



Testing the Extended Theory of Planned Behavior in Predicting Entrepreneurship Intention: an Empirical Study

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ABSTRACT

This study predicts the relationship between attitudes towards entrepreneurship, subjective norms, perceived behavioral control, and entrepreneurship education on XYZ University students' entrepreneurial intentions. The approach of this research is quantitative research. Data was collected by applying questionnaires. This study consisted of 171 respondents. The data analyzed by using validity and reliability tests before hypothesis testing. The Findings revealed that attitudes towards entrepreneurship had a positive effect on entrepreneurial intentions, subjective norms had a positive impact on entrepreneurial intentions, behavioral control. It is considered to affect entrepreneurial intentions positively, positively affecting entrepreneurial intentions, moderate entrepreneurship education relationships between attitudes towards entrepreneurship with harmful entrepreneurial intentions. Also, entrepreneurship education moderates the relationship between subjective norms on entrepreneurial intentions negatively. Entrepreneurship education moderates the relationship between perceived behavioral control negative about entrepreneurial intentions.

Keywords: attitudes towards entrepreneurship; subjective norms; perceived behavioral control; entrepreneurship education; entrepreneurial intentions

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INTRODUCTION

The unemployment rate is one of the main problems in many developing countries like Indonesia. The report shows that diploma and university graduates' unemployment rate has risen in the last two years (Pusparisa, 2019). Furthermore, the number of unemployed diplomas rose from 6.4% to 6.9%. Not only that, the number of university unemployment rose from 5% to 6.2%. It stated that there are three reasons for the increase in unemployment of diploma and college graduates. First, because the skills

possessed are not needed by the industry. Second, the nominal salary demand is too high. Third, at least the industry is willing to employ these graduates (Reaktor.co.id, 2019).

Entrepreneurship can be the right solution for this problem. Being an entrepreneur can be an option for students when they graduate from college (Pihie, 2009). Moreover, entrepreneurship can contribute positively to social and economic development in a country in many ways. Furthermore, entrepreneurship can create jobs and help absorb unemployment because an entrepreneur's existence means new jobs opened or arisen (Muchson, 2017). However, many tertiary education graduates are oriented towards looking for work rather than creating jobs (Handaru, Parimita, Achmad, & Nandiswara, 2014).

On September 5, 2016, Joni Mardizal, as the Expert Staff for the Creative Economic of the Ministry of Youth and Sports, also mentioned that interest in Indonesia's entrepreneurship was still low. He added that the current low interest in youth entrepreneurship is still an employee in a State-Owned Enterprise or Civil Servant (Putra, 2016). This statement is also in line with the HIPMI survey results in 2016, which proved that 83% of university graduates tend to want to find work as employees rather than creating jobs by becoming entrepreneurs. Specifically, only 4% of all respondents are interested in becoming entrepreneurs, which the rest want to become members of NGOs and politicians.

HIPMI Bahlil Lahadalia stated that millennials are reluctant to be entrepreneurs because they want to relax more since they are considered an established profession. In contrast to being an entrepreneur who has many risks. Not only that, Bahlil Lahadali regrets misperceptions that millennial children have. That fact is considered a cause of concern during the intense competition era, which requires Indonesia to have more entrepreneurs to support the national economy. He believes it must become a national awareness so that Indonesia can build its nation more intelligent and competitive (Zuraya, 2016). Departing from this concern, HIPMI organized the HIPMI plan to increase student entrepreneurial interest (Lampost.co, 2018). Based on the phenomena presented earlier, this study aims to predict the intention to become entrepreneurs by replicating the model developed by Maresch et al. (2016). Their model extended the theory of planned behavior by adding entrepreneurship education as a moderating variable.

LITERATURE REVIEW

Entrepreneurship is defined as a process adopted by an individual to identify new business opportunities and make the products or services sold (Schaper, Volery, Weber, & Lewis, 2011). Meanwhile, Rusdiana (2014) argues that entrepreneurship is the willingness and ability of a person to deal with various risks by taking initiatives to create new things. An entrepreneur is creatively and innovatively able to take advantage of existing opportunities to realize these people's desires in the future (Widayat, 2011). Entrepreneurs can identify various agreements and devote all the resources they have to turn those opportunities into something profitable (Nurain, 2011). An entrepreneur's goal is to become a marketer to meet consumers' needs and desires so that consumers feel satisfied (Przepiorka, 2016).

