

## Entrepreneurship Education Analysis and Planned Behavior Theory in Triggering Entrepreneurial Intentions among Students

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### Abstract

The purpose of this study was to analyze the Planned Behavior Theory and entrepreneurship education in triggering students' entrepreneurial intentions. This research was conducted at Mercu Buana University. The respondents of this study were students of the Faculty of Economics and Business, with a total sample of 250 student respondents. This study uses quantitative methods. The data collection technique used the snowball technique. Data processing uses a statistical model of Structural Equation Modeling-Partial Least Square (SEM-PLS) with the help of SMART PLS software. The study found that Entrepreneurship education has a significant influence on Attitude Toward Behavior, Subjective Norms, Perceived Behavioral Control and entrepreneurial intentions. Attitude Toward Behavior has a significant effect on entrepreneurial intentions. Subjective Norms and Perceived Behavioral Control has no significant effect on entrepreneurial intention. Entrepreneurship education with Attitude Toward Behavior, Subjective Norms and Perceived Behavioral Control simultaneously has a moderate influence on entrepreneurial intentions.

**Keywords:** entrepreneurship education, attitude toward behavior, subjective norms, perceived behavioral control, entrepreneurial intention

## Introduction

The economic crisis due to the Covid-19 pandemic is hitting all countries in the world, including Indonesia. The crisis has led to an increasing unemployment rate. Based on records from the Central Statistics Agency (BPS), the largest increase in unemployment occurred in the group of young people aged 20-24 years and 25-29 years. In February 2021 BPS reported the Open Unemployment Rate (OUR) for young people aged 20-24 years at 17.66 percent, higher than the previous year at 14.3 percent, meaning an increase of 3.36 percent. The second largest increase in OUR was for young people aged 25-29 years by 9.27 percent, an increase of 2.26 percent compared to the same period the previous year of 7.01 percent (BPS, 2021).

In terms of education, it was reported that the highest increase in OUR was contributed by young people who graduated from high school, vocational school, and university. OUR for high school graduates contributed 1.86 percent from 6.69 percent last year to 8.55 percent. Vocational high school graduates increased by 3.03 percent from 8.42 percent to 11.45 percent, and higher education from 5.7 percent to 6.97 percent or an increase of 1.27 percent (BPS, 2021). Unemployment of graduates has become a serious problem for many governments and world leaders (Li & Liu, 2012).

Therefore, the Government needs to consider sustainable long-term strategic steps. Each institution that is related to the process of generating human capital, and has the knowledge and skills must immediately promote the Entrepreneurship Education study program. The consideration is for the government to strengthen entrepreneurship for young people, especially in providing benefits that result in entrepreneurial activity programs (Barron & Ruiz, 2021). By this thought, automatically higher education institutions play an important role in designing and implementing Entrepreneurship Education. Higher education as one of the main sources of knowledge, ideas, and special competencies becomes an ideal base for creating entrepreneurs (Taylor, 2012; Lautenschläger & Haase, 2011). For this reason, universities have faced the challenge of equipping students with the knowledge and skills related to starting and running a business. In addition, universities play a central role in encouraging entrepreneurship and as facilitators of national development, including generating entrepreneurial activities (Fatoki & Oni, 2014; Harrington & Maysami, 2015).

Although currently many universities offer entrepreneurship education, there is still no agreement and commonality about the content and approaches used in Entrepreneurship Education (Fayolle, 2018; Karimi et al., 2014). Sun et al., (2017) confirmed that educators have not yet agreed on an approach to teaching entrepreneurship. Karimi et al. (2014) and Lourenço et al. (2013) have called for deeper discussion and research focusing on what is meant by Entrepreneurship Education and how Entrepreneurship Education should be taught in universities.

One of the missions of higher education institutions today is to encourage the social, environmental and economic capabilities of students through education on business creation and entrepreneurship development. This mission has raised conflicting opinions, and questions about whether entrepreneurship can be taught or not. Several researchers highlight the importance of motivation to run a business. Therefore, they question whether Entrepreneurship Education can motivate entrepreneurship (Sousa, 2018). Other researchers believe that this entrepreneurial motivation can be developed through Entrepreneurship Education (Barba-Sánchez & Atienza-Sahuquillo, 2018). Thus, in this context, the Ministry of Education and Culture through the Directorate General of Higher Education needs to integrate Entrepreneurship Education into higher education.

Yemini & Haddad, (2010) highlight the importance of inclusive processes in universities to make universities as engines of economic growth. The key to the success of this approach lies in developing entrepreneurship, laying the foundation for the creation of entrepreneurs, which comes from student motivation (Barba-Sánchez & Atienza-Sahuquillo, 2012).

The role of Entrepreneurship Education in encouraging entrepreneurial behavior has attracted the attention of researchers (Bae et al., 2014; Fayolle, 2018; Martin et al., 2013). Researchers are interested due to Entrepreneurship Education has the main goal of producing students who have positive attitudes towards entrepreneurial activities and develop their way of thinking. As a result, students will have the ability to identify, filter, and get entrepreneurial opportunities (Busenitz et al., 2014).

