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Entrepreneurship Learning Analysis on The Interest Entrepreneur Trough Subjective Norm and Attitudes in Students Of Economic Faculty Economy UNPAZ

Jose da Silva[1]

Universidade da Paz, Timor Leste
Josedasilva1207@gmail.com

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***Abstract*—This study aims to determine the effect of the interested entrepreneur to entrepreneur learning through subjective norms and attitudes on Unpaz Students of the Faculty of Economics. The method used in this research is a quantitative method by using Structural Equation Modeling (SEM) AMOS. The sample used in this study were students UNPAZ Faculty of Economics majoring in Accounting, Management, and Banking totaling 187 students. This research data collection methods by using a questionnaire with Likert scale. The results of this study are entrepreneurial learning, subjective norms, attitude to entrepreneurs have a significant and positive influence on entrepreneurs' intention. Meanwhile, entrepreneurial learning also has a significant and positive effect on the subjective norm. Four variables showed Da Paz implication that the University should provide an opportunity to the students a lot of activity in the field, sharing with colleagues who merged his business. Students are taught to try to learn the business from the communities around and from an entrepreneurial family background, always creative and read a great opportunity to succeed and never give up until achieving success.**

***Keywords*—** *Analysis of Entrepreneurship Education, Subjective Norm, Attitude, Interest Entrepreneur.*

1. Introduction

Entrepreneurship is one of the supporters who determine the economy's progress because the entrepreneurial field has the freedom to work and be independent. If someone has the will and desire and is ready to become an entrepreneur, they can create their own jobs and do not need to rely on other people or other companies to get another job. In the current global market situation, entrepreneurship is increasingly challenging, uncertain, and unpredictable. The demand for an effective entrepreneur is felt. All individuals, communities, organizations, companies, governments, and countries need entrepreneurship values, spirit, and skills. People's demand for various goods and services is more varied, and more diversified. This requires entrepreneurs to gain knowledge and skills better than ever before to seize opportunities and to face various potential challenges (to the potential challenges). For this reason, the role of entrepreneurs is to position their businesses in a competitive market through competitive advantage.

Interest in entrepreneurship needs and must be fostered among the community, including students because it has many benefits, among others stated by Siswadi (2013), namely: (1) having the spirit, behavior, and ability to provide positive responses to opportunities for profit for oneself and/or better service to customers/community; (2) always trying to find and serve more and better customers, as well as create and provide more valuable products and implement more efficient ways of working, through the courage to take risks, creativity and innovation as well as management skills; (3) have the ability to see and assess business opportunities, gather the necessary resources to take advantage of them and take appropriate action to ensure success.

Universidade Da Paz in the academic year 2005 to 2015 has determined that the Entrepreneurship course is mandatory for all students of the Faculty of Economics. The mandatory implementation of entrepreneurship courses for all students of the Faculty of Economics aims to reduce graduates' interest in looking for work after graduating from college. However, an entrepreneurial spirit will emerge, making graduates of the Faculty of Economics at the Universidade Da Paz become entrepreneurs. Entrepreneurship courses are subjects that students of the Faculty of Economics must follow.

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2. Literature Review

2.1. Previous Research

Several previous studies related to this research are Mueller and Anderson (2014) which show entrepreneurial learning to be a dynamic process related to personal development. The entrepreneurial learning process involves developing a set of personal qualities that interact and emerge under conditions when individuals want to build a business. In addition, research conducted by Pihie et al. (2013) also showed that students from public universities scored higher in all dimensions of cognitive knowledge including declarative, procedural, and conditional. However, the entrepreneurial interest of students from private universities is higher than that of students from public universities. In addition, research by Dahalan et al. (2015) shows a significant influence between entrepreneurial attitudes or behavior on entrepreneurial interest. This finding highlights the importance of knowledge about the cognitive capacity to improve entrepreneurial learning and entrepreneurial attitude so that it has an impact on interest in becoming an entrepreneur.

2.2. Theoretical Basis

2.2.1. Theory of reasoned action

The theory of reasoned action combines cognitive components, affective components, and conative components (Pradipta & Suprapti, 2013). Chi et al. (2011), explained that every top management must be able to analyze the information that has been collected from monitoring the organization's environment, identify risks and opportunities, and establish plans to manage them. The organization must monitor and maintain relevant information and analyze the potential impact on each strategy and policy. Based on the TRA theory, a person's willingness to perform a specific behavior is determined by the intention of his behavior. Therefore, it is believed that the behavioral intention model can measure and predict a person's actual behavioral status.