This study applied the Theory of Planned Behavior to predict entrepreneurial intentions. The planned behavior theory was developed based on the idea of reasoned action by (Ajzen & Fishbein, 1988). Specifically, the planned behavior theory shows that three main factors influence behavioral intentions: attitudes, subjective norms, and

perceived behavioral control (Ajzen, 1991). Concerning entrepreneurship, entrepreneurial intentions can be interpreted as desires and expectations affecting entrepreneurship choices (Pong, 2012). The purpose itself centered on the plan of action and the belief that someone will commit certain behaviors so that the intention can precede the precedence of a story (Owoseni, 2014). The theory of planned behavior is based on the assumption that humans are rational creatures using the information to consider a matter (Achmat, 2010). In this case, people think about attitudes first before deciding to do or not do certain behaviors.

Attitude is the readiness to react to specific objects in the environment as an appreciation of objects (Efendi & Makhfudli, 2009). A philosophy in entrepreneurial intentions can also be interpreted as a committed and willing to sacrifice to be an entrepreneur compared to being an employee (Thahir, 2015). An entrepreneurial attitude is also a tendency to react effectively in responding to the risks faced in a business (Andika & Madjid, 2012). To understand consumer intentions, a person also needs to measure subjective norms that affect his intent to act. Personal criteria are defined as perceived social pressure, which causes a behavior to be carried out or not (Ajzen, 2005). Subjective norms are a function of beliefs that someone agrees or disagrees with displaying a behavior (Achmat, 2010). Personal criteria refer to one's ideas about how and what to think about people who are considered essential and people who motivate to follow that thought (Maulana, 2012). The theory of planned behavior states that the third factor that affects individual intentions is the control of perceived behavior (Ajzen, 2005).

According to Teo & Lee (2010), perceived behavioral control refers to perceptions of ease or difficulty in carrying out behavior and management over achieving the behavior's goals. Perceived behavioral control is defined as one's belief in one's ability to complete a job (Gaddam, 2008). Control of perceived behavior can also be interpreted as a feeling of being able to act, used on one's knowledge through experience and judgment (Byabashaija, Katono, & Isabalija, 2011).

It is not only attitudes, subjective norms, and perceived behavioral control that influence one's intention to become an entrepreneur. However, entrepreneurship education also affects one's will to become an entrepreneur and directly influences his behavior (Kaijun & Sholihah, 2015). Entrepreneurship education is the transmission of entrepreneurial experience and skills to students to help them take advantage of business opportunities (Puang, 2011). Isrososiawan (2013) entrepreneurship education is a teaching and learning activity about entrepreneurship that includes personal knowledge, skills, attitudes, and character. People gain experience, develop abilities, and have more opportunities to improve their quality of life through education (Acs, 2016).

Research Hypotheses

The theory of planned behavior reveals that attitude is one of the predictors that influence specific intentions and can be a predictor that affects one's entrepreneurial choices. It is also supported by Suharti & Sirine's (2012) words, who say that entrepreneurial attitudes have a significant and robust effect on entrepreneurial intentions. Several previous studies show that philosophy is a predictor that positively influences entrepreneurial behavior (Almobaireek & Manolova, 2012; Carmen & Joaquín, 2012; Ferreira, Raposo, Rodrigues, & Dinis, 2012; Liñán & Chen, 2009; Malebana, 2014; Scott, 2015; Suprpto, Herminingsih, & Iskandar, 2012; Wijaya, 2008; Winarsih, 2014).

H₁: Attitudes towards entrepreneurship have a positive effect on entrepreneurial intentions.

Subjective norms refer to one's beliefs about how and what to think about people who are considered essential and people who motivate to follow that thought (Maulana, 2012). According to Díaz-García & Jiménez-Moreno (2010), subjective norms are formed from closer circles, environment, and attributes. All of these studies suggest that personal criteria have a positive effect on entrepreneurial intentions. The stronger subjective norms that are faced, the will to do this is getting stronger. A previous study concluded that entrepreneurial choices were influenced by personal criteria, which were positive influences (Andika & Madjid, 2012; Díaz-García & Jiménez-Moreno, 2010; Dwijayanti, 2012; Hermawan, 2011; Kautonen, Gelderen, & Tornikoski, 2011; Shook & Bratianu, 2010; Siu & Lo, 2013; Suharti & Sirine, 2012).