One of the most widely used Entrepreneurial Intention models to this day is the Theory Planned Behavior (Ajzen, 1991, 2002). There are findings that are pro and contra about the effect of Entrepreneurship Education on Entrepreneurial Intentions. Several studies have found a positive relationship between Entrepreneurship Education, Attitude Toward Behavior, Perceived Behavioral Control and Entrepreneurial Intentions (Rauch & Hulsink, 2015). While other findings show a negative relationship (van Auken, 2013) or a significant effect (Díaz-Casero et al., 2012; Do Pao et al., 2015).

The negative relationship mentioned, existed because the influence of Entrepreneurship Education can exceed its direct effect on the antecedents of Entrepreneurial Intentions.

Entrepreneurship Education can interact with other variables such as Subjective Norms to support Entrepreneurial Intentions. Studies on the interactive effects between Subjective Norms and Entrepreneurship Education whose implications on Entrepreneurial Intentions have not been studied. (Entrialgo & Iglesias, 2016).

The role of Entrepreneurship Education in this context is to provide information about norms and values in entrepreneurship (Morris et al., 2013) and can act as a source of relevant knowledge about entrepreneurship (Dohse and Walter, 2012). Thus, Subjective Norms and Entrepreneurship Education can help students to choose entrepreneurship as a career choice.

The main objective of this research is to analyze the role that Entrepreneurship Education plays in influencing Attitude Toward Behavior, Subjective Norms, and Perceived Behavioral Control of students to develop Entrepreneurial Intentions of students of the Faculty of Economics and Business (FEB) Mercu Buana University. This research is a case study conducted on 250 students of the Faculty of Economics and Business who have attended and passed the Entrepreneurship course. The results of this study are expected to be useful for policy makers to understand the pattern of the relationship between Entrepreneurship Education in influencing the Entrepreneurial Intentions of students. The Theory of Planned Behavior (Ajzen, 1991) is used as a basis for predicting entrepreneurial action intentions (Kautonen et al., 2015).

## **Literature Review and Hypotheses**

An important approach to explaining entrepreneurial behavior is the intention model of the Theory of Social Learning (Bandura, 1977). This approach focuses on individual intentions to perform certain behaviors (Fernandes et al., 2018; Martins et al., 2019). The intentions include motivational factors that influence behavior.

Intention denotes the individual's planned effort to put the behavior into practice. The greater the intention to perform a behavior, the more likely the behavior will occur.

Some researchers develop models to explain entrepreneurial intentions, such as the Shapero & Sokol (1982) or Bird (1988) models. However, the model does not have as much influence as the model from Theory Planned Behavior (Ajzen, 1991; Krueger Jr et al., 2000; Liñán & Chen, 2009). This theory provides a theoretical framework that allows one to understand intentions by considering social and personal factors. This theory has become the most widely used psychological theory to explain and predict human behavior, including entrepreneurship (Acuña-Duran et al., 2021; McNally et al., 2016). In research on entrepreneurship, entrepreneurial behavior is intentional, and intention is a good predictor of that behavior (Doan & Phan, 2020; Fernandes et al., 2018).

According to this theory, intention has three independent determinant variables as an antecedent of intention: Attitude toward Behavior, Subjective Norms, and Perceived Behavior Control (Ajzen, 1991, 2002). Attitude toward Behavior refers to the attractiveness of an individual's behavior or the degree to which an individual has a positive or negative personal evaluation of it. The second determinant is Perceived Behavioral Control, namely any perceived ease or difficulty in managing behavior. This concept is similar to self-perceived capacity. However, Ajzen (2002) determined that this is a broader construct as it includes self-perceived capacities. The last determinant is Subjective Norms. It measures the perception that a person has of the support received from family, friends, and significant others while performing certain activities.

According to Ajzen & Fishbein (2004) the three antecedents mentioned in the previous section are sufficient to explain intention, but their relative importance varies from one context to another i.e., in some contexts, only one or two of the antecedents mentioned may be needed to explain intention.

In the field of entrepreneurship, Attitude toward Behavior is an important factor influencing perception of desire and in turn, influencing intention. Perceived Behavioral Control is also an important variable since it reflects the individual's perception of his ability to control this behavior that supports intentions (Ajzen, 2002).

A number of previous studies have confirmed the relationship between Attitude toward Behavior and Entrepreneurial Intentions and between Perceived Behavioral Control and Entrepreneurial Intentions (Kautonen et al., 2015; Moon et al., 2016; McNally et al., 2014). In contrast, previous studies confirming the relationship between Subjective Norms and Entrepreneurial Intentions did not find a significant direct relationship between Subjective Norms and Entrepreneurial Intentions (Yurtkoru et al., 2014). This is possible because Subjective Norms tend to affect intentions weakly (Anggraini & Siswanto, 2016) in individuals with strong internal control (Ajzen, 2002), a trait that applies especially to entrepreneurial behavior.

Although entrepreneurship education has become increasingly popular in recent years, there is a lack of consensus on its definition, objectives, content and pedagogy (Lautenschläger & Haase, 2011). This term has been defined in several ways in the entrepreneurial literature (Gerba, 2012).

