to develop their own entrepreneurial attitudes. Education teaches them how to gain confidence in building their own businesses, take risks to develop their own ventures, and plan for the future. Therefore, continuous development and maintenance of entrepreneurship education are crucial.

Influence of Behavioural Control on Entrepreneurial Attitudes:

This research indicates that behavioural control has a positive influence on entrepreneurial attitudes. Previous research findings also support this, such as Fadul (2019) and Susanto & Sahetapy (2021), which found that behavioural control positively affects entrepreneurship education. This study is directed towards Pelita Harapan University students who can tackle challenges directly or indirectly. Positive behaviour of students in problem-solving contributes to the development of behavioural control. Therefore, good behaviour contributes to positive attitudes towards entrepreneurship.

Influence of Entrepreneurship Education on Entrepreneurial Intention:

The research concludes that entrepreneurship education has an influence on entrepreneurial intention, as shown by the increase in both variables in the original sample. This finding is consistent with previous studies by Mensah (2021) and Putri (2017), which found a positive effect of entrepreneurship education on entrepreneurial intention. This suggests that students at Pelita Harapan University, particularly those in economics and business majors, have a high intention to become entrepreneurs due to the positive results of entrepreneurship education. Education not only teaches students how to start businesses but also how to identify opportunities for entrepreneurship.

Influence of Behavioural Control on Entrepreneurial Intention:

This research reveals that behavioural control has a positive impact on entrepreneurial intention. The increase in behavioural control positively affects the increase in entrepreneurial intention by 0.311. This finding aligns with previous research by Mensah (2021), which concluded that behavioural control positively influences entrepreneurial intention. Based on the findings from Pelita Harapan University students, there is a positive trend towards entrepreneurship. Therefore, behavioural control plays a crucial role in influencing entrepreneurial intention.

Influence of Entrepreneurial Attitudes on Entrepreneurial Intention:

This finding indicates that entrepreneurial attitudes do not have a significant positive influence on entrepreneurial intention, as supported by previous research (Mayya Choirunnisya et al., 2021). Furthermore, this hypothesis was not supported due to the study's focus on students from various majors who may not have entrepreneurial intentions upon graduation, such as pharmacy, medicine, engineering, international relations, and law. Since not all majors provide entrepreneurship education, students are more inclined to pursue careers in their respective fields. Therefore, future research should focus on students who already have knowledge of entrepreneurship to develop this hypothesis further.

Theoretical Implications

This study is a modified version of the research conducted by Mensah et al. (2021), which directly examined the variables of entrepreneurial attitude, behavioural control, and entrepreneurship education on entrepreneurial intention among Chinese students. This study follows a similar approach but reduces the number of variables, simplifying the analysis. The results of this study can strengthen the findings of Mensah et al. (2021), as it shows positive

and significant relationships between behavioural control, entrepreneurship education, and entrepreneurial intention.

In addition to reinforcing previous research, this study contributes to the development of related fields of study. It provides insight into the high influence of behavioural control and entrepreneurship education on entrepreneurial intention. Furthermore, it enhances understanding of entrepreneurship, emphasizing the importance of entrepreneurial attitude, behavioural control, and entrepreneurship education in developing entrepreneurial intention. The education individuals receive can assist them in effectively running their businesses, while behavioural control enables them to make decisions confidently, thereby impacting not only their own lives but also those of others.

Managerial Implications

The managerial implications of this research can be applied to the higher education institution that participated in this study, namely Pelita Harapan University. This university should pay attention to the aspects of entrepreneurial attitude, behavioural control, and entrepreneurship education of its students with the aim of creating graduates who become entrepreneurs.

In one of the indicators of the entrepreneurial attitude variable, there is one indicator with a low score, which is the awareness of students regarding career options after graduation from university, besides becoming an entrepreneur. Therefore, it is necessary to continuously develop students' mindset regarding this matter. Other indicators can be maintained as their results are satisfactory. One practical action that the university can take to enhance entrepreneurial attitudes is to arrange visits to various companies. This activity will help students become interested in becoming entrepreneurs. Additionally, the university environment can support students in becoming entrepreneurs by organizing bazaars around the Pelita Harapan University campus, involving students from various majors to participate. Furthermore, students who receive entrepreneurship education can be assigned final projects in the form of starting their own businesses. This can help spark interest in entrepreneurship among students who initially were not interested. These actions represent support from the university to develop students' entrepreneurial attitudes.

Moreover, the university can support students' behavioural control by encouraging them to join organizations to develop their teamwork skills, thus enhancing their behavioural control. Additionally, the university should focus on increasing discipline levels to maximize students' behavioural outcomes. Each student needs to take responsibility for their choices, and failure to do so indicates a lack of improvement in their behaviour. Positive changes in students will lead to behavioural development.

Furthermore, in developing entrepreneurship education, Pelita Harapan University can educate students on how to identify opportunities to start their own businesses, understand the requirements for business development, and provide educational seminars to fulfil their entrepreneurial needs.

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