

DO ENTREPRENEURIAL INTENTION INFLUENCE ENTREPRENEURIAL ATTITUDE?

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ABSTRACT

This study focuses on determining what factors of entrepreneurial interest can affect student entrepreneurial attitudes, so the population and sample of this study were taken from Business Education Study Program students at the Universitas Negeri Malang, Universitas Negeri Surabaya, Universitas Pendidikan Indonesia, Universitas Negeri Yogyakarta, and Universitas Negeri Jakarta. The sample to be used is 355 respondents with random sampling techniques and online survey applications to collect data from January to April 2023. The analysis technique used is regression analysis. The analysis test results showed that simultaneously, the five independent variables significantly affect the attitude of students in entrepreneurship. In contrast, partially, the variables Locus of Control, Need for Achievement, and Self-Efficacy do not affect students' attitudes toward entrepreneurship, and the variables Risk Taking, and Innovativeness affect the attitude of students toward entrepreneurship. The study results show that the novelty of research emphasizes understanding what factors can bring up the intentions and attitudes of entrepreneurship students. Therefore, there is a need for further research related to variables that can affect student interest in generating a positive attitude towards entrepreneurship.

Keywords: Locus of control, need for achievement, self-efficacy, risk-taking, innovativeness, entrepreneurial attitude

ABSTRAK

Penelitian ini fokus untuk mengetahui faktor-faktor apa saja yang dapat mempengaruhi minat berwirausaha mahasiswa, sehingga populasi dan sampel penelitian ini diambil dari mahasiswa Program Studi Pendidikan Bisnis Universitas Negeri Malang, Universitas Negeri Surabaya, Universitas Pendidikan Indonesia, Universitas Negeri Yogyakarta, dan

Universitas Negeri Jakarta. Sampel yang akan digunakan sebanyak 355 responden dengan teknik random sampling dan aplikasi survei online untuk mengumpulkan data pada bulan Januari hingga April 2023. Teknik analisis yang digunakan adalah analisis regresi. Hasil uji analisis menunjukkan bahwa secara simultan kelima variabel independen berpengaruh signifikan terhadap sikap berwirausaha mahasiswa. Sebaliknya secara parsial variabel Locus of Control, Need for Achievement, dan Self-Efficacy tidak berpengaruh terhadap sikap mahasiswa terhadap kewirausahaan, dan variabel Risk Taking dan Innovativeness berpengaruh terhadap sikap mahasiswa terhadap kewirausahaan. Hasil penelitian menunjukkan bahwa kebaruan penelitian menekankan pada pemahaman faktor-faktor apa saja yang dapat memunculkan niat dan sikap berwirausaha mahasiswa. Oleh karena itu, perlu adanya penelitian lebih lanjut terkait variabel-variabel yang dapat mempengaruhi minat mahasiswa dalam membangkitkan sikap positif berwirausaha.

Kata Kunci: Locus of control, need for achievement, self-efficacy, risk-taking, innovativeness, entrepreneurial attitude

BACKGROUND

Entrepreneurship has become an important topic that is widely discussed in various fields, be it from entrepreneurship from a business perspective (Doern et al., 2019; Lüdeke-Freund, 2020; Canestrino et al., 2020), as well as entrepreneurship from the perspective of the field of education (Linton & Klinton, 2019; Hahn et al., 2020; Gianiodis & Meek, 2020). This is because entrepreneurship can positively impact economic growth, especially in Indonesia (Ayu & Rara, 2019). In addition, activities in entrepreneurship also positively contribute to a region's economic and social development by creating jobs and supporting infrastructure in creating high competitiveness and innovation (Barba-Sánchez et al., 2022). So that there needs to be strong encouragement from various parties to entrepreneurial activities (Eijdenberg et al., 2019; Urbano et al., 2020), one of them is to develop the principles and spirit of entrepreneurship through education (Kuratko, 2005; O'Connor, 2013; Martínez-Gregorio et al., 2021). One level of education that can be used as a place to develop the principles and spirit of entrepreneurship is the level of higher education. Universities are critical institutions for developing national entrepreneurship through teaching, research, and socialisation (Lu et al., 2021a).

Therefore, entrepreneurship and business sustainability are two topics of interest in various higher education institutions (Verdugo & Villarroel, 2021). Not only universities in Indonesia but almost all developed and developing countries in the world include entrepreneurship courses in the learning curriculum (Mueller & Thomas, 2000; Anwar & Abdullah, 2021; Contreras-Barraza et al., 2021; Barba-Sánchez et al., 2022) to foster an entrepreneurial spirit, so that it can help create innovation (Cotoi et al., 2011; Igwe et al., 2019; Almeida et al., 2021; Farber Canziani & Welsh, 2021; Soares et al., 2021). However, some research results reveal that the contributors to the high number

of unemployment in Indonesia are students or college graduates due to the lack of application of the theory of entrepreneurship itself (Bell & Bell, 2020; Bauman & Lucy, 2021), thus causing a lack of output in terms of skills and expertise (Siwi & Kurniawati, 2021).