According to Küttim et al. (2014), entrepreneurship education can be viewed narrowly and broadly. Narrowly definition, Entrepreneurship Education is about how to start a business. Broadly defined, Entrepreneurship Education focuses on developing entrepreneurial skills and mindsets. Harkema & Popescu (2015) describe Entrepreneurship Education as competency development related to successful entrepreneurship. Entrepreneurial competence is defined as the knowledge, attitudes, and skills required to carry out entrepreneurial activities successfully (Mojab et al., 2011). In addition, Gimmon (2014) argues that entrepreneurial competencies also can be used to differentiate successful entrepreneurs from their competitors

With this argumentation, the role of Entrepreneurship Education is to equip students as future entrepreneurs with the knowledge, skills and talents that are essential to launch and operate new business ventures successfully (Dutta et al., 2011). Similarly, Heinonen & Poikkijoki (2006) asserted that the purpose of Entrepreneurship Education is to develop an entrepreneur, as well as increase their understanding and knowledge of entrepreneurship. A similar opinion was conveyed by Ahmad & Buchanan (2015) that Entrepreneurship Education can provide an understanding of business to young people and students.

However, the results and effectiveness of Entrepreneurship Education are still largely untested (von Graevenitz et al., 2010). One of the most common ways to evaluate Entrepreneurship Education is to assess an individual's intention to start a new business. Intention is central to the entrepreneurial process (Bird, 1988; Krueger Jr et al., 2000), and studies show that Entrepreneurial Intention is a strong predictor of entrepreneurial behavior. However, the impact of Entrepreneurship Education on Entrepreneurial Intentions to set up a business is currently relatively untested.

Research on entrepreneurial intentions has brought together Theory Planned Behavior and Entrepreneurship Education in various ways (Martins et al., 2019). In previous studies, Entrepreneurship education was simply the context in which the constructs of Theory Planned Behavior and Entrepreneurial Intentions were evaluated (Yurtkoru et al., 2014; Liñán & Chen, 2009; Aloulou, 2016). Apart from the direct effect of Entrepreneurship Education on Entrepreneurial Intention, another study assumes that the effect of Entrepreneurship Education on Entrepreneurial Intention is partially mediated through its effect on the construction of Theory Planned Behavior intervention (Rauch & Hulsink, 2015).

### **The Effect of Entrepreneurship Education on Attitude toward Behavior, Subjective Norms, Perceived Behavior Control, and Entrepreneurial Intentions**

Krueger Jr et al. (2000) were the first to apply the Theory of Planned Behavior in the specific context of Entrepreneurship Education. His findings suggest that entrepreneurship education can have an impact on the antecedents of intention identified by Theory Planned Behavior. Fayolle et al., (2006) found that Entrepreneurship Education has a strong and measurable effect on student Entrepreneurship Intentions, and Entrepreneurship Education has a positive but not significant impact on Perceived Behavioral Control. Souitaris et al., (2007) used Theory Planned Behavior to examine the impact of Entrepreneurship Education on Attitude toward Behavior and Entrepreneurial Intentions of science and engineering students. They found that Entrepreneurship Education significantly increased students' Entrepreneurial Intentions and Subjective Norms. However, they did not find a significant relationship between Entrepreneurship Education and Attitude toward Behavior and Perceived Behavioral Control. Athayde (2009) found a positive effect of Entrepreneurship Education on Entrepreneurial Intentions and Attitude toward Behavior, among high school students. Dohse & Walter (2012) found that Entrepreneurship Education was positively related only with Attitude toward Behavior, not with Subjective Norms or Perceived Behavioral Control. The results regarding the Entrepreneurship Education initiative are somewhat inconclusive. Therefore, more detailed research is needed to gain a full understanding of the relationship between Entrepreneurship Education and Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions. McNally et al., (2014) found an overall positive effect of Entrepreneurship Education on Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions. This study suspects that students who have attended Entrepreneurship Education will have higher Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions. The hypothesis that is built is as follows:

- H1a:** *Entrepreneurship Education has a significant influence on Attitude toward Behavior.*
- H1b:** *Entrepreneurship Education has a significant effect on Subjective Norms.*
- H1c:** *Entrepreneurship Education has a significant effect on Perceived Behavioral Control.*
- H1d:** *Entrepreneurship Education has a significant influence on Entrepreneurial Intentions.*

### **The Influence of Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control on Entrepreneurial Intentions**

The findings of previous research conducted by Krueger Jr et al. (2000); Kautonen et al. (2015); Lüthje & Franke (2003); Souitaris et al. (2007) support the direct influence of Planned Behavior Theory on Entrepreneurial Intentions. Understanding Attitude toward Behavior refers to the evaluation of students' liking or disliking of the target behavior. The more positive students' assessment of the results of entrepreneurship, the better their Attitude toward Behavior, and the implication is that they have a strong intention to start a business (Pruett et al., 2009; Gelderen & Jansen, 2006).

Liñán & Chen (2009) tested the Theory Planned Behavior among students in Spain and Taiwan. The results show that Attitude toward Behavior has a significant effect on Entrepreneurial Intentions. Engle et al., (2010) tested the ability of Theory Planned Behavior to predict Entrepreneurial Intentions in 12 countries. The results show that the Planned Behavior Theory model successfully predicts Entrepreneurial Intentions in each country. Thus, this study proposes the following hypothesis:



**H2a:** *Attitude toward Behavior has a significant influence on students' entrepreneurial intentions*

Furthermore, an understanding of Subjective Norms will relate to a person's opinion of the opinion of social reference groups such as friends and family about whether a person should perform certain behaviors. The better the opinion of the reference group, the more encouragement to start a business one receives from this reference group, and the higher the motivation for that person to comply, the stronger the person's intention to start the business.