2.2.2. Theory of Entrepreneurship

Entrepreneurship is an individual activity that aims to start or maintain the management of a profit-oriented business unit (Singh & Gupta, 2015, p. 14). The definition of entrepreneurship is a creative endeavor built on innovation to produce something new, has added value, provides benefits, creates jobs, and the results are helpful for others (Soegoto, 2013, p. 3). Another definition of entrepreneurship is the process of creating a new business. Through this process, an individual will set aside time, energy, money, and risk taking to get intrinsic rewards (in the form of personal satisfaction and freedom) and extrinsic rewards (profits) (Ngoc Khuong & Huu An, 2016).

2.2.3. Entrepreneurship Learning

Entrepreneurial learning can be defined as the process of someone acquiring new knowledge from direct experience or from direct observation of the behavior and actions, which are applied to open a new business (London, 2011, p. 392). In entrepreneurial learning, skills, abilities, and attitudes will be trained to be creative and courageous and to be able to recognize opportunities, act independently, and also develop the ability to work together (Axelsson et al., 2015). Students in this process begin to think about how to run a business creation. Students also experience a process of personal development and connection with their individual needs to achieve personal satisfaction with what they will do (Mueller & Anderson, 2014).

2.2.4. Subjective Norm

According to Fishbein and Ajzen (1991, as cited in Pratana & Japarianto, 2014) explaining subjective norms or subjective norms are individual perceptions related to whether important people think that behavior should be done. Subjective norms are also interpreted as social influences, namely the perception of someone who shows that most people are important to think about whether or not to do the behavior in question (Yau & Ho, 2015)

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2.2.5. Attitude to Entrepreneurship

An entrepreneurial attitude is a feeling or selection in becoming an entrepreneur. An entrepreneurial attitude is based on the belief and trust of the entrepreneur in the business he is currently engaged in (Susetyo & Lestari, 2014). According to Marhaini (2008, as cited in Maskur et al., 2015) states that in this theory a person's behavior depends on the intention, then the intention to behave depends on the attitude and subjective norms. Entrepreneurial individuals will have beliefs, feelings, and tendencies to behave entrepreneurially or set up businesses independently.

2.2.6. Intention Entrepreneurship

Interest in entrepreneurship is closely related to entrepreneurial behavior. Interest is a direct predictor of behavior (Koe et al., 2012). Entrepreneurial interest can also be interpreted as a level of cognitive awareness that directs individuals to establish a new business. Mina is a thinking situation involving concentration, experience, and individual behavior towards specific goals or behaviors. In entrepreneurship studies, interest is usually related to building a new business (Mat et al., 2015). Another understanding of entrepreneurial interest is the growing state of consciousness that exists in one's mind to have the desire to start a new business or create core value in an organization (Ngoc Khuong & Huu An, 2016).

3. Research Methods

3.1. Analysis Methods

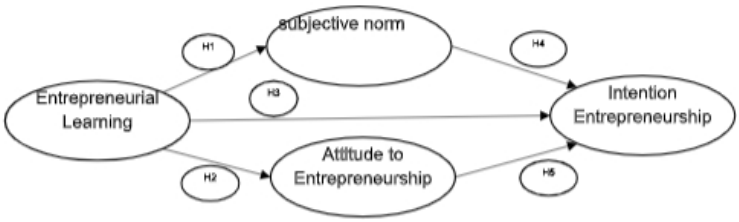

Figure 3.1. Analysis Methods
Sumber: **Mueller & Anderson, 2014; Kusminarti, et al., 2014; Susita, 2013**

Based on the theories put forward in the relationship between variables, according to Hussain and Norashidah (2015); Susetyo and Lestari (2014) can formulate the following hypothesis:
H1: Entrepreneurial learning has a significant effect on subjective norms
H2: Entrepreneurial learning has a significant effect on attitude to entrepreneurship
H3: Entrepreneurial learning has a significant effect on entrepreneurial intention
H4: Subjective norm has a significant effect on entrepreneurial intention
H5: Attitude to entrepreneurship has a significant effect on entrepreneurial intention