H₂: Subjective norms have a positive effect on entrepreneurial intentions.

The relationship between perceived behavioral control and entrepreneurial intentions is determined when someone believes that the behavior is easy or difficult to do (Cruz, 2015). The greater the behavioral control felt, the greater the intention formed, so that perceived behavioral control influences entrepreneurial intentions. Previous studies have shown that perceived behavioral control has a positive impact on the formation of entrepreneurial intentions (Almobaireek & Manolova, 2012; Ayodele, 2013; Byabashaija et al., 2011; Dwijayanti, 2012; Kautonen et al., 2011; Liñán & Chen, 2009; Sarwoko, 2011; Suharti & Sirine, 2012; Uddin & Bose, 2012; Wang, Lu, & Ali, 2012).

H₃: Control of perceived behavior has a positive effect on entrepreneurial intentions.

Entrepreneurship education can shape students' mindset, attitudes, and behavior to become true entrepreneurs to direct them to choose entrepreneurship as a career choice (Lestari & Wijaya, 2012). People gain knowledge, develop abilities, and have more opportunities to improve their quality of life through education (Acs, 2016). So, the greater the entrepreneurship education obtained, the more relevant it will become an entrepreneur. Previous research has shown that entrepreneurship education has a positive influence on entrepreneurial intentions (Ain, 2013; Andika & Madjid, 2012; Famous & Okafor, 2010; Gerba, 2012; Hussain & Norashidah, 2015; Kaijun & Sholihah, 2015; Lestari & Wijaya, 2012; Lorz, 2011; Mustofa, 2014; Negash, E., & Amentie, 2013).

H₄: Entrepreneurship education has a positive effect on entrepreneurial intentions.

In entrepreneurship education, entrepreneurship itself usually has a positive advantage compared to other career choices. It indeed strengthens students' positive attitudes rather than the negative and will also positively impact entrepreneurial intentions. Previous studies have shown that entrepreneurship education moderates the relationship between entrepreneurial attitudes toward entrepreneurial intentions (Bhat & Singh, 2018; Kautonen et al., 2011; Maresch et al., 2016; Zhang, Duysters, & Cloudt, 2014).

H₅: Entrepreneurship education moderates the relationship between entrepreneurial attitudes towards entrepreneurial intentions in a positive way.

Entrepreneurship education is undoubtedly considered essential and positively impacts starting a career so that positive support will appear to motivate. The higher the

motivation to obey others' opinions or suggestions in entrepreneurship, the higher their intention to become entrepreneurs. Previous studies have shown that entrepreneurship education moderates the relationship between subjective norms and entrepreneurial intentions positively (Bhat & Singh, 2018; Entrialgo & Iglesias, 2016; Kautonen et al., 2011; Maresch et al., 2016; Zhang et al., 2014). Where can be known that the more outstanding education received by students, subjective norms are essential for one's mentality to dare to make decisions

H₆: Entrepreneurship education moderates the relationship between subjective norms and entrepreneurial intentions positively.

Entrepreneurship education has also proven to effectively change personal attitudes and individual perceptions of carrying out entrepreneurial activities (Wibowo, 2016). In this case, the more excellent entrepreneurship education gained, the idea of entrepreneurship will be more open where this can provide awareness of the potential and abilities within. When people can see the capabilities that exist within themselves, they will see opportunities in doing business that will lead to entrepreneurship. The competencies they have to see entrepreneurial opportunities. Previous studies have shown that entrepreneurship education moderates the relationship between perceived behavioral control and entrepreneurial intentions (Bhat & Singh, 2018; Entrialgo & Iglesias, 2016; Kautonen et al., 2011; Maresch et al., 2016; Zhang et al., 2014).

H₇: Entrepreneurship education moderates the relationship between perceived behavioral control and entrepreneurial intentions positively.