Engle et al. (2010) and Iakovleva et al. (2011) reported that Subjective Norms are the main predictors of Entrepreneurial Intentions in each country. It is hereby proposed the following hypothesis:

**H2b:** *Subjective Norms have a significant influence on Entrepreneurial Intention.*

The understanding related to Perceived Behavioral Control describes the perceived ease or difficulty in performing the behavior. This is based on whether the person believes that the required resources will be available. Swann Jr et al., 2007. Perceived Behavior Control not only predicts intention formation, but also supports the prediction of actual behavior by serving as an intermediary for actual control. (Ajzen, 1991).

Liñán & Chen (2009) tested Planned Behavior Theory among students in Spain and Taiwan. Their findings show that Perceived Behavioral Control has a significant effect on Entrepreneurial Intentions. Perceived Behavioral Control is a predictor of Entrepreneurial Intention. It is hereby proposed the following hypothesis:

**H2c:** *Perceived Behavioral Control has a significant influence on Entrepreneurial Intentions.*

## **Research Method**

This type of research is quantitative and descriptive quantitative research, namely research on data collected and expressed in the form of numbers. This research was conducted at Mercu Buana University. The population of this research is Mercu Buana University students and the research sample is students of the Faculty of Economics and Business. Empirical data collection of student samples was carried out using the snowball technique by distributing questionnaires through Google form. This is a technique of taking samples by rolling starting from small amounts, then increasing (Sugiyono, 2014). Each question answers using a Likert scale of 1 (strongly disagree) to 7 (strongly agree). Guidelines for determining the amount of data refer to (Hair Jr et al., 2021) which is 5 to 10 times the number of indicators in the model. This study uses 25 indicators which are divided into five variables. Entrepreneurship Education variable consists of six indicators, two of which are (1) improving students' skills and knowledge and (2) developing theoretical insights related to business processes and increasing ability and confidence.

The Attitude toward Behavior variable consists of five indicators, two of which are (1) being an entrepreneur gives more benefits and (2) a career as an entrepreneur is very interesting for me. Likewise with the Subjective Norms variable which has five indicators, for example (1) I care about other people's opinions regarding my plans to start my own business and (2) I care about the opinions of my brother or sister regarding my plans to start my own business.

Meanwhile, the Perceived Behavioral Control variable has four indicators, such as (1) my success or failure in life really depends on my abilities and (2) my life is determined by my own actions. The last variable is Entrepreneurial Intention which consists of five indicators,

such as (1) to get compensation based on achievement and (2) to have a very interesting and challenging job.

The number of empirical data in this study was 250 obtained from the total sample of students from the Faculty of Economics and Business. The collected data is then tested for structural models using Structural Equation Modeling (SEM) Partial Least Square (PLS) with the assistance of SMART-PLS software.

## **Results and Discussion**

### **Descriptive Analysis**

The empirical data collected was processed with the assistance of SPSS version 20 to perform a descriptive analysis. Descriptive analysis is used to analyze the characteristics of the respondents. Analysis of the characteristics of respondents based on gender, experience of doing their own business, close people who run their own business, encouragement to have their own business, challenges to open their own business, and people who are inspirational to start their own business.

Analysis of the characteristics of the respondents showed that the majority of respondents were male students as many as 148 (59.2%). Approximately 145 (58%) had done their own business by selling, as many as 80 (32%), the closest people who did their own business were parents and the desire to do their own business as much as 228 (91.2%).

Most of the students mentioned that the main challenges for starting their own business were the ability to manage a business with the amount of 112 (44.8%), and the availability of capital as much as 76 (30.2%). While the most inspiring figures to do their own business are successful entrepreneurs 106 (42.5%).

### **Outer Model Test**

The measurement model or outer model with reflective indicators is evaluated with validity and reliability. The validity test uses convergent and discriminant validity tests, as well as the magnitude of the outer loading value. Measurement of reliability is indicated by the value of Cronbach's Alpha and Composite Reliability (pc) of each latent variable. The value of convergent validity is indicated by the magnitude of the Outer loading value of each indicator, and the Average Variance Extracted of each latent variable.

Based on the test results with the help of SMART PLS, there are two indicators of Subjective Norm SN1, SN2 and one indicator of Attitude toward Behavior ATB 5 whose outer loading value is below 0.7. Indicators that have loading values below 0.7 are excluded from the model and are not included in measuring the structural model (inner model).

Table 1 shows the values for the new test. The test results show that all the values of the outer loadings which contain the loading factor of the indicators of each latent variable have a value greater than 0.7. These results are interpreted that each indicator has a substantial validity correlation with its respective latent variables, namely Entrepreneurship Education, Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions.

The test results show that the value of Cronbach's Alpha for each latent variable of Entrepreneurship Education, Attitude Toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions has a value greater than 0.7. These results are interpreted that each latent variable represents each indicator has a substantial level of reliability or consistency.

The test results show that the Composite Reliability (pc) value for each latent variable of Entrepreneurship Education, Attitude Toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions has a value greater than 0.7. These results

can be interpreted in the same way as the Cronbach's Alpha test, namely that each latent variable representing the indicator has substantial internal reliability or consistency.

