

Identifying Factors that Affecting the Entrepreneurial Intention-Partial Least Square

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Abstract. The education industry including universities around the world is becoming increasingly competitive. The university strives to generate new sources of income from both licensed research and following Government programme guidelines. Students are the dominant human resource to be able to stimulate entrepreneurship programmes. Investigating the impact of entrepreneurial attitudes, subjective norms, perceptions of behavioral control, education of entrepreneurship, and competence of lecturer on interest in entrepreneurship is the aim of this study. Purposive sampling of 100 people, with the data analysis method used, namely the results of measurement model analysis, both in terms of convergent validity test, reliability test, structural equation model analysis (inner model), hypothesis testing and data analysis methods with the SEM-PLS (Structural Equation Modeling-Partial Least Square) approach. The results are attitude towards entrepreneurship has positive direction on entrepreneurial intention. Norms of subjective, perceived behavioral control, education of entrepreneurship and competence of lecturer have no effect on entrepreneurial intention.

Keywords: Entrepreneurship Education, Lecturer Competence, Entrepreneurial Intention.

1 Introduction

According to the central statistics agency (BPS) in February 2019, the total workforce in Indonesia is 136.183.032 people. However, of the total workforce, there are only 129.366.192 people employed. This caused 6.816.840 people to include in open unemployment. From the open unemployment data in February 2019, a total of 839.019 people were open unemployed with the highest education graduate from the University. Banten is the province with the second-highest open unemployment rate in Indonesia at 7.58% from 34 provinces in Indonesia, where West Java holds the first place in terms of the highest open unemployment rate nationally at 7.773% in February 2019. Entering the current era of globalization, the problem of unemployment is a social problem experienced by various developing countries, including in Indonesia.

One cause of unemployment is limited to employment. This condition will get worse if each workforce is oriented only as a job seeker and not a job creator. The number of entrepreneurs in Indonesia in 2019 is still very less compared to neighboring countries. Based on the 2018 Global Entrepreneurship Index Rankings, Indonesia ranks 94 out of 137 total countries. The number of entrepreneurs in Indonesia is 3.1% in contrast to Malaysia which has reached 5% and Singapore has reached 7%. Enterprise is a crucial engine of economic growth. Without enterprise and entrepreneurs, there would be little innovation, little productivity growth and few new jobs.

[1] argue that education plays a critical role in cultivating the entrepreneurial intention of students. Cultivating college students' entrepreneurial intentions not only has become a key link

in social development and social innovation but also contributes to the economic development of a country or region by promoting innovation and creating employment opportunities [2],[3]. According to the theories of planned behavior (TPB), entrepreneurial intentions (EI) are perceived as one of the most reliable presages of entrepreneurial behavior [4][5]. Education of entrepreneurship promotes college intention to be an entrepreneur after graduated from college [6],[7]. In the programme, college mindful with another way to have a business company as long as in a good treatment [8][9]. Interestingly, Pulka et al[10] argue that education of entrepreneurship make something possible to gain of science, ability, manner and behaviors. This research was conducted at Pamulang University, South Tangerang, Banten, Indonesia. Banten is the second largest province with an open unemployment rate of 7.58% in the February 2019 period. As reported by Media Indonesia [2019], Pamulang University is one of the largest universities in South Tangerang, Banten, in terms of the number of students with 85 thousand students actively attending lecturers. The large quantity side makes researchers currently want to do in-depth research related to entrepreneurship intentions for students at Pamulang University, South Tangerang, Banten, Indonesia. In various literatures relating to entrepreneurship, it becomes an attraction for researchers to identify why students do or do not intend to run a business.

Gaining point of view of college on issue rotating ground education of entrepreneurship can help programme effectively, [11] however college teacher frequently fight facilitating class of entrepreneurship as shown by fact of small proportion of college are taken activities of entrepreneurial pasca graduate. This research explores the extent of the direct relationship between the independent variables, namely attitude towards entrepreneurship, subjective norms, perceived behavioral control, education of entrepreneurship, and lecturer competency on the dependent variable namely entrepreneurial intentions.

From these point of views, the researchers will investigate **Identifying Factors That Affecting The Entrepreneurial Intention -Partial Least Square**

2 Literature Review

Entrepreneurship

[12] Entrepreneurship is seen as an innovative and creative process, there is great potential in creating an added value, both for a product and services, entrepreneurship can increase productivity, new sources of employment, revitalization and part of market diversification that can contribute to improving community welfare and development of national economic. UNIDO [13] defined entrepreneurship as the process of using initiative to transform business concept to new venture, diversifying existing venture, or enterprises to high growing venture potential. Entrepreneurship is the starting of a new business or refreshing an existing one which have some problems. The process by which Entrepreneurship skills and knowledge can be transmitted or imparted mainly is through education.