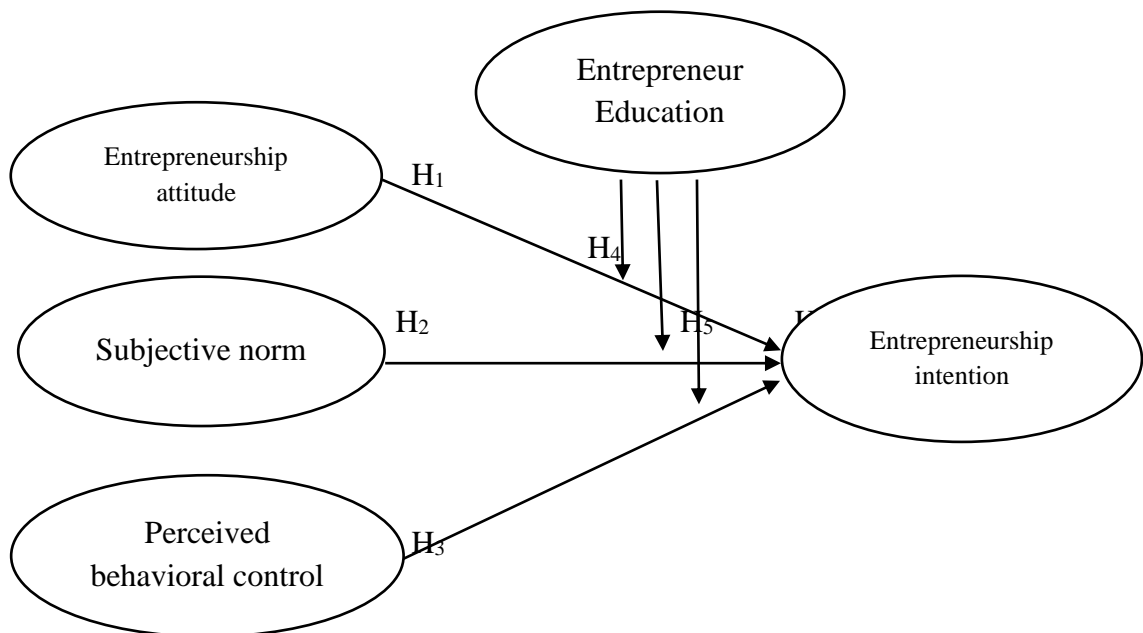


Figure 1. Research Model

Source: (Maresch et al., 2016)

RESEARCH METHOD

This study applied individual analysis as research subjects. The individuals studied were students of economics and business faculties at XYZ University, who were

students majoring in management who received introductory courses on entrepreneurship. It is because researchers want to know the opinions of each management student regarding entrepreneurial intentions in themselves. In this study, researchers used the Google form questionnaire as a medium to collect data from respondents. By doing data coding so that the respondent respondents studied have a rating code with a scale of 1-5 that limits respondents' circle. The use of such codes as 1 = "strongly disagree", 2 = "disagree", 3 = "neutral", 4 = "agree", and 5 = "strongly agree".

This study used a sample size of 200 following the rule of thumb, i.e., the minimum number of samples is 100. According to Kline (2011), the number of a sample can also be determined by multiplying the number of indicators (i.e., 20) to 10 times, where the result is 200. Then 200 becomes the minimum limit for distributing questionnaires in this study.

Researchers need to conduct reliability tests on data collected before running a validity test. Reliability is the ability of an instrument to measure the attributes of a variable and build consistently. The internal consistency reliability test is a consistency test of respondents' answers from all measures. Internal consistency can be assessed by calculating Cronbach's Alpha's coefficient (Sekaran & Bougie, 2016). Furthermore, constructs and variables can be reliable if they can provide a Cronbach's Alpha value > 0.7 (Hair, Black, Babin, & Anderson, 2010). Besides that, the reliability test from the corrected item-total correlation. Corrected item-total correlation is one measure used to determine the indicators' ability to be tested to survive together as a variable. For the fixed item-total correlation limit in this study, the limit used is 0.4. Still, according to (Hair-Jr, Black, Babin, & Anderson, 2015) if the value of the corrected item-total correlation is below 0.4, then the indicator can be said to be unreliable and must discard the needle. After the data is reliable, the next step is to test the validity. This validity test applied the strength of the correlation between different variables. Specifically, the correlation coefficient ranges from - 1 to 1, and its absolute magnitude reflects the power of the relationship between the two variables (Karras, 1997).

Moderated Multiple Regression (MMR) was applied for hypotheses testing. MMR is used to determine whether the proposed moderation variable can strengthen the relationship between the proposed and criterion variables (Aguinis, 2004). Still, in Aguinis (2004), MMR incorporates additional predictors that carry information about moderating variables' effects. The moderating effect test consists of assessing whether the efficient regression associated with the product term between the predictor and moderator is different from zero in a population. This test is done by calculating the statistics t or F.