3.2. Research Approach

This study uses a quantitative approach. The type of research used is associative. This research is associative because it aims to examine the relationship between the variables of entrepreneurial learning and interest in entrepreneurship by mediating entrepreneurial attitudes. The population can be an organism, a person or a group of people, a society, an organization, an object, an event or an event. In this study, the population was 350 students of UNPAZ Faculty of Economics. The sample used in this study is some of the students of UNPAZ Faculty of Economics which will be calculated using the Slovin formula as follows (Hamdi & Bahruddin, 2015, p. 46). The calculation results obtained a sample of 187 people, while the sampling technique in this study was purposive sampling, namely a sampling technique that did not provide equal opportunities or opportunities for each element or member of the population to be selected as samples (Sugiyono, 2012).

Collecting data in this study using a questionnaire. The model used to analyze the data in this study is the Structural Equation Modeling (SEM) AMOS. The AMOS SEM model is used because in the conceptual model there are latent variables and indicators, and to find out how much influence each latent variable has.

4. Result and Discussion

4.1. Data analysis

4.1.1. Assumption Test

1. Normality Test

Table 4.1. Normality Test Results

Variable	min	max	skew	c.r.	kurtosis	c.r.
X3.1	2,000	5,000	,116	,647	-,721	-2,013
X3.2	2,000	5,000	-,154	-,861	-,582	-1,625
X3.3	2,000	5,000	-,218	-1,216	-,159	-,443
X3.4	2,000	5,000	,261	1,457	-,537	-1,498
X3.5	2,000	5,000	,198	1,106	-,248	-,692
Y.5	2,000	5,000	,338	1,888	-,300	-,836
Y.4	2,000	5,000	-,085	-,475	-,216	-,602
Y.3	2,000	5,000	,156	,868	-,261	-,730
Y.2	2,000	5,000	-,048	-,268	-,223	-,622
Y.1	2,000	5,000	-,265	-1,481	,175	,487
X2.5	2,000	5,000	-,273	-1,523	-,234	-,653
X2.4	2,000	5,000	,036	,200	-,317	-,885
X2.3	2,000	5,000	-,196	-1,097	-,350	-,976
X2.2	2,000	5,000	-,121	-,674	-,209	-,584
X2.1	2,000	5,000	-,156	-,871	-,179	-,499
X1.1	2,000	5,000	-,279	-1,556	-,500	-1,397
X1.2	2,000	5,000	-,180	-1,006	-,240	-,669
X1.3	2,000	5,000	-,071	-,395	-,283	-,789
X1.4	2,000	5,000	-,045	-,253	-,235	-,656
X1.5	2,000	5,000	-,413	-2,308	-,228	-,635
X1.6	2,000	5,000	-,310	-1,728	-,391	-1,091
Multivariate					10,281	**2,262**

Based on the test results presented in the table above, it shows that the multivariate cr value is 2.262. This figure is in the range of $-2.58 \leq cr \leq 2.58$, so it can be said that the data used in this study is normally distributed or in other words the assumption of normality is met.

2. Outliers Test

The output shows that the largest Mahalonobis d-Squared value is 46.21 which is still smaller than 46.8. Thus it can be concluded that the data in this study do not contain outliers or it can be said that the assumption of no outliers is met.

3. Multicollinearity Test

The results of this study produce the determinant of the covariance matrix equal to zero. Therefore it can be indicated that multicollinearity occurs, however, according to Bahri and Zamzam (2014, p. 26) this is still acceptable because the other SEM assumptions can still be fulfilled.

4.1.2. Measurement Model Evaluation

1. Discriminant Validity

Table 4.2. Discriminant Validity

Correlation	**Estimates**	**Sig.**	**Description**
Entrepreneur Learning <--> Subjective Norm	0,268	0,000	significant

Entrepreneur Learning <--> Attitude to Entrepreneur	0,45	0,000	significant
Entrepreneur Learning <--> Intention Entrepreneur	0,434	0,000	significant
Subjective Norm <--> Attitude to Entrepreneur	0,304	0,000	significant
Subjective Norm <--> Intention Entrepreneur	0,419	0,000	significant
Attitude to Entrepreneur <--> Intention Entrepreneur	0,453	0,000	significant

The results showed that all the relationships between variables are significant, so we can say discriminant validity are met. Discriminant validity (discriminant validity) can also be known through other methods by comparing the value of the root Average Variance Extracted (AVE) of each variable with the correlation between the latent variables. If the value of the root of AVE is greater than the value of the correlation between the latent variables, then the variable is said to meet the assumptions of discriminant validity. In addition to comparing the value of the root of AVE, a discriminant variable is said to have a good vailidity if the value of each variable AVE ≥ 0.05.

