

ENTREPRENEUR INTENTION IN THE PERSPECTIVE OF PLANNED BEHAVIOR THEORY

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ABSTRACT. Entrepreneurship becomes a relevant topic for developing countries such as Indonesia in general and specifically for Tidar University as higher education institution that try to produce new entrepreneurs. Entrepreneurship gets individual attention from Tidar University because Tidar University has main goals to be the best in entrepreneurship. This research aims to determine the influence of attitude, subjective norm, and perceived behavioral control on the entrepreneurial intention from the student of department management at Tidar University. The population of this study was 118 students of the department of management of Tidar University. Respondents in this study were selected using simple random sampling. This research use multiple linear regression method by using SPSS. Research results shows that attitude, subjective norm and perceived behavioral control has simultaneous effect on entrepreneurial intention. Attitude and perceived behavioral control have partially positive and significant effects on entrepreneurial intention but subjective norm did not have any effect on entrepreneurial intention. Implication from this research can be used by Tidar University to develop attitude and behavioral control to student by doing entrepreneurial training based on soft entrepreneurial skills and hard skills enhancement.

Keywords: Entrepreneurial intention; academic entrepreneurship; attitude; subjective norms; behavioral control

INTENSI BERWIRSAUSAHA DALAM PERSPEKTIF PLANNED BEHAVIOR THEORY

ABSTRAK. Kewirausahaan menjadi bahasan relevan bagi negara berkembang seperti Indonesia secara umum dan Universitas Tidar secara khusus sebagai institusi pendidikan tinggi yang berusaha menghasilkan wirausahawan baru. Kewirausahaan mendapatkan perhatian khusus oleh Universitas Tidar karena kampus memiliki visi terdepan dalam wirausaha. Penelitian ini bertujuan meneliti mengenai pengaruh sikap, norma subjektif dan kontrol perilaku terhadap intensi berwirausaha mahasiswa program studi manajemen Universitas Tidar. Populasi penelitian terdiri dari 118 mahasiswa program manajemen Universitas Tidar. Responden dipilih dengan teknik *simple random sampling*. Penelitian ini menggunakan metode analisis regresi linear berganda menggunakan SPSS. Hasil penelitian menunjukkan bahwa sikap, norma subjektif dan kontrol perilaku secara simultan berpengaruh terhadap intensi berwirausaha mahasiswa. Sikap dan kontrol perilaku secara parsial berpengaruh positif dan signifikan terhadap intensi berwirausaha. Namun, norma subjektif tidak berpengaruh terhadap intensi berwirausaha. Implikasi dari penelitian ini dapat digunakan pihak Universitas Tidar mengembangkan sikap dan kontrol perilaku mahasiswa melalui pelatihan kewirausahaan berbasis peningkatan *softskill* dan *hardskill* kewirausahaan mereka.

Kata kunci: Intensi berwirausaha; kewirausahaan akademis; sikap; norma subjektif; kontrol perilaku

INTRODUCTION

The growth in the number of entrepreneurs is important for Indonesia. Entrepreneurship is a very suitable instrument for increasing economic growth and development in this country (Rachmawan et al 2015). An increase in the number of entrepreneurs means an increase in the number of jobs. Available job opportunities are filled by the needy workforce. Entrepreneurship provide great income and large job opportunities (Harding, Friyanto, & Lukman, 2021). Economic development can grow well if it is supported by entrepreneurial activities (Wardoyo, Tasrif, & Bayu, 2016).

The Ministry of Research, Technology and Higher Education forms a strategy to increase young entrepreneurs, especially students, through

entrepreneurial education programs in universities. Entrepreneurship education programs in universities in Indonesia are formal and non-formal. Formal entrepreneurship education takes the form of subjects, including: entrepreneurship, business basics, business planning, negotiations, business communication etc. Informal entrepreneurship programs take the form of Indonesian student business competitions, Entrepreneurship Student Creativity Week, entrepreneurship seminars or workshops organized by universities, etc. Entrepreneurship programs implemented by the private sector are very diverse and also encourage the increase of young entrepreneurs.