RESULTS AND DISCUSSION

In this study, the researchers distributed 240 questionnaires. There were 200 returned questionnaires, and 171 samples were used. This study's respondent rate was 83.33%, and the usable rate in this study was 85.5%. In this study, researchers will conduct a reliability test before testing the validity.

In determining reliability, researchers use inter-item consistency testing. Besides, the researchers used the measurement limits of Cronbach's Alpha and Corrected item-total correlation to measure the preliminary data's reliability. The

limitation used for Cronbach's Alpha is 0.70, which means that if Cronbach's Alpha for certain variables is above 0.70, the information is considered reliable. The Corrected item-total Correlation limit is 0.40, which means that if the Corrected item-total Correlation is above 0.40, data is deemed to be reliable (Table 1).

Table 1. Reliability test results

Variable	Indikator	Cronbach's Alpha Coefficient	Corrected Item-total Correlation
Entrepreneurship Attitude	S1	0,845	0,631
	S2		0,700
	S3		0,697
	S4		0,701
Subjective norm	NS1	0,840	0,656
	NS2		0,699
	NS3		0,660
	NS4		0,676
Perceived behavioral control	KP1	0,865	0,705
	KP2		0,687
	KP3		0,735
	KP4		0,731
Entrepreneurship education	PK1	0,811	0,599
	PK2		0,577
	PK3		0,635
	PK4		0,716
Entrepreneurship intention	IK1	0,842	0,673
	IK2		0,704
	IK3		0,641
	IK4		0,696

Results show that the five variables are considered reliable because Cronbach's alpha coefficient value is above the 0.70 thresholds. The range of Cronbach's alpha coefficients is 0.811 to 0.865. All items in each variable are considered reliable because they have a Corrected item-total Correlation value above 0.40. The Corrected item-total Correlation range is 0.577 to 0.735. Based on these results, the actual data are considered reliable for this study. Then, the researcher applied a validity test for further testing by applying the Pearson Product Moment equation. The question items are empirically said to be valid if the correlation coefficient $(r) > 0.50$. In theory, the indicator is said to be valid if the correlation r table. The table below shows that the indicator results of all independent variables and dependent variables are valid, because the r -calculated value is greater than r -table $(0.05; n-2 = 0.05; 169) = 0.150$, and the Sig value < 0.05 . Thus, it can be stated all the research indicators are valid.

Table 2. Validity results

Indicator	r-calculated	Sig.	Result
S1	0,802	0,000	Valid
S2	0,832	0,000	Valid
S3	0,832	0,000	Valid
S4	0,843	0,000	Valid
NS1	0,817	0,000	Valid
NS2	0,841	0,000	Valid
NS3	0,809	0,000	Valid
NS4	0,821	0,000	Valid
KP1	0,841	0,000	Valid
KP2	0,825	0,000	Valid
KP3	0,862	0,000	Valid
KP4	0,847	0,000	Valid
PK1	0,786	0,000	Valid
PK2	0,752	0,000	Valid
PK3	0,812	0,000	Valid
PK4	0,849	0,000	Valid
IK1	0,836	0,000	Valid
IK2	0,839	0,000	Valid
IK3	0,794	0,000	Valid
IK4	0,830	0,000	Valid

Hypothesis testing is done using Moderated Multiple Regression which is done with the SPSS 22 for the windows program. Table 3 shows the results of the analysis as follows.

Table 3. Moderated Multiple Regression Results

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-20.972	2.403		-8.726	.000
Attitude	.469	.188	.507	2.490	.014
Subjective Norms	.787	.240	.854	3.280	.001
Behavior Control	.760	.227	.884	3.352	.001
Entrepreneurship Education	2.036	.156	2.185	13.067	.000
Attitude * Education	-.023	.011	-.641	-2.052	.042
Norms * Education	-.040	.015	-1.122	-2.731	.007
Control * Education	-.041	.013	-1.155	-3.079	.002

a. Dependent Variable: Entrepreneurial Intention

Based on Table 3, the influence of Attitude (X₁), Subjective Norms (X₂), Behavioral Control (X₃), Entrepreneurship Education (X₄), Attitudes * Education (X₁X₄), Norms * Education (X₂X₄), and Control * Education (X₃X₄) towards Entrepreneurship Intention (Y) has the following regression equation:

$$Y = -20,972 + 0,507X_1 + 0,8542 X_2 + 0,884X_3 + 2,185X_4 - 0,641X_1X_4 - 1,112X_2X_4 - 1,155X_3X_4$$

F test was conducted to show whether Attitude (X₁), Subjective Norm (X₂), Behavioral Control (X₃), and Entrepreneurship Education (X₄). Also, moderator variables Attitude * Education (X₁X₄), Norms * Education (X₂X₄), and Education * controls (X₃X₄) included in the regression model together affect the dependent variable Entrepreneurial Intent (Y) (Table 4). Based on Table 4, the calculated F value of 78.499 > F table of 2.066 (df₁ = 7; df₂ = 163) with a significance of 0,000. The calculated F value is greater than the F table value. The significance is less than 0.05; it is clear that the regression model is significant to predict Entrepreneurial Intentions. Or in other words, all independent variables Attitude (X₁), Subjective Norms (X₂), Behavioral Control (X₃), and Entrepreneurship Education (X₄) as well as moderator variables Attitudes * Education (X₁X₄), Norms * Education (X₂X₄), and Control * Education (X₃X₄) jointly or simultaneously influences the Entrepreneurship Intentions (Y).

Tabel 4. F Test ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	966.477	7	138.068	78.499	.000 ^b
Residual	286.693	163	1.759		
Total	1253.170	170			

The coefficient of determination test (R²) is used to measure how far the model can explain the dependent variable's variation (Ghozali, 2016). Based on Table 5, it appears that the variable has a robust correlation coefficient (R) value of 0.878. The coefficient of determination (R²) is 0.771, which means 77.1% of Entrepreneurship Intentions (Y) are influenced by Attitudes (X₁), Subjective Norms (X₂), Behavioral Control (X₃), and Entrepreneurship Education (X₄), and moderator variable Attitude * Education (X₁X₄), Norms * Education (X₂X₄), and Control * Education (X₃X₄), while other factors outside the study influence the remaining 22.9%.

Table 5. The R² result Model Summary^b

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Durbin-Watson
1	.878 ^a	.771	.761	1.32622	1.840

Discussion

From the hypothesis testing that has been done by processing actual research data of 171 respondents, four hypotheses in this study were proven, and three others were not confirmed. The following describes the discussion of each of these hypotheses. The first hypothesis states that attitudes towards entrepreneurship have a positive effect

on entrepreneurial intentions. The results of this hypothesis are following previous studies which say that attitudes towards entrepreneurship have a positive impact on entrepreneurial intentions (Almobaireek & Manolova, 2012; Carmen & Joaquín, 2012; Ferreira et al., 2012; Liñán & Chen, 2009; Malebana, 2014; Scott, 2015; Suprpto et al., 2012; Wijaya, 2008; Winarsih, 2014).

The second hypothesis states subjective norms have a positive effect on entrepreneurial intentions. The results of this study are also consistent with previous studies which said that personal criteria positively influence entrepreneurial choices (Andika & Madjid, 2012; Díaz-García & Jiménez-Moreno, 2010; Dwijayanti, 2012; Hermawan, 2011; Kautonen et al., 2011; Sarwoko, 2011; Shook & Bratianu, 2010; Siu & Lo, 2013; Suharti & Sirine, 2012).

The third hypothesis states that perceived behavioral control has a positive effect on entrepreneurial intentions. The results of this hypothesis are in line with previous studies which say that perceived behavioral control positively influences entrepreneurial preferences (Almobaireek & Manolova, 2012; Ayodele, 2013; Byabashaija et al., 2011; Dwijayanti, 2012; Kautonen et al., 2011; Liñán & Chen, 2009; Sarwoko, 2011; Suharti & Sirine, 2012; Uddin & Bose, 2012; Wang et al., 2012).

The fourth hypothesis states that entrepreneurship education has a positive effect on entrepreneurial intentions. This result follows the theory that states that entrepreneurship education can shape students' mindset, attitudes, and behaviors to become real entrepreneurs, thereby directing them to choose entrepreneurship as a career choice (Lestari & Wijaya, 2012). The results of this hypothesis are also consistent with previous studies, which state that entrepreneurship education positively influences entrepreneurial intentions (Ain, 2013; Andika & Madjid, 2012; Famous & Okafor, 2010; Gerba, 2012; Hussain & Norashidah, 2015; Kaijun & Sholihah, 2015; Lestari & Wijaya, 2012; Lorz, 2011; Mustofa, 2014; Negash, E., & Amentie, 2013).