Table 4.3. AVE, AVE Root, and Correlation Between Variables

Variable	AVE	AVE . root	Entrepreneurial Learning	Subjective Norm	Attitude Entrepreneur	Intention Entrepreneur
Entrepreneurial Learning	0,509	0,713	1,000			
Subjective Norm	0,500	0,707	0,359	1,000		
Attitude Entrepreneur	0,500	0,707	0,501	0,180	1,000	
Intention Entrepreneur	0,563	0,750	0,497	0,435	0,441	1,000

It is known that each variable has an AVE value of 0.5 and the AVE root value of each variable is greater than all correlation values between latent variables. Thus, it can be said that the variables in this study have met discriminant validity.

2. Significance Test

Table 4.4. Regression Weight Measurement Model

			Estimate	S.E.	C.R.	P
X1.6	<---	Entrepreneurial_Learning	1,000			
X1.5	<---	Entrepreneurial_Learning	1,035	,112	9,259	,000
X1.4	<---	Entrepreneurial_Learning	1,179	,125	9,421	,000
X1.3	<---	Entrepreneurial_Learning	1,249	,141	8,860	,000
X1.2	<---	Entrepreneurial_Learning	1,083	,137	7,891	,000
X1.1	<---	Entrepreneurial_Learning	,842	,128	6,588	,000
X2.1	<---	Subjective_Norm	1,000			
X2.2	<---	Subjective_Norm	1,022	,070	14,599	,000
X2.4	<---	Subjective_Norm	,601	,080	7,479	,000
X2.5	<---	Subjective_Norm	,497	,076	6,525	,000
X2.3	<---	Subjective_Norm	,652	,074	8,766	,000
Y.1	<---	Intention_Entrepreneur	1,000			
Y.2	<---	Intention_Entrepreneur	1,175	,132	8,878	,000
Y.3	<---	Intention_Entrepreneur	1,410	,150	9,422	,000
Y.4	<---	Intention_Entrepreneur	1,334	,146	9,135	,000
Y.5	<---	Intention_Entrepreneur	1,240	,144	8,606	,000
X3.5	<---	Attitude_Entrepreneur	1,000			
X3.4	<---	Attitude_Entrepreneur	,704	,191	3,684	,000
X3.3	<---	Attitude_Entrepreneur	1,820	,331	5,491	,000
X3.2	<---	Attitude_Entrepreneur	1,578	,296	5,338	,000
X3.1	<---	Attitude_Entrepreneur	1,636	,295	5,545	,000

From table 4.4 it can be seen that all indicators have a p-value of less than 0.05, which is significant. Thus, it can be concluded that the indicators used in this study are significantly the dimensions of the formed latent variables.

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3. Convergent Validity

Table 4.5. Convergent Validity Test Results

Indicator	S.E.	2.SE	C.R.
X1.6			
X1.5	0,112	0,224	9,259
X1.4	0,125	0,25	9,421
X1.3	0,141	0,282	8,86
X1.2	0,137	0,274	7,891
X1.1	0,128	0,256	6,588
X2.1			
X2.2	0,07	0,14	14,599
X2.4	0,08	0,16	7,479
X2.5	0,076	0,152	6,525
X2.3	0,074	0,148	8,766
Y.1			
Y.2	0,132	0,264	8,878
Y.3	0,15	0,3	9,422
Y.4	0,146	0,292	9,135
Y.5	0,144	0,288	8,606
X3.5			
X3.4	0,191	0,382	3,684
X3.3	0,331	0,662	5,491
X3.2	0,296	0,592	5,338
X3.1	0,295	0,59	5,545

From the table above, it can be seen that all indicators have a critical ratio (cr) value that is greater than twice the standard error. Thus it can be concluded that the indicators in this study are valid to be used. Convergent validity test can also be done by looking at the value of the loading factor. An indicator is declared to meet Convergent Validity if the loading factor value > 0.5.