The limited quality of Indonesia's human resources (HR) is one of the factors inhibiting the growth of entrepreneurship in Indonesia. These qualities include aspects of competence, skills, work

ethic, character and entrepreneurial insight (Atmaja & Ratnawati 2018). These challenges can be resolved through increasing the role of universities in solving these HR problems.

Universities are required to play a more active role in increasing entrepreneurial intentions, in particular by providing education and support to their students to make entrepreneurial careers easier to realize (Rachmawan et al., 2015). Maximizing the growth of entrepreneurial culture for students can be done through entrepreneurship education as early as possible about the importance of entrepreneurship (Rahmawati, 2018). The active role of higher education institutions according to Lubis (2017) realized by empowering students to identify opportunities where they can create jobs. Higher education institutions are responsible for educating and providing entrepreneurial skills to their graduates. Higher education institutions are also responsible for motivating their graduates to dare to choose entrepreneurship as a career choice (Suharti and Sirine 2011).

Tidar University has a leading motto in entrepreneurship. Tidar University is committed to producing graduates who are not only reliable in science but also reliable in entrepreneurship. Many institutions have made efforts to increase new entrepreneurs. These efforts include formal education and non-formal education. Efforts to increase student entrepreneurship through formal education are carried out by studying entrepreneurship. Non-formal entrepreneurship education through training, workshops, funding and mentoring conducted by the university.

A preliminary study was carried out to determine the readiness of Tidar University management students to become entrepreneurs. The survey questions contain the readiness of students to become entrepreneurs according to their age when they are studying a management study program at Tidar University. The survey was conducted on 53 management students aged 17-22 years. The initial survey showed that around 36% admitted that they were not ready to start entrepreneurship (see Figure 1.). This shows that there are still students who are not ready to become entrepreneurs even though they have studied in a management study program, one of which is the target of making students become entrepreneurs.

The low entrepreneurial intention of students at universities that have the Faculty of Economics and Business also occurs at other universities. There are still many students with relatively small entrepreneurial intentions to be a problem in many universities as

reflected in the research (Andika and Madjid 2012; Handaru et al. 2014; Santi et al 2017; Tjahjono et al 2013) because students have the knowledge and ideas that continue to evolve and look for a different, creative and innovative. Therefore it is necessary to know the factors that influence entrepreneurship through the views of the intentions of Ajzen's theory of behavior. Entrepreneurship is the intention of a person's concern or interest to things entrepreneurial. If you already know which factors affect entrepreneurial intentions then one can be motivated to become entrepreneurs through these factors. Theory of Planned Behavior (TPB states the influence of age on the intention of master management students. Masters students are more required to have a stable life, so they prefer permanent work to entrepreneurship. Students 'doubts about becoming entrepreneurs are a reflection of students' negative attitudes (Santi et al 2017). Student intentions are low because students do not get encouragement from family or friends to become entrepreneurs (Andika & Madjid, 2012) because students have the knowledge and ideas that continue to evolve and look for a different, creative and innovative. Therefore it is necessary to know the factors that influence entrepreneurship through the views of the intentions of Ajzen's theory of behavior. Entrepreneurship is the intention of a person's concern or interest to things entrepreneurial. If you already know which factors affect entrepreneurial intentions then one can be motivated to become entrepreneurs through these factors. Theory of Planned Behavior (TPB. The similarity of these conditions is the focus of attention in this study.