**Table 1.** The Value of *Outer Loading* Reliabilitas dan Validitas Konvergen

Indicator	Loading	<i>Crobach's Alpha</i>	<i>Composite Reliability</i>	<i>Average Variance Extracted</i>
<u>Entrepreneurship Education</u>				
EE1	0,749	0,908	0,929	0,685
EE2	0,825			
EE3	0,812			
EE4	0,865			
EE5	0,879			
EE6	0,829			
<u><i>Attitude Toward Behavior</i></u>				
ATB1	0,816	0,796	0,865	0,616
ATB2	0,833			
ATB3	0,762			
ATB4	0,731			
<u><i>Subjective Norms</i></u>				
SN3	0,791	0,808	0,886	0,723
SN4	0,918			
SN5	0,835			
<u><i>Perceived Behaviourial Control</i></u>				
PBC1	0,707	0,751	0,842	0,571
PBC2	0,783			
PBC3	0,782			
PBC4	0,748			
<u>Entrepreneurship Intentions</u>				
EI1	0,725	0,810	0,867	0,567
EI2	0,799			
EI3	0,769			
EI4	0,717			
EI5	0,753			

The test results show that the value of Cronbach's Alpha for each latent variable of Entrepreneurship Education, Attitude Toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions has a value greater than 0.7. These results are interpreted that each latent variable represents each indicator has a substantial level of reliability or consistency.

The test results show that the Composite Reliability (pc) value for each latent variable of Entrepreneurship Education, Attitude Toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions has a value greater than 0.7. These results can be interpreted in the same way as the Cronbach's Alpha test, namely that each latent variable representing the indicator has substantial internal reliability or consistency.

The test results show that the value of Average Variance Extracted for each latent variable of Entrepreneurship Education, Attitude Toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions has a value greater than 0.5. These results are interpreted that each latent variable is able to explain more than half the variance of each indicator in the average.

The measurement of discriminant validity uses the criteria presented by Fornell–Larcker and “cross-loadings”. Table 2 shows the 'cross-loading' values for each indicator. This value meets the expectations of the criteria where the loading value for each indicator is higher than the 'cross-loading' of each. Thus, each indicator has a correlation with substantial validity for



each latent variable of Entrepreneurship Education, Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control, and Entrepreneurial Intentions.

The discriminant validity test can use the criteria presented by Fornell-Larcker. The Fornell–Larcker postulate states that a latent variable shares variance with the underlying indicator than other latent variables, and the Fornell–Larcker value of each latent variable must be greater than the value of the other latent variables.

**Table 2.** *Cross Loading Value*

<b>Indicator</b>	<b>Entrepreneurship Education</b>	<b>Attitude Toward Behavior</b>	<b>Subjective Norms</b>	<b>Perceived Behavioral Control</b>	<b>Entrepreneurship Intentions</b>
EE1	0,749	0,044	-0,273	0,289	0,344
EE2	0,825	0,078	-0,283	0,341	0,402
EE3	0,812	0,071	-0,355	0,340	0,332
EE4	0,865	0,132	-0,403	0,366	0,328
EE5	0,879	0,179	-0,419	0,388	0,341
EE6	0,829	0,162	-0,335	0,361	0,311
ATB1	0,209	0,810	0,070	0,567	0,268
ATB2	0,097	0,833	0,001	0,433	0,210
ATB3	0,019	0,762	0,143	0,255	0,203
ATB4	0,052	0,731	0,079	0,264	0,240
SN3	-0,282	0,012	0,791	-0,123	-0,147
SN4	-0,426	-0,014	0,918	-0,154	-0,152
SN5	-0,345	0,090	0,835	-0,120	-0,084
PBC1	0,250	0,632	-0,100	0,707	0,261
PBC2	0,337	0,288	-0,062	0,783	0,112
PBC3	0,366	0,254	-0,142	0,782	0,219
PBC4	0,312	0,410	-0,172	0,748	0,084
EI1	0,168	0,284	-0,052	0,138	0,725
EI2	0,311	0,208	-0,132	0,172	0,799
EI3	0,350	0,228	-0,135	0,138	0,769
EI4	0,274	0,202	-0,054	0,163	0,717
EI5	0,401	0,217	-0,166	0,238	0,753

**Table 3.** *Fornell-Larcker Value*

<b>Indicator</b>	<b>Entrepreneurship Education</b>	<b>Attitude Toward Behavior</b>	<b>Subjective Norms</b>	<b>Perceived Behavioral Control</b>	<b>Entrepreneurship Intentions</b>
<b>Entrepreneurship Education</b>	0,828				
<b>Attitude Toward Behavior</b>	0,138	0,785			
<b>Subjective Norms</b>	-0,420	0,030	0,850		
<b>Perceived Behavioral Control</b>	0,422	0,511	-0,157	0,756	
<b>Entrepreneurship Intentions</b>	0,413	0,299	-0,151	0,229	0,753

Table 3 shows the Fornell–Larcker values for each latent variable. These values meet the criteria where the Fornell–Larcker value for the latent variables of Entrepreneurship Education, Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions is greater than the values of other latent variables.