Table 4.6 Loading Factor

Variabel	Indikator	Loading Factor
Entrepreneurial Learning	X1.1	0,562
	X1.2	0,681
	X1.3	0,771
	X1.4	0,809
	X1.5	0,750
	X1.6	0,680
Subjective Norm	X2.1	0,839
	X2.2	0,891
	X2.3	0,643
	X2.4	0,570
	X2.5	0,500
Attitude Entrepreneur	X3.1	0,793
	X3.2	0,756
	X3.3	0,822
	X3.4	0,325
	X3.5	0,436
Intention Entrepreneur	Y.1	0,665
	Y.2	0,730
	Y.3	0,825
	Y.4	0,804
	Y.5	0,743

Based on the data presented in the table above, it is known that most of the variable indicators in the study have a loading factor value > 0.5 so it can be concluded that overall the indicators in this study are valid to be used.

4. Construct Reliability

The reliability test results show that the construct reliability value for each variable is greater than 0.7. Thus, all the indicators used in this study have been reliable.

4.1.3. Structural Model Testing

The estimation results and fit of the one-step approach to SEM model using the Amos 20 application program can be seen in the image below:

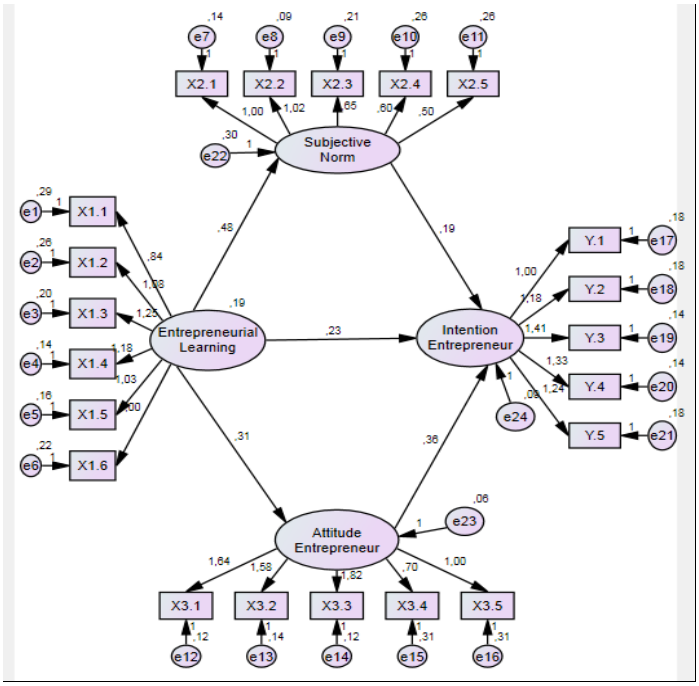

Figure 4.1. One Step Approach Causality Measurement Model

Table 4.7. Evaluation of Goodness of Fit Indices Kriteria Criteria

Criteria	Results	Cut - off Value	Model Evaluation
Chi-square (χ2)	551,235	Expected small	Not good
Probability	0,000	≥ 0,05	Not good
CMIN/DF	2,996	≤ 2,00	Not good
RMSEA	0,104	≤ 0.08	Not good
GFI	0,780	≥ 0,90	Marginal Fit
AGFI	0,724	≥ 0,90	Marginal Fit
TLI	0,783	≥ 0,90	Marginal Fit
CFI	0,810	≥ 0,90	Marginal Fit

Based on the results of data processing carried out by the researchers to obtain the model as presented above, as well as the evaluation of the One Step base model, it turns out that from all the goodness of fit criteria used, the overall results of the evaluation of the model are not good, meaning the model is not in accordance with the data. This means that the conceptual model developed and based on this theory has not been well received. Therefore, this model needs to be modified so that the resulting goodness of fit indices value meets the assumptions and produces a feasible model. The modification stage is carried out by referring to the value of the Modification Indices obtained from the results of the modification indices test between e2 and e1 which has the largest value of 78.160 so that it is correlated between e2 and e1 in the modified model. After the first trial & error, it turned out that the results of the goodness of fit indices test were still not good, so it was necessary to do a trial & error based

on the second largest MI value and so on until it gets good goodness of fit indices. The following is a picture of the model after modification.