Source: data processed by the author (2019)

Figure 1. Readiness to become an entrepreneur

Research conducted by Andika and Madjid (2014) because students have the knowledge and ideas that continue to evolve and look for a different, creative and innovative. Therefore it is necessary to know the factors that influence entrepreneurship through the views of the intentions of Ajzen's theory of behavior. Entrepreneurship is the intention of a person's concern or interest to things entrepreneurial. If you already know which factors

affect entrepreneurial intentions then one can be motivated to become entrepreneurs through these factors. Theory of Planned Behavior (TPB) towards 100 students of the Faculty of Economics Unsyiah showed that there is a simultaneous and significant correlation between attitudes, subjective norms and behavioral control on students' entrepreneurial intentions. Tjahjono et al (2013) in his research explained that the attitude of students in the form of belief in views entrepreneurship has prospects and is productive for individuals to encourage them to become more willing to entrepreneurship. In research Handaru et al. (2014) states that the subjective norms of students are driven by families with entrepreneurial backgrounds. Families encourage students to become entrepreneurs by instilling values that show entrepreneurship is proven to be as successful as other professions. Behavior control that encourages students to be entrepreneurial is the belief that they are able to manage their own business, strong mentality and leadership abilities (Andika & Madjid, 2012) because students have the knowledge and ideas that continue to evolve and look for a different, creative and innovative. Therefore it is necessary to know the factors that influence entrepreneurship through the views of the intentions of Ajzen's theory of behavior. Entrepreneurship is the intention of a person's concern or interest to things entrepreneurial. If you already know which factors affect entrepreneurial intentions then one can be motivated to become entrepreneurs through these factors. Theory of Planned Behavior (TPB).

Based on the description above, this study aims to test the feasibility of designing an entrepreneurial attitude role model, subjective norms and behavioral control of entrepreneurial intentions. Specifically, this research aims to obtain the results of the analysis of the role between variables, namely the magnitude of the role of entrepreneurial attitudes, subjective norms and behavioral control on entrepreneurial intentions. This research is expected to be useful for the development of entrepreneurship in the world of education and the world of work. In addition, this research is expected to explain the entrepreneurial behavior formation model for students at Tidar University.

The collection of empirical research shows that there are many external variables that do not influence students' entrepreneurial intentions. It is necessary to separate the most important and main variables in order to obtain variables that are able to describe the research conditions. External variables that do not affect entrepreneurial intentions, namely: field of study, gender, level of student participation

in entrepreneurial education activities and support for the business environment (Suharti & Sirine, 2011). Internal factors are stronger in forming the foundation of student entrepreneurship. Internal factors that encourage students to be ready for entrepreneurship are Attitude toward behavior, Subjective Norms, and Perceived behavioral control. These three variables are Theory of Planned Behavior (TPB) initiated by Ajzen.

Theory of Planned Behavior explain how intention ultimately leads someone to do something. A person's intention to create something new using the available and needed resources by looking at the opportunities that exist and without ignoring the risks that will be faced in the future. In addition, intention can be interpreted as a possibility or someone's intention to create something new by using available and needed resources by looking at existing opportunities and without ignoring the risks that will be faced in the future (Sukmaningrum & Rahardjo, 2017).

Tornikoski and Adnane (2019) stated that prior to Theory of Planned Behavior, it was customary to measure general attitudes to predict relatively specific actions. TPB which only measures general attitudes results in a low level of attitude-behavior correlation, therefore Ajzen formulates the principle of compatibility. Compatibility states that a strong degree of attitude-behavior correlation is obtained only when measures of attitude and behavior are compatible in terms of their generality or specificity. In obtaining compatible measures of attitude and behavior the researcher must distinguish between two types of attitudes: general attitudes, and attitudes toward behavior.

Attitude toward behavior refers to the degree to which an individual has an evaluation or judgment of a favorable or unfavorable behavior, for example, begins to take steps to create a new business. The more positive a person's perception, the stronger the intention to be involved in these activities (Tornikoski & Adnane, 2019). Wawan & Dewi (2010) add that attitude is the result of evaluation of attitude objects which are expressed in cognitive, affective (emotional) and behavioral processes. attitude is a pattern of behavior, tendency or anticipatory readiness, predisposition to adapt to social situations, or simply. Attitude is a response to social stimuli that have been conditioned by Azwar (2011). Mental readiness and positive attitude towards entrepreneurship is generated from environmental stimulation (Kadiyono, 2017).

Subjective norms refer to the perceived social pressure to perform or not perform certain behaviors. It is based on beliefs about whether an individual

or group approves or disapproves of an individual starting to take steps to create a new business, and the extent to which this agreement or disagreement is important to the individual. The more important the group's opinion is for the individual, the stronger the individual's intention to be involved in these activities (Tornikoski & Adnane, 2019). The responses and expectations of others to the attitudes and behaviors that we will take will have a major impact on our self-perception. These people are especially important to us and we feel we should take their perceptions into account. their perceptions can be an important reference for individuals to continue the desire to take an action or not (Handaru et al., 2014).

Perceived behavioral control on the perceived ease or difficulty in performing certain behaviors. It is based on control beliefs about the presence or absence of the necessary resources and opportunities to perform the intended behavior. The greater the perceived behavioral control for starting to take steps to create a new business, the stronger the individual's intention to engage in the activity (Tornikoski & Adnane, 2019). Anxiety occurs because of the ability to perceive negativity such as feeling unprepared, feeling unable to face obstacles, unable to control physical responses. it causes fear of a person to do work (Handaru et al., 2014).

TPB is a model designed to explain and predict human social behavior which can also be used to influence a person's behavior. According to the TPB, the direct determinant of behavior is the intention to perform the behavior, which is based on volitional control. That is, people are assumed to behave according to their intentions to the extent that they are able to do so. Intention, in turn, is determined by three factors: attitudes toward behavior that represent individual personal preferences; subjective norm, which is the social pressure that is felt to do or not perform a behavior; and perceived control or called perceived behavioral control (Tornikoski & Adnane, 2019).

According to the TPB, human behavior is guided by three kinds of considerations: beliefs about possible consequences of behavior (behavioral beliefs), beliefs about the normative expectations of others (normative beliefs) and beliefs about the existence of factors. which can facilitate or hinder behavioral performance (Tornikoski & Adnane, 2019).

The entrepreneurial intention of Tidar University students can be explored with the Theory of Planned Behavior (TPB) approach. The following studies provide an overview of why TPB is suitable as a research model for student entrepreneurial intentions in Higher Education. Trisnawati (2011)'s research

proves that there is a correlation between attitudes and subjective norms on the entrepreneurial intentions of Bogor Agricultural University students. A person who believes in the high probability of success from doing a behavior will have a positive impact on his business (Citra, 2010).

This study selects Untidar management students as respondents because the aim of the University is to be foremost in entrepreneurship and the goal of the graduates of the Management Study Program is the creation of entrepreneurial graduates.

From the description above it can be formulated a hypothesis that needs to be researched, namely:

1. There is a positive influence on attitudes towards the entrepreneurial intention of Tidar University management students
2. There is a positive influence of subjective norms on the entrepreneurial intention of Tidar University management students
3. There is a positive influence of behavior control on the entrepreneurial intention of Tidar University management students

METHOD

This research was conducted from September - October 2019 at Tidar University Magelang. The data used in this study consisted of primary data. The number of respondents in this study was 118 people consisting of undergraduate students in the Management Study Program of Tidar University. Researchers collected primary data by filling out questionnaires and distributing digital questionnaires to respondents.

Sampling was carried out on Management study program students who were still actively studying. Sampling in this study does not pay attention to the semester level of management study program students. In this study, researchers used probability sampling. Data were collected using simple random sampling technique. According to Sugiyono (2017) probability sampling is a sampling technique that provides equal opportunities or opportunities for each element or member of the population to be selected as samples ". Simple random sampling is the taking of sample members from a population that is done randomly without paying attention to the strata in that population.

Questionnaire data collected using a Likert scale. Likert scale starts from one to five with the following information: Weighted value = 5 (strongly agree); Weighted value = 4 (agree); Weighted value = 3 (neutral); Weighted value = 2 (disagree); Weighted value = 1 (strongly disagree). Operational definitions

were derived into statements in the research questionnaire. The questionnaire was created as a tool to collect the desired data. The data is processed according to a model built on multiple linear regression analysis to answer the research objectives.

Methods of data analysis in this study using descriptive analysis and multiple linear regression analysis. The research framework can be seen in Figure 2. The dependent variables of this study are: Entrepreneurial Intention, while the independent variables consist of attitudes (X_1), subjective norms, (X_2) and behavior control (X_3) derived from Theory of Planned Behavior. Descriptive analysis was carried out on the characteristics of Tidar University management study program students on the variables of age, gender and entrepreneurship education. Based on the description above, the hypotheses to be answered in this study are:

H1: Attitude (X_1) affects students' entrepreneurial intentions

H2: Subjective norms (X_2) affect students' entrepreneurial intentions

H3: Behavioral control (X_3) affects students' entrepreneurial intentions

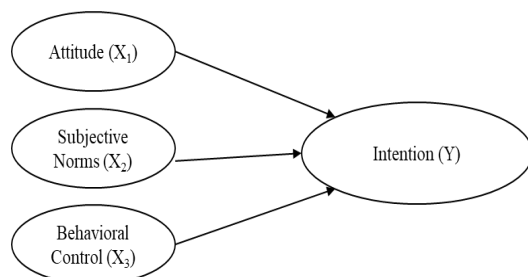


Figure 2. Research framework theory of planned behavior

RESULTS AND DISCUSSION

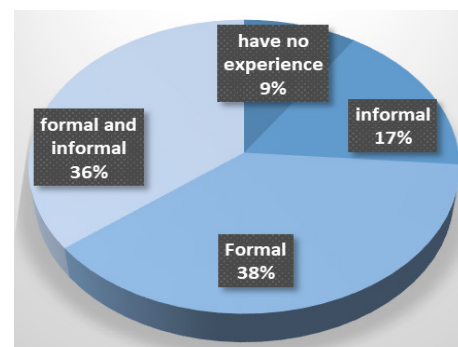
The results of the analysis using inferential and descriptive statistics will be comprehensively discussed in this chapter. The tests used are using classical assumption tests and regression analysis to prove the feasibility of the model and test variables that are assumed to affect other variables.

The respondents of this study were 118 students of the Management study program at Tidar University. Respondents are management study program students who are still actively attending lectures. The respondents consisted of 87 (73.7%) female students and 31 (26.3%) male students. Most of the respondents aged 20 years (38.1%) followed by respondents aged 19 years (23.7%), 18 years (21.2%), 21 years (13.6%) and ≤ 17 years (3.4%).

The results of descriptive analysis of students' entrepreneurial education experiences aim to review how likely it is that educational experiences provide insight into students. The experience of

entrepreneurship education in this study is divided into four, namely: have never attended entrepreneurship education, never attended informal education, have attended formal education and have attended formal-informal entrepreneurship education. The results of the descriptive analysis in Figure 3 show that most of the students have had formal entrepreneurship education experience (38%) then followed by having had formal-informal education experience (36%) informal education experience (17%) and have no experience of entrepreneurship education (9%).

The formal entrepreneurship education that students receive comes from the university. Several studies have shown that there is a relationship between entrepreneurship education and an increase in student entrepreneurial desire. Study proves that there is a positive and significant relationship between entrepreneurship education that students have received and entrepreneurial intentions (Rachmawan et al., 2015; Santi et al., 2017). The development of entrepreneurial skills and ideas is considered influential by students because entrepreneurship education will make students more trained and there will be confidence to start a business (Santi et al., 2017).



Source: data processed by the author (2019)

Figure 3. Experience on entrepreneurial education

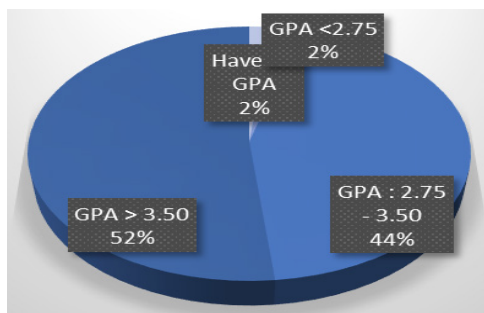
Entrepreneurship training and education that students need, namely training and education that can improve students' soft skills and hard skills in entrepreneurship. Students want entrepreneurship training and education to suit their needs. Students express the importance of training and education according to the level of knowledge and skills they have. Students describe it with the statement "The training needed must be in accordance with the knowledge abilities of each person". Students provide these suggestions so that entrepreneurship training and education are right on target.

Entrepreneurship training and education that can encourage student soft skills, one of which is motivation training. Students consider their entrepreneurial training needs revolve around motivation training and mental readiness. Students described needing motivation training with the statement: "The training needed is

training that can open the eyes of students to be able to be entrepreneurial, especially for management students". Motivational training provides entrepreneurial insights for students. Motivation strengthens students' mental readiness in entrepreneurship and establishes a strong foundation in starting entrepreneurship. A good effort starts with a strong mentality.

Entrepreneurship training and education that can encourage students' hard skills is digital marketing training or marketing through social media. Students need training and education in business management in general and risk management in particular. Students expect direct practical training and are directly guided by experts. The training and education are used as capital for building skills in running their business later.

The results of descriptive analysis of the student's Grade Point Average (GPA) show that most of the management study program students have a GPA > 3.5 of 52% (Figure 4). The percentage of other students' GPAs, starting from the largest, were: GPA 2.75-3.5 (44%), <2.75 (2%) and did not have a GPA (2%).



Source: data processed by the author (2019)

Figure 4. Student GPA

Students consider GPA not to be a factor preventing them from becoming entrepreneurs. Students mentioned that the GPA only described academic ability but did not predict entrepreneurial readiness. Experience, intention, effort, hard work and discipline are factors of student entrepreneurial readiness. Students describe it as follows:

- "Entrepreneurship is about experience, not about the GPA."
- "Entrepreneurship requires more extensive readiness than the GPA value."
- "A strong mentality helps students' readiness for entrepreneurship."
- "Entrepreneurship does not rely on values, but on intention, effort, hard work."
- "Entrepreneurship must work hard, be disciplined with targets, be not proud and be smart in managing capital."

GPA does not guarantee students will be successful in entrepreneurship. In entrepreneurship

what is needed are: intention, will, readiness and action. In addition, entrepreneurship requires creative and innovative minds.

The validity test is to measure the validity of each question item as an appropriate measuring tool in measuring what we want to measure using the corrected item-total correlation approach. It can be seen in Table 1 which shows that the calculated *r* value for each question is greater than *r* table 0.1522. These results indicate that each research question used in this study really represents what will be measured.

Table 1. Validity and Reality Test of Variables

Variable	Validity (r count)	r table	Cronbach's Alpha
Attitude			
Entrepreneurship is a good thing	0.453	0.1522	0.785
Entrepreneurship is important	0.594		
Entrepreneurship is a fun thing	0.673		
Entrepreneurship is an interesting thing	0.668		
Subjective norms			
Families suggest me to be entrepreneur	0.569	0.1522	0.765
Friends suggest me to be entrepreneur	0.682		
Mentors / lecturers suggest me to be entrepreneur	0.428		
Close friends suggest me to be entrepreneur	0.599		
Behavior control			
Entrepreneurship is an easy thing	0.230	0.1522	0.657
I decided to become entrepreneur	0.526		
I believe I can be entrepreneurial	0.584		
Entrepreneurship is something that is possible	0.527		
Entrepreneurial intentions			
Planning to own a business	0.619	0.1522	0.891
Trying to run a business	0.762		
Trying to be an entrepreneur	0.832		
Intend to be entrepreneur	0.852		

Source: data processed by the author (2019)

A questionnaire is an instrument that can be used to obtain primary data which is declared valid if the respondent's answers are consistent (Ghozali, 2016). The test used to see the reality of the respondents used the Cronbach Alpha test. In Table 1, it can be seen that the results of the reliability test on the variables of attitude, subjective norms, behavioral control and entrepreneurial intentions show that the Cronbach alpha value for each variable is greater than 0.600. These results indicate that all the variables studied meet the element of reliability.

The detection of deviations from the classical assumptions carried out in the regression model of this study consisted of the Residual Normality Test, the Multicollinearity Test and the Heteroscedasticity Test.

The Normality Test using the Kolmogorov-Smirnov Residual Normality Test concludes that there is no problem regarding the normality of the residual distribution. This statement is evidenced by value *Asymp. Sig. (2-tailed)* higher than the assumed significance level ($\alpha = 5\%$). The results of the residual normality test are summarized in the following table:

Table 2 Residual Normality Test

Test Name	<i>Asymp. Sig. (2-tailed)</i>
Kolmogorov-Smirnov	0.1202

Source: Data processed by the author (2019)

The variance inflation factor (VIF) value of each independent variable obtained through the Multicollinearity Test is 1.32, 1.17 and 1.39. The variance inflation factor (VIF) value of less than 10 indicates that there is no multicollinearity problem in the regression model. The multicollinearity test results are summarized in the following table:

Table3. Multicollinearity Test

Independent Variable (x)	Score <i>Variance Inflation Factor (VIF)</i>
Attitude (X_1)	1.32
Subjective Norm (X_2)	1.17
Behavior Control (X_3)	1.39

Source: Data processed by the author (2019)

The Heteroscedasticity test using the Breusch-Pagan/ Cook-Weisberg concluded that there is a heteroscedasticity problem in the regression model. This statement is evidenced by the probability value obtained at 0.000 or lower than the assumed significance level of 5 percent. The results of the Heteroscedasticity Test of this study are summarized in the following table:

Table 4. Heteroscedasticity Test

Test Name	Probability Value
Breusch-Pagan / Cook-Weisberg	0.0000

Source: Data processed by the author (2019)

The classic assumption deviation detection carried out in the regression model of this study concluded that there is a heteroscedasticity problem. The problem of heteroscedasticity causes the regression model to invalidate the model. The robust standard error mechanism is used to accommodate heteroscedasticity problems so that statistical conclusions can be drawn in this study. The final estimation results of the regression model in this study are summarized in Table 5.

Table 5. Final Estimates of the Regression Model

Research variable	Predictors	Regression Coefficient	<i>Robust Standard Error</i>	t_{value}	$P > t $
Attitude	X_1	0.5625	0.0909	6.18	0.000 *
Subjective Norms	X_2	-0.0738	0.0446	-1.65	0.101
Behavior Control	X_3	0.4923	0.1164	4.23	0.000 *
	Intercept	0.7089			
	F-Static	0.0000			
	RP2	0.5812			

Source: Data processed by the author (2019)

Note: * significance level of 5%

The accuracy or feasibility of the regression model can be seen through the significance value of the F statistical test. The final estimation results show that the significance value obtained is 0.000. The value of $0.000 < 0.05$ represents that the regression model is feasible. The output of this research F Statistical Test is summarized in Table 5.

The coefficient of determination obtained through research data processing is 58.12% (see Table 5). This value explains that the variability of the entrepreneurial awareness variable can be explained by the variability of the attitude variable, subjective norms, behavioral control of 58.12%, while the remaining 41.88% is explained by other variables.

The results of the regression analysis illustrate how the influence of each independent variable affects the dependent variable. Below will be described how the influence of attitude variables on entrepreneurial intentions, subjective norms on entrepreneurial intentions and behavioral control on entrepreneurial intentions. The independent variables have their respective effects on the dependent variable. The results of the effect of each variable are obtained from the regression analysis presented in Table 5.

The results of the regression analysis show that the attitude variable has a positive and significant effect on entrepreneurial intentions. The significance value obtained is $(0.000) < 0.05$. The magnitude of the influence of the attitude variable on entrepreneurial intentions with reference to the Beta Standardized Coefficient Value is 56.25% (0.5625×100).

The results of the analysis show that students who have high entrepreneurial attitudes will have high entrepreneurial intentions. Javier et al. (2017); Nabila et al. (2016) states the same thing that attitudes affect entrepreneurial intentions. A high entrepreneurial attitude means the foundation of students in high entrepreneurship. Untidar Management students have high entrepreneurial attitudes because they have a strong perspective on entrepreneurial utility.

Entrepreneurial attitudes are influenced by people's perceptions of entrepreneurial utility (Javier, et al. 2017). People perceive their attitudes by estimating income, level of effort at work, business experience and business risk. Untidar Management students consider entrepreneurship important because entrepreneurship can open up new jobs for others and provide income for themselves. Entrepreneurship can provide experience for students. Students become more independent when they choose the path of becoming entrepreneurs. Besides that, entrepreneurship is also an interesting job because students feel they need work comfort.

The results of the regression analysis show that the subjective norm variable has no effect on entrepreneurial intentions. The magnitude of the influence of the subjective norm variable on entrepreneurial intentions with reference to the Standardized Coefficient Beta value is -7.38% (-0.0738x 100). The effect of -7.38% is not significant because the significance value obtained $(0.101) > 0.05$.

Subjective Norms do not affect the entrepreneurial intentions of Untidar Management students. These results are in line with the research Doanh and Bernat (2019) which states that subjective norms have no effect on entrepreneurial intentions. Subjective norms built by the opinions of those closest to students do not increase entrepreneurial intentions. Students' entrepreneurial intentions come from their own will. Untidar Management students will do entrepreneurship based on their own choice which according to them is in accordance with their identity. Encouragement from the closest person to entrepreneurship is a positive thing, but it also needs to be considered whether the drive is in accordance with the student's personality or not.

The results of the regression analysis show that the behavior control variable has a positive and significant effect on entrepreneurial intentions. The magnitude of the influence of the incentive variable on performance with reference to the Beta Standardized Coefficient Value is 49.23% (0.4923x 100). The effect of 49.23% is significant because the significance value obtained $(0.000) < 0.05$.

High behavior control will also have high student entrepreneurial intentions. The results of this study are in accordance with the research (Doanh and Bernat 2019; Javier et al. 2017; Nabila et al. 2016). Behavior control is a reference to the difficulty or ease a person encounters when carrying out certain behaviors. Behavioral control is influenced by business experience, entrepreneurial training and the business environment (Javier et al. 2017). Untidar management students feel capable of entrepreneurship because basically they have entrepreneurial knowledge capital

from entrepreneurship courses. Students feel capable of entrepreneurship because they have entrepreneurial experience. in addition to empirical reasons which are the reasons students are able to be entrepreneurial, students have confidence, creativity and strong mental.

CONCLUSION

There is a combined effect, namely the variability of entrepreneurial intentions which can be explained by the variability of the influence of attitudes, subjective norms and behavioral control. The results show that attitude and behavior control partially have a positive and significant effect on entrepreneurial intentions. Partially subjective norms have no influence on entrepreneurial intentions. The implication of this research can be used by the Tidar University to develop applicable actions and policies that can increase the entrepreneurial intention of Tidar University Management students. The applicable action that can be put into practice by Tidar University is developing training that allows students to gain real entrepreneurial experience. In addition, Tidar University can make training packages in the form of mentoring. The training prepared must contain elements of competency-based training standards. Student-oriented training standards are adjusted to how much competence and experience students have. Then the training has a curriculum so that training is structured and has a coaching level that can gradually increase entrepreneurial skills.

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