For example, the Fornell-Larcker value of the Entrepreneurial Education latent variable is 0.828 which is higher than the value of the other latent variables, namely 0.138; -0.420; 0.422; and 0.413. These results are interpreted that each latent variable has substantial validity.

### Inner Model Test

Structural model or Inner model is a model that connects latent variables. The values estimated for the path relationships in the structural model were evaluated in terms of the strength and significance of the relationships. The inner model test is indicated by the R<sup>2</sup> value of the endogenous latent variable, the size of the influence f<sup>2</sup>, the relevance of the Q<sup>2</sup> prediction, the Beta value for the path coefficient, the T-Statistic value, and the p-value.

The value of R<sup>2</sup> indicates the magnitude of the combination of exogenous variables which together affect the value of endogenous variables. According to Chin, (1998)., the closer the value to one, the model generated by the regression will be better. Table 4 shows the R<sup>2</sup> value of Entrepreneurial Intention is 0.335. The value of R<sup>2</sup> is interpreted that each latent variable of Entrepreneurship Education, Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control affects Entrepreneurial Intentions with a moderate category.

The value of F<sup>2</sup> is used to determine the effect of exogenous variables on endogenous variables. The estimated values should be evaluated in terms of the strength and significance of the relationship. Table 4 shows that the path relationship of the influence of the latent variable of Entrepreneurship Education on the latent variables of Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions is categorized as a moderate influence. However, the influence of Entrepreneurship Education on Attitude toward Behavior is categorized as a weak influence, as well as the influence of Attitude toward Behavior, Subjective Norms, and Perceived Behavioral Control that is also categorized as a weak influence.

**Table 4.** The Value of R-square (R<sup>2</sup>), F-square (F<sup>2</sup>), dan Q-square (Q<sup>2</sup>)

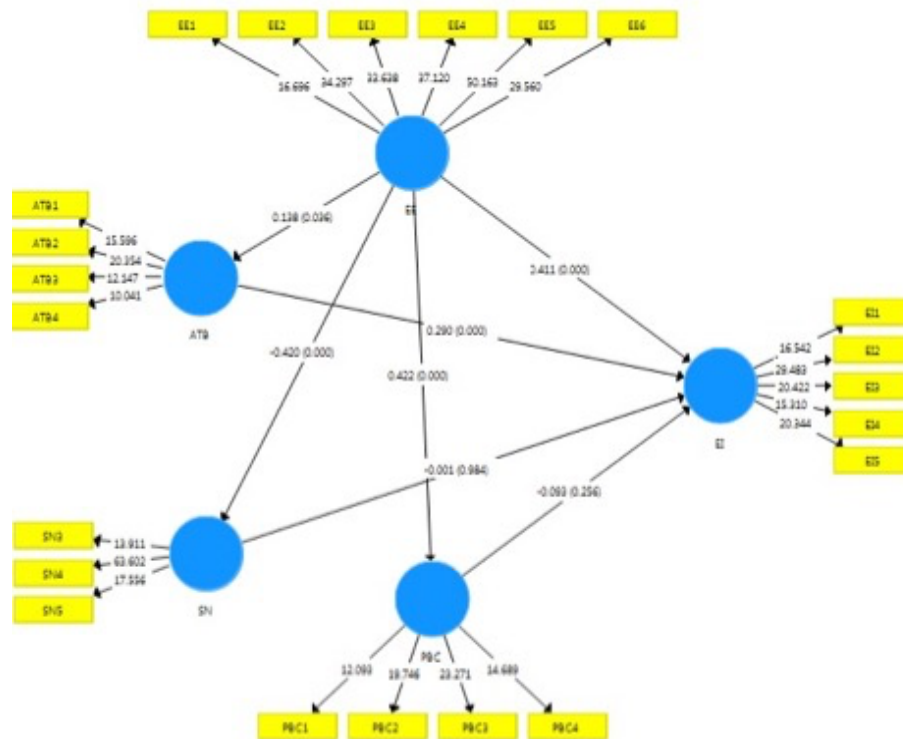
Relationships		R <sup>2</sup>	F <sup>2</sup>	Q <sup>2</sup>
Entrepreneurship Education	→ <i>Attitude toward Behavior</i>	0,119	0,019	0,007
Entrepreneurship Education	→ <i>Subjective Norms</i>	0,277	0,214	0,121
Entrepreneurship Education	→ <i>Perceived Behavioral Control</i>	0,278	0,216	0,098
Entrepreneurship Education	→ Entrepreneurship Intentions	0,335	0,153	0,121
<i>Attitude toward Behavior</i>	→ Entrepreneurship Intentions		0,079	
<i>Subjective Norms</i>	→ Entrepreneurship Intentions		0,070	
<i>Perceived Behavioral Control</i>	→ Entrepreneurship Intentions		0,000	

The value of Q<sup>2</sup> is used to determine that the observed values have been reconstructed well or have good predictive relevance. If the value of Q<sup>2</sup> > 0 then it can be said that the model has good predictive relevance. Table 4 shows that the variables Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control, and Entrepreneurial Intentions have values greater than 0. Thus, it can be interpreted that these variables are predictors that have good predictive relevance.

The model fit test (fit model) is used to determine whether the structural model proposed in the study has a good fit (goodness of fit). SRMR as a measure of goodness of fit for SEM-PLS which can be used to avoid model specification errors. An SRMR value of less than 0.10 is considered to have a good model fit (Hu & Bentler, 1999). The test results show an SRMR value of 0.082. This means that the structural model has a good model fit.