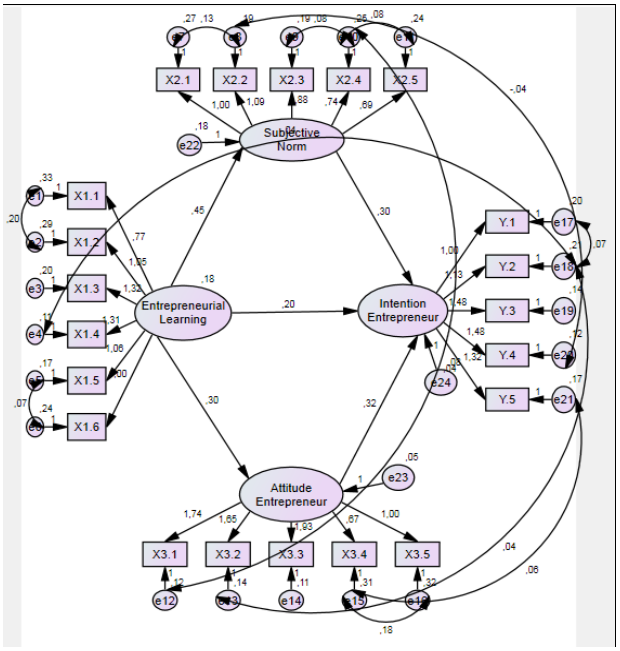

Figure 4.2. One Step Approach Modification Causality Measurement Model

Table 4.8. Evaluation of Goodness of Fit Indices Criteria after modification

Criteria	Results	Cut - off Value	Model Evaluation
Chi-square ($\chi 2$)	200,024	< X^2 (172;0,001=235,05)	Good
Probability	0,071	≥ 0,05	Good
CMIN/DF	1,163	≤ 2,00	Good
RMSEA	0,030	≤ 0.08	Good
GFI	0,911	≥ 0,90	Good
AGFI	0,881	≥ 0,90	Marginal Fit
TLI	0,982	≥ 0,90	Good
CFI	0,985	≥ 0,90	Good

Based on the evaluation results of the modified one-step model, it turns out that all the goodness of fit criteria used show good model evaluation results, thus the model is in accordance with the data. Thus this model is a good and feasible model to explain the relationship between variables in the model.

4.1.4. Hypothesis Testing and Causal Relationships

Table 4.9. Hypothesis Test Results

Structural model			Standard Estimate	p value	Description
Entrepeneurial Learning	→	Norm Subjective	0,450	0,000	Significant
Entrepeneurial Learning	→	Attitude to Entrepeneur	0,298	0,000	Significant
Entrepeneurial Learning	→	Intention Entrepreneur	0,199	0,017	Significant
Norm Subjective	→	Intention Entrepreneur	0,300	0,000	Significant
Attitude to Entrepeneur	→	Intention Entrepreneur	0,319	0,017	Significant

Based on the table above, the structural model has a positive and significant effect.

4.1.5. Direct Effect, Indirect Effect dan Total Effect

Table 4.10 Direct Effect

	Entrepreneurial_Learning	Attitude Entrepreneur	Subjectiv Norm	Intention Entrepreneur
Attitude Entrepreneur	,298	,000	,000	,000
Subjective Norm	,450	,000	,000	,000
Intention Entrepreneur	,199	,319	,300	,000

From the table above, it can be seen that the direct influence of Entrepreneurial Learning on Entrepreneurial Attitude is 0.298; Entrepreneurial Learning to Subjective Norm is 0.450; Entrepreneurial Learning on Entrepreneur Intention is 0.199; Entrepreneur's Attitude to Entrepreneur's Intention is 0.319; and Subjective Norm to Entrepreneur Intention of 0.300.

Table 4.11. Indirect Effect

	Entrepreneurial_Learning	Attitude_Entrepreneur	Subjective_Norm	Intention_Entrepreneur
Attitude_Entrepreneur	,000	,000	,000	,000
Subjective_Norm	,000	,000	,000	,000
Intention_Entrepreneur	,230	,000	,000	,000

From the table above, it can be seen that there is only one indirect effect, namely the indirect effect of Entrepreneurial Learning on Entrepreneurial Intention of 0.239.