Although students have high capital and great entrepreneurial potential (Rauch & Hulsink, 2015), most students still need more interest when discussing entrepreneurship (Boldureanu et al., 2020; Eesley & Lee, 2021). This is evidenced by the need to maximize the results of entrepreneurship learning both in theory and practice, which can be an opportunity in entrepreneurship (Sari et al., 2022). In addition, some research results conducted by several universities also reveal that student interest in entrepreneurship is low (Widayoko, 2016; Zulatsari & Soesatyo, 2018). Therefore, for students' interest in entrepreneurship to be raised, some efforts that educational institutions, especially universities, can make are to provide strong support for entrepreneurship programs, such as providing special entrepreneurship training, holding competitions, good management support in entrepreneurship and also entrepreneurship service programs (Baihaqi et al., 2016; Mahendra et al., 2017; Meira Soares & Amaral, 1999; Lu et al., 2021; Soomro & Shah, 2022), because, with various programs related to entrepreneurship, it will foster more entrepreneurial activities and foster entrepreneurial personality attitudes (Chen & Lai, 2010)

In addition, many factors are responsible for developing behavioural attitudes in entrepreneurship (Soomro & Shah, 2022), including locus of control, need for achievement, self-efficacy, innovativeness, and risk-taking propensity (Ajzen, 1991; Robinson et al., 1991; Draghici et al., 2014; Çolakoglu & Gözükara, 2016; Zollo et al., 2017; Schierjott et al., 2018; Leone & Burns, 2000; Biswas & Verma, 2021; Soomro et al., 2021) which can be done through entrepreneurship classes (Contreras-Barraza et al., 2021), meaning that how much individual intentions also influence a person's attitude to entrepreneurship in entrepreneurship. This is because the subsequent action of entrepreneurial intention is driven by entrepreneurial attitude as a beneficial cognitive force (Anwar et al., 2021) so it can provide confidence to individuals towards entrepreneurial behaviour based on its attributes (Nishantha, 2018). In addition, compared to personality variables, the entrepreneurial intention is more effective and has a greater explanatory capacity to predict entrepreneurial attitudes (Barba-Sánchez et al., 2022)

From several phenomena and literature reviews, it can be seen that there are problems related to fostering interest and bringing up an entrepreneurial attitude in students. Hence, the purpose of this study is more focused on knowing what factors of interest in entrepreneurship can affect students' entrepreneurial attitudes. In addition, the results of this study also aim to provide a better understanding to all parties of the need to raise an intention in entrepreneurship through education before encouraging all existing human resources to have an attitude towards the importance of entrepreneurship in supporting economic sustainability, especially individual economic sustainability. Therefore, the novelty of this research is that emphasises understanding what factors can bring up the intention in entrepreneurship, especially students, to have an entrepreneurial attitude.

RESEARCH METHOD

The correlation method will be used to answer research problems, this is because this study tries to explore and prove that entrepreneurial intentions can influence the emergence of entrepreneurial attitudes in students. The population of this study is all students of the Business Education Study Program in five universities in Indonesia, namely Universitas Negeri Malang, Universitas Negeri Surabaya, Universitas Pendidikan Indonesia, Universitas Yogyakarta and Universitas Negeri Jakarta. Researchers will use the cluster random sampling technique in determining the number of research samples, this is because this study tries to take samples that represent the population spread across five major cities in Java, namely Surabaya, Malang, Yogyakarta Special Region, Bandung, and Jakarta Special Region. The five cities are selected because five universities have business education study programs.

The Cochran formula will be used in determining the sample in this study, this is due to the assumption of a large population in this study (Cochran, 1977). As for the results of the sample calculation, the sample obtained was 355 respondents. A 7-point Likert scale was used in this research instrument and instrument collection to obtain research data using an online survey application (Google Form) starting from January to April 2023. The data analysis technique used in answering this research problem uses multiple linear regression analysis techniques based on decision-making significance < 0.05 (Sugiyono, 2019).

Before conducting an analysis test to answer research problems, a classic assumption test will first be carried out to determine whether the research data has met the requirements. The basis for making decisions from classical assumptions, namely the normality test, is $Asymp. Sig (2-tailed) > 0.05$, the multicollinearity test is $VIF < 10$, the linearity test is $dL > 0.05$, and the heteroscedasticity test is the distribution of all data above and below zero, while for hypothesis testing the decision-making is the significant value on the t_{count} and $F_{count} < 0.05$ (Sugiyono, 2019).

RESULTS AND DISCUSSION

The results of the classical assumption test show that it has normal data because of the $Asymp. Sig (2-tailed) > 0.05$, which is 0.197 [$0.197 > 0.05$], no multicollinearity is detected because the data tested has a VIF value < 10 , and also the data has a correlation between variables. This can be seen from the linearity test; the data shows that the dL value > 0.05 (Table 1).

Table 1. Summary of Normality Test, Multicollinearity Test, and Linearity Test

| Description | Result | Acceptance Criteria | | Decision |
|----------------------------------|--------|--|----|-----------------|
| | | Yes | No | |
| <i>Test of Normality</i> | | <i>Asymp. Sig (2-tailed) > 0.05</i> | | |
| Unstandardized Residual | 0.197 | √ | - | Normalized data |
| <i>Test of Multikolinieritas</i> | | <i>VIF < 10</i> | | |
| Locus of Control | 2.663 | √ | - | No |

| Description | Result | Acceptance Criteria | | Decision |
|---------------------------------|--------|---------------------|----|--|
| | | Yes | No | |
| Need for Achievement | 3.106 | √ | - | multicollinearity symptoms detected |
| Self-Efficacy | 2.789 | √ | - | |
| Risk Taking | 1.889 | √ | - | |
| Innovativeness | 2