### Hypothesis test

Figure 1 and Table 5 show the path coefficient values. This value indicates that between Entrepreneurship Education and Attitude toward Behavior, Perceived Behavioral Control, Entrepreneurial Intentions have a positive relationship, while Subjective Norms show a negative relationship. Likewise, Attitude toward Behavior shows a positive relationship with Entrepreneurial Intentions, but not for Perceived Behavior Control and Subjective Norms.



**Figure 1.** The results of the Inner Model of the Effect of Entrepreneurship Education on Entrepreneurial Intentions of FEB UMB Students

The t-statistics and p values are used to determine whether the effect of exogenous variables on endogenous variables is significant or not. At the t-statistical value with an alpha of 5%, then the critical t-value shows a value of 1.96. If the t-statistic is greater than 1.96, then it is said to have a significant effect. The p value has the same interpretation as the t-statistic value. If the p value is less than 0.05, it is said to have a significant effect. Figure 1 shows the t-statistics and p values for the effect of Entrepreneurship Education on Attitude toward Behavior, Perceived Behavioral Control, Subjective Norms, and Entrepreneurial Intentions above 1.96 and below 0.05, respectively. These results are interpreted that Entrepreneurship Education has a significant influence on Attitude toward Behavior, Perceived Behavioral Control, Subjective Norms, and Entrepreneurial Intentions. Likewise for the significant influence of Attitude toward Behavior on Entrepreneurial Intentions. But not for Perceived Behavioral Control and Subjective Norms which do not have a significant effect on Entrepreneurial Intentions.

### The Effect of Entrepreneurship Education on Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control, and Entrepreneurial Intentions.

The results showed that Entrepreneurship Education directly had a significant influence on Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control, and Entrepreneurial Intentions. These results support the hypothesis H1a, H1b, H1c and H1d. This

shows that the students of the Faculty of Economics and Business, Mercu Buana University (FEB UMB) in this research sample agree that Entrepreneurship Education can improve students' skills and knowledge; can develop theoretical insights related to business processes and increase ability and confidence; be an important element of learning entrepreneurial skills; can develop Entrepreneurial Intentions; be a source of theoretical inspiration through examples of successful people's experiences; and can give prospects hope to start a business.

This finding is in line with the opinion of Küttim et al. (2014), Entrepreneurship Education can be viewed narrowly and broadly. In a narrow sense, Entrepreneurship Education is about how to start a business. Broadly speaking, Entrepreneurship Education focuses on developing entrepreneurial skills and mindsets. Harkema & Popescu, (2015) describe entrepreneurship education as competency development related to successful entrepreneurship.

At the same time, FEB UMB students also agree that the Entrepreneurship Education that has been received has succeeded in influencing their Attitude Toward Behavior, Subjective Norms, Perceived Behavioral Control, and their Entrepreneurial Intentions. The behavioral attitudes are represented by their beliefs. Belief related to being an entrepreneur provides more benefits is a belief that describes a person's interest in a career because it will give tremendous satisfaction.

Belief related to Subjective Norms conducted by responding to the opinions of the closest people and successful people. Such as caring about the opinion of close friends regarding plans to start a business; care about parents' opinions regarding plans to start a business; and cares about the opinion of successful entrepreneurs regarding business start-up plans.

Belief related to Perceived Behavioral Control or behavior control is a person's belief related to success in life which is very dependent on ability, action, luck and the ability to control myself.

Belief related to Entrepreneurial Intention is a person's belief to get compensation based on achievement. This belief is a picture of one's belief in having a very interesting and challenging job, being a boss to oneself and others, having authority and power in making decisions, and realizing the dream of owning one's own business.

The results of this study are in line with previous researchers who stated that the results of Entrepreneurship Education will enable students to have the ability to identify themselves, filter and obtain entrepreneurial opportunities as a key factor in the entrepreneurial domain (Busenitz et al., 2014). Another study found a positive relationship between Entrepreneurship Education and Attitude toward Behavior and Perceived Behavioral Control (Rauch & Hulsink, 2015).

Souitaris et al. (2007) used Theory Planned Behavior to examine the impact of Entrepreneurship Education on the Entrepreneurial Intentions of science and engineering students. The finding stated that Entrepreneurship Education significantly increased students' Entrepreneurial Intentions and Subjective Norms. Athayde (2009) found a positive effect of Entrepreneurship Education on Entrepreneurial Intentions and Attitude toward Behavior among high school students. Dohse & Walter (2012) found that Entrepreneurship Education was positively related only to Attitude toward Behavior. In addition, Martin et al., (2013) found an overall positive effect of Entrepreneurship Education on Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control and Entrepreneurial Intentions.

### **The Influence of Attitude toward Behavior, Subjective Norms, Perceived Behavioral Control on Entrepreneurial Intentions**

The results show that only Attitude toward Behavior has a significant effect on Entrepreneurial Intentions. These results support the hypothesis H2a. Subjective Norms, and Perceived Behavioral Control have no significant effect on Entrepreneurial Intentions. These results do not support the H2b and H2c hypotheses.

FEB UMB students agree that the Attitude toward Behavior that is formed from Entrepreneurship Education affects their behavioral attitudes to realize the Entrepreneurial Intention to start a business. Attitude toward Behavior refers to the attractiveness of the behavior, or the extent to which students have a positive or negative personal evaluation of it (Ajzen, 1991; 2002; Kolvereid, 1996). The more positive the student's assessment of the results of starting a business, the better his attitude towards the behavior, and consequently the stronger his intention to start a business.

In the field of entrepreneurship, attitudes toward behavior are an important factor influencing perceptions of desire, and, in turn, influencing intentions. (Ajzen, 2002). A number of empirical studies have confirmed the relationship between entrepreneurial attitudes and intentions (Armitage & Conner, 2001; Kolvereid, 1996; (Krueger Jr et al., 2000).

Those results are in accordance with the findings of previous researchers who stated that Attitude toward Behavior has a significant influence on Entrepreneurial Intentions. (Anggraini & Patricia, 2019). Subjective Norms have no influence on students' entrepreneurial intentions. In the literature on entrepreneurship, many studies have not found a significant direct relationship between subjective norms and Entrepreneurial Intentions (Autio et al., 2001; Krueger Jr et al., 2000). This can be explained by the fact that Subjective Norms tend to affect intentions weakly (Armitage & Conner, 2001) in individuals with strong internal control (Ajzen, 2002), a trait that applies primarily to entrepreneurial behavior.

The results of this study are in accordance with the findings of (Maresch et al., 2016) that the more students know about entrepreneurship, the clearer their expectations about how entrepreneurship will affect their lives, which in turn will make their decisions independent of entrepreneurial opinions from their social reference groups (Kautonen et al., 2015).

Perceived Behavioral Control has no influence on students' entrepreneurial intentions. The results of this study are in accordance with (Maresch et al., 2016) that Entrepreneurship Education aims to help students develop skills and competencies to capture entrepreneurial opportunities. As students receive more Entrepreneurship Education, so students become more confident in their ability to create and entrepreneurial opportunities, and have the ability to get the resources needed to start a business. This provides a potential entrepreneurial advantage. However, at the same time ignore the disadvantages of the risk of entrepreneurial activity. So that the more Entrepreneurship Education is received, the weaker the perceived behavioral control on Entrepreneurial Intentions will be.

## Conclusion

The overall aim of this study is to gain a better understanding of how Entrepreneurship Education affects students' Entrepreneurial Intentions. Entrepreneurial intentions of students can be driven by the social environment, including parents (Zapkau et al., 2015), and through Entrepreneurship Education (Peterman & Kennedy, 2003). This research found a model of the influence of Entrepreneurship Education on Attitude toward Behavior, Perceived Behavioral Control, Subjective Norms, and Entrepreneurial Intentions of students.

The effectiveness of entrepreneurship education does not seem to be affected by most aspects of the Theory of Planned Behavior. This is because the research only found one effect of Entrepreneurship Education, which has an influence on Entrepreneurial Intentions through Attitude toward Behavior, once students get a lot of entrepreneurship education. Therefore, the finding is Entrepreneurship Education was effective in influencing students' Perceived Behavioral Control. However, after getting a lot of entrepreneurship education, students have high self-confidence so that it weakens control behavior towards Entrepreneurial Intentions due to lack of control over the risks that arise from entrepreneurship. Likewise for Subjective



Norms, the more students know about entrepreneurship, the clearer their expectations about how entrepreneurship will affect them.

Based on the results of these studies, theoretical and practical implications can be stated. The first theoretical implication is that Perceived Behavioral Control and Subjective Norms have no effect on Entrepreneurial Intentions. When assessing the effectiveness of Entrepreneurship Education, the gap between intention and action in entrepreneurship must be taken into account. A longitudinal study in the same geographical context, also using the theoretical framework of Theory Planned Behavior, shows that in a one-year period only about 30 percent of intentions take a step towards entrepreneurship action (Kautonen et al., 2015). In another study, the same authors identified fear for action, uncertainty of action, and competitive ability as the main barriers to changing Entrepreneurial Intentions to their reduced dependence on entrepreneurial opinions from social reference groups.

This study also find that Entrepreneurship Education has a direct influence on Entrepreneurial Intentions. Other findings are simultaneously Entrepreneurship Education together with Attitude toward Behavior, Perceived Behavioral Control, and Subjective Norms have a moderate influence on Entrepreneurial Intentions.

This study contains several limitations that offer opportunities for further research. Due to the cross-sectional nature of this study, the results of the analyzed causal relationships should be interpreted with caution. In addition, implicitly, this study rely on the assumption that students who have taken and passed the Entrepreneurship Education course are randomly selected. It is possible for a student who does not want to be an entrepreneur to take Entrepreneurship Education courses. As a result, there may be bias. A longitudinal study would be helpful in avoiding this bias (van Gelderen & Jansen, 2006).

Practically the effectiveness of Entrepreneurship Education reveals the need for a didactic approach in Entrepreneurship Education to be adapted to the special needs of students. Lecturers and universities need to develop special didactics according to the objectives in Entrepreneurship Education. Lecturers need to have an in-depth understanding of the challenges and obstacles faced by students in developing entrepreneurial intentions. And also need to understand the problems involved in translating it into entrepreneurial action.

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