Table 4.12. Total Effect

	Entrepreneurial_Learning	Attitude_Entrepreneur	Subjective_Norm	Intention_Entrepreneur
Attitude_Entrepreneur	,298	,000	,000	,000
Subjective Norm	,450	,000	,000	,000
Intention Entrepreneur	,430	,319	,300	,000

From the table above, it can be seen that the total effect of Entrepreneurial Learning on Entrepreneurial Attitude is 0.298; Entrepreneurial Learning to Subjective Norm is 0.450; Entrepreneurial Intention Learningterhadap Entrepreneur of 0.430; Entrepreneur to Entrepreneur Attitude Intention of 0.319; and Subjective Norm against Intention Entrepreneur of 0.300.

5. Conclusions and Practical Implication

5.1. Conclusions

Based on the data analysis and discussion described in the previous chapter, the conclusions obtained in this study are 1. Entrepreneurial learning has a significant and positive effect on subjective norms because it has a positive standard estimate value with a significance value of less than 0.05. The existence of this significant and positive influence means that the increase in entrepreneurial learning will be able to increase the subjective norm of UNPAZ students, Faculty of Economics. Entrepreneurial Learning has a significant and positive influence on entrepreneurial intention because it has a positive standard estimate value with a significance value of less than 0.05. The existence of this significant and positive influence means that the increase in entrepreneurial learning will be able to increase the entrepreneurial intention of UNPAZ students, Faculty of Economics. Subjective Norm has a significant and positive influence on entrepreneurial intention because it has a positive standard estimate value with a significance value of less than 0.05. The existence of a significant and positive influence means that the increase in subjective norm will be able to increase the entrepreneurial intention of UNPAZ students, Faculty of Economics. Attitude to Entrepreneur has a significant and positive influence on entrepreneurial intention because it has a positive standard test estimate with a significance value of less than 0.05. The existence of this significant and positive influence means that the increased attitude to entrepreneur will be able to increase the entrepreneurial intention of UNPAZ students, Faculty of Economics.

5.2. Practical Implication

Table 5.1. Managerial Implications of entrepreneurial learning variables

Before Research	After Research
exchange opinions with friends about entrepreneurship	Conduct discussions or share about entrepreneurship with friends, seniors, and successful business entrepreneurs
Have the responsibility in doing the task of entrepreneurship courses	Giving assignments to entrepreneurs on a small scale
Friends around support to learn entrepreneur / entrepreneurship	Trying to be entrepreneurship with friends who are equally interested in entrepreneurship
always excited when talking about entrepreneur	Maintaining enthusiasm and creating interest in entrepreneurship
The results of lecture activities provide meaning for students to become independent and creative souls	Carry out college activities that lead to entrepreneurship
always try to read business opportunities in the neighborhood	Looking for information about business opportunities that are currently developing

Table 5.2. Managerial Implications of Subjective Norm Variables

Before Research	After Research
Supported by family for entrepreneurship	Learn entrepreneurship from families who have been successful in entrepreneurship
Raised in an entrepreneurial family environment	Continuing entrepreneurship and making the business more successful
Joining an entrepreneurial student organization at UNPAZ really supports the development of entrepreneurial intentions	Deepen the knowledge of entrepreneurship through entrepreneurial organizations
Shame if you do not have a business	Tried to open a small-scale business enterprises
Entrepreneurial Lecturers can influence my behavior to become an entrepreneur	Lecturers dig deeper into the material about entrepreneurship

Table 5.3. Managerial Implications variable to an entrepreneurial attitude

Before Research	After Research
Entered the Faculty of Economics because you want to be an Entrepreneur	Deepen economics related to Entrepreneurship
Always looking for business information related to Entrepreneurs	Find out about how to be an entrepreneur who
Taught to see business opportunities	Trying to start a business that has a great chance of achieving success
Taught creative and innovation in entrepreneurship	Doing innovations in starting a new business
Taught dare to take risks in entrepreneurship	Looking for information about the risks in entrepreneurship and trying to minimize these risks

Table 5.4. Managerial implications of entrepreneurial intention variable

Before Research	After Research
Will create something creative that generates added value that benefit society	Creating innovative and creative new businesses that benefit society
Able to face various challenges in setting up a business in the future	Looking for information on how to face the challenges of being an entrepreneur
Determined to go forward and work hard to become an entrepreneur	Making as much effort as possible to become a reliable entrepreneur
Motivated to become a successful entrepreneur	Looking for a motivator in entrepreneurship or entrepreneurship
Ready to take risks, if in entrepreneurship it does not work right away	Do not despair in entrepreneur to achieve success

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