Entrepreneurial Intention

[14] stated that an individual' intention and behavior are significantly influenced by the belief of his/her ability to perform this specific task effectively whereas the theory of planned behavior also argued that perceived behavioral control and attitude toward behavior are affected by people's control belief. [15] A person' belief may influence on his or her intention and behavior and an individual's attitude toward behavior can be effected by his or her belief of the

results of this particular behavior. Studies in the literature [16],[17],[18],[19],[20],[21],[22] demonstrate a positive correlation between attitude and behavior (Husna et al.,2010). Zhang and Cain (2010) concluded that there is a positive correlation between planned behavior model factors and entrepreneurial intention. According to [20],[23],[24] Entrepreneurship literature highlights that entrepreneurial intention, seen as “desires to own or start a business”.

Entrepreneurship Education

Through entrepreneurship education it can be seen as a concrete form of training and providing systematic instructions which in turn can provide entrepreneurial knowledge and be able to develop students' skills [25]. Education of entrepreneurship programme aims to be able to change student behavior towards the expected direction. [26] Education of entrepreneurship programme sees an instructive process that involves lecturers in providing a stimulus to entrepreneurial activities, both behavior and ways of thinking. This has become a symbol of the implementation of individual / student empowerment in creating real wealth in the economic field, which in turn can contribute to the overall development of the nation [27]. Education of entrepreneurship programme is a process of delivering knowledge and skills to educate aspiring entrepreneurs to be able to explore business for the development of progress in the future [28].

Allport [29] reflects a manner as condition a mental of preparedness that organized by impression and make efforts, instruction or enthusiastic impact on response of individual. Because it will happen to bid fair that collegier of ATE (attitude towards entrepreneurship), and EE (education of entrepreneurship) could be impacted by faith, through the process actions, impression and environment of social. Therefore, collegier of ATE (attitude towards entrepreneurship) and education of entrepreneurship could be about of 3 sides of manner of entrepreneurship [30] as Conceptual, affective and behavioural manner factors. Faith, idea and science of collegier concerning be entrepreneur and education of entrepreneurship establish of conceptual [31],[32] confirm sense and affect that collegier concerning be entrepreneur and education of entrepreneurship in terms of affective.

Insight could be marked by manners as legal action by people define and manage to result experience of meaningful [33],[34],[35],[36],[37]. Insight are frequently the results of examples when a person deal with condition and excitement and the person define an excitement to expand anything valuable, found on previous treatment[35]. Hence, collegier's insight of being-entrepreneur relational about issue can give expression to enlarge their point of view that entrepreneurship is benefit.

Superiority of collegier have an insight of positive of entrepreneurship as selection of career although by several requirement in consequence of defiances as well as inadequate start-up money, insufficient of ability to resist a venture and be afraid of default [34],[35],[36]. Several literatures represent it was no diversity significantly in the insight of entrepreneurship among collegiers who had previous explanation (by means of Venture Class subject at school) and those who had not lesson the subject [38]. Several levels, it inventions emphasize not able to be predicted of individual insight and disclose the hazard in proposing insight identified in a relation to other condition specifically. This is educative to record even though the insight is a subjective build up specified that there is a way purpose of point of view's person realness [39]. Insight shows a serious part upon of entrepreneurship characters by collegier. When an individual has an insight of positive of towards entrepreneurship, they would participate in an

entrepreneurial commitment [34]. [36] recognize with this clarify that a person with a positive insight with entrepreneurship are convinced sufficient to be able to defeat any constraints. This assertion seems to suggest that entrepreneurial intention is associated with actual entrepreneurial behaviour. Henley [40] reaffirms that entrepreneurship intentions are developed a year prior to the actual entrepreneurial activity. The planned behaviour theory argues that there is a link between beliefs and behaviour which further asserts that there is a relationship between the intention to be an entrepreneur and becoming an entrepreneur [15]. Various studies have considered the role of three components in shaping entrepreneurial intentions, including : attitudes towards entrepreneurship, norms of subjective, and perceptions of behavior control.

Lecturer's Competence

In lecturing activities, lecturers are required not only to transfer knowledge, but more than that, namely as an agent of change. Competent lecturers can generally be seen from how the lecturer masters the material and can apply appropriate learning models for the material being studied. Gaining point of view of collegers towards cases rotating over education of entrepreneurship can help programme delivery effectively, [41] confirm about instructor frequently fight to simplify class of entrepreneurial as shown by the fact that a small amount of collegers collect an activity of entrepreneurial over graduate. [42] express that insight competence of the instructor verify relation a moderate and positive among student entrepreneurial purpose. According to Law 14 of 2005 article (69:2) lecturer competencies include pedagogical competence, personal competence, social competence, and professional competence.