The fifth hypothesis states that entrepreneurship education negatively correlates the relationship between attitudes towards entrepreneurship and entrepreneurial intentions. This result has a different direction from the initial idea. This hypothesis states that the higher the entrepreneurship education they have, the weaker the relationship between attitudes towards entrepreneurship and entrepreneurial intentions.

The sixth hypothesis states that entrepreneurship education negatively correlates the relationship between subjective norms and entrepreneurial intentions. These results have a different direction from the initial theory and previous studies. This hypothesis states that the higher the entrepreneurship education one has, the weaker the relationship between subjective norms and entrepreneurial intentions. The higher an entrepreneurial education a person has, a person will have a definite picture of entrepreneurship's positive impact on his life. So, in the end, the decision to become an entrepreneur no longer depends on social groups' support (Kautonen et al., 2011).

The seventh hypothesis states that entrepreneurship education negatively correlates with perceived behavioral control and entrepreneurial intentions. Although this study's results are statistically significant, these results differ from the initial hypothesis and previous studies. In other words, the results of this hypothesis state that the higher one's entrepreneurial education is, the weaker the relationship between perceptions of behavior control and one's entrepreneurial intentions. Perceived behavioral control is defined as a person's belief in a person's ability to do something. Concerning the results obtained, it can be stated that the higher the entrepreneurial education a person has, the entrepreneurial intention he has no longer depends on his experience or abilities (behavioral control). It is because entrepreneurial knowledge provides an understanding of entrepreneurship, which shows positive things and

possible risks that an entrepreneur can face. Then causes a person's ability to be entrepreneurial to become weak in its influence on becoming an entrepreneur. This result has a similar outcome to the study of Maresch et al. (2016).

CONCLUSION

This study aims to determine entrepreneurship attitudes, subjective norms, perceived behavioral control, and entrepreneurship education on entrepreneurial intentions. Based on the results and discussions that have been done before, it can be concluded that there are four proven hypotheses and three unproven hypotheses.

Research is inseparable from the limitations of research. There are three limitations in this study, and the first limitation is related to the sampling technique. The sampling technique used in this study is a non-probability sampling. With this technique, each population member does not have the same opportunity or probability of being selected as a sample in the study. Thus, the results of this study cannot be generalized to the population. The second limitation was that the example in this study was students of the Faculty of Economics at XYZ University. Therefore, this study can only be applied in the context of situations and conditions in the XYZ University's Faculty of Economics and cannot be concluded for all XYZ University students. Future studies are expected to be limited to the Faculty of Economics and other faculties, bearing in mind that there are different situations and conditions between faculties. By researching the Faculty of Economics, further research is expected to be applied to different situations and needs outside the Faculty of Economics.

This study provides managerial implications, as shown in Table 6. For example, XYZ university's managerial importance in increasing students' positive attitudes towards entrepreneurship is by holding more seminars that bring successful entrepreneurs competent in their fields.

Table 6. Managerial Implications

Variable	Priority indicator	Students needs	Current situation	Actions that XYZ University can take
Attitude toward entrepreneurship	Become a successful entrepreneur	Counseling about the benefits of being an entrepreneur	Has been conducted (entrepreneurship course, capstone course)	Holding more seminars that bring in successful entrepreneurs who are competent in their fields
Subjective norm	My family will support my decision to become an entrepreneur	Family support	Has been conducted (family business course)	Increase parental participation and contribution in the process of shaping students to become entrepreneurs
Perceived	I can control the	Guidance for	Has been	Providing

control	process of creating a new business	preparing to start a new business	conducted (sparklabs incubation)	consulting and guidance services for students who are starting a business
Entrepreneurship Education	Entrepreneurship education program increases students' knowledge in entrepreneurship	Knowledge about entrepreneurship	Has been conducted (entrepreneurship course)	Evaluating entrepreneurship courses that have been given so far, improving the quality of the entrepreneurship course curriculum, and providing lecturers who are competent in their fields
Entrepreneurial Intention	I will choose a career as an entrepreneur after graduating	Confidence to choose entrepreneurship as a career	Has been conducted (capstone, sparklabs incubation)	Guidance for students to start an entrepreneurial career

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