Hypothesis

Herewith the hypothesis of this research are:

- H1 : Attitude Towards Entrepreneurship will have a significant effect on entrepreneurial intention
- H2 : Subjective norms will have a significant effect on entrepreneurial intention
- H3 : Perceived behavioral control will have a significant effect on entrepreneurial intention
- H4 : Entrepreneurship education will have a significant effect on entrepreneurial intention
- H5 : Lecturer's competence will have a significant effect on entrepreneurial intention

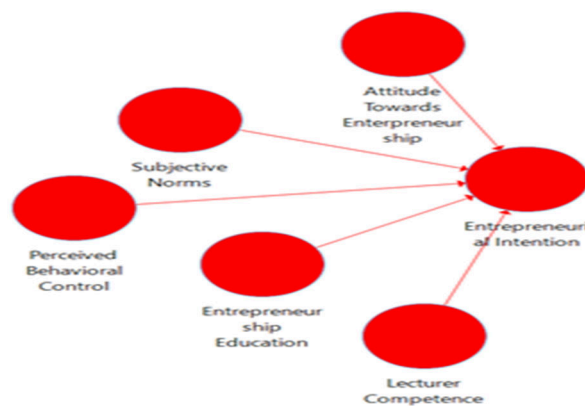


Fig. 1. Conceptual Model for Proposed Framework

3 Data And Research Technique Analysis

The subjects of this research are Pamulang University Faculty of Economics Students. The population of this research is 600 students of economics faculty, Universitas Pamulang, class of 2016-2019. Determination of the sample used in this study using sample of purposive method. Namely the sampling technique with consideration of certain objectives or criteria. The reason for selecting the sample was that the accounting economics department had the second largest number of students at Universitas Pamulang. The Slovin formula is used in the process of determining the number of samples with an error rate of 10%.

$$\begin{aligned}n &= N / (1 + N(k)^2) \\ &= 600 / (1 + 600 [(10\%)^2]) \\ &= 85.71429 \approx 86\end{aligned}$$

About:

n {the total number of samples}

N {total of population}

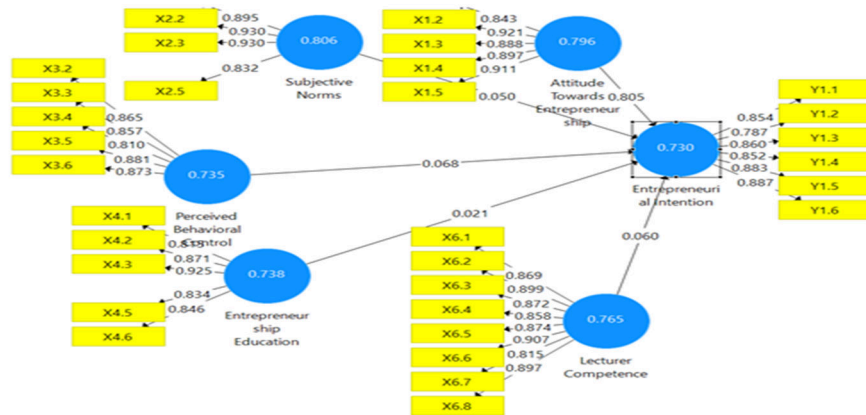
k {the error rate used which is 10%}

e use sample of 100 (>86) the minimum number of research samples.

Measures

Measures used in the present study were adopted from several previous studies. ATE (Attitude Towards Entrepreneurship), SN (Subjective Norms), PBC (Perceived Behavioral Control) and EE (Entrepreneurship Education) was expanded from previous research by [30]. Lecturer Competence was expanded from previous research [42]. Entrepreneurial Intention was expanded from previous research [43].

4 Results and Discussion



Pic. 1. Final Research Model

The following picture above shows the construct can be valid and reliable, AVE or Average Variance Extracted if this is more than 0.5 and the value of CR (Composite Reliability) if this is more than 0.7.

As a result shown in table 1, all the variables on the research are Valid and Reliable due to both AVE and CR are greater than 0,5 and 0,7.

Table 1. AVE and CR

	Average Variance Extracted (AVE)	Composite reliability (CR)
Entrepreneurial Intention	0.730	0.942
Attitude Towards Entrepreneurship	0.796	0.951
Subjective Norms	0.806	0.943
Perceived Behavioral Control	0.735	0.933
Entrepreneurship Education	0.738	0.934
Lecturer Competence	0.765	0.963

To confirm validity and reliability test, loading and cross-loading test will be applied in this research. When loading of factor is more than 0.7 against the intended construct and the value is more than cross loading the variables are valid and reliable.

Table 2. Cross Loading Model

	Attitude Toward Entrepreneurship	Subjective Norms	Perceived Behavioral Control	Entrepreneurship Education	Lecturer Competence	Entrepreneurial Intention
X1.1	0.843	0.671	0.637	0.676	0.591	0.783
X1.2	0.921	0.765	0.668	0.757	0.678	0.877
X1.3	0.888	0.600	0.690	0.683	0.631	0.815
X1.4	0.897	0.760	0.655	0.732	0.673	0.884
X1.5	0.911	0.629	0.736	0.703	0.635	0.891
X2.1	0.643	0.895	0.573	0.651	0.589	0.659
X2.2	0.684	0.930	0.639	0.695	0.706	0.701
X2.3	0.683	0.930	0.596	0.656	0.667	0.684
X2.5	0.702	0.832	0.730	0.738	0.720	0.711
X3.2	0.764	0.732	0.865	0.788	0.689	0.795
X3.3	0.640	0.590	0.857	0.732	0.567	0.639
X3.4	0.507	0.520	0.810	0.653	0.511	0.509
X3.5	0.590	0.546	0.881	0.679	0.592	0.604
X3.6	0.697	0.610	0.873	0.756	0.656	0.712
X4.1	0.696	0.712	0.671	0.815	0.778	0.689
X4.2	0.702	0.637	0.692	0.871	0.587	0.709
X4.3	0.731	0.699	0.765	0.925	0.655	0.745
X4.5	0.667	0.629	0.710	0.834	0.591	0.645
X4.6	0.619	0.605	0.813	0.846	0.665	0.672
X6.1	0.650	0.644	0.599	0.643	0.869	0.630
X6.2	0.659	0.647	0.649	0.712	0.899	0.662
X6.3	0.641	0.694	0.628	0.674	0.872	0.642
X6.4	0.648	0.706	0.579	0.699	0.858	0.663
X6.5	0.575	0.612	0.640	0.638	0.874	0.641
X6.6	0.636	0.644	0.600	0.638	0.907	0.658
X6.7	0.593	0.625	0.655	0.628	0.815	0.621
X6.8	0.631	0.669	0.634	0.693	0.897	0.634
Y1.1	0.848	0.615	0.649	0.695	0.604	0.854
Y1.2	0.759	0.762	0.589	0.642	0.607	0.787
Y1.3	0.831	0.618	0.668	0.690	0.615	0.860
Y1.4	0.803	0.715	0.677	0.733	0.678	0.852
Y1.5	0.819	0.619	0.731	0.692	0.639	0.883
Y1.6	0.830	0.624	0.656	0.668	0.660	0.887

According to table 3, we can see that all indicators are valid because the factor of loading is more than 0.7 towards supposed the construct and cross loading value, this means that elements of convergent validity and discriminant validity have existed in this study.

Inner Model (R-Squared and Significant Test)

According to SEM-PLS structure model test, the results are:

Table 3. Cross Loading Model

	R²	R² Adjusted
Intention of Entrepreneurial	0.921	0.917

The model is said to be strong if the value of $R = 0.75$, the model is moderate if the value is $R^2 = 0.50$, and the model is weak if the value is $R^2 = 0.25$ [44]. In table 4, the adjusted R^2 value = 0.917, it can be said that this research model is strong.

The purpose of significant test on SEM-PLS model is to analyse the effect of exogenous variable to endogenous variable. In addition, hypothesis test can be done through significance test as well.

Table 4. Bootstrapping of Research Data- Significant Test

	Original Sample	T Statistic	P Value
Attitude Towards Entrepreneurship → Entrepreneurial Intention	0.805	11.477	0,000
Subjective Norms → Entrepreneurial Intention	0.050	0.933	0.351
Perceived Behavioral Control → Entrepreneurial Intention	0.068	1.412	0.159
Entrepreneurship Education → Entrepreneurial Intention	0.021	0.280	0.779
Lecturer Competence → Entrepreneurial Intention	0.060	1.349	0.178

According to table 5, the results of bootstrapping-significant test with 10% significant level are:

1. 11.477 t-statistic > 1,64. It means the attitude toward entrepreneurship has positive direction on entrepreneurial intention with 0.805. The positive value on parameter coefficient means the attitude towards entrepreneurship, the higher entrepreneurial intention.
2. 0.933 t-statistic < 1,64. It means subjective norms has no effect on entrepreneurial intention with 0.050.
3. 1.412 t-statistic < 1,64. It means perceived behavioral control has no effect on entrepreneurial intention with 0.068.
4. 0.280 t-statistic < 1,64. It means entrepreneurship education has no effect on entrepreneurial intention with 0.021.
5. 1.349 t-statistic < 1,64. It means lecturer competence has no effect on entrepreneurial intention with 0.060.

5 Conclusion

Attitude towards entrepreneurship has positive direction on entrepreneurial intention with 0.805. Norms of subjective, perceptions of behavioral control, education of entrepreneurship and lecturer competence have no impact on entrepreneurial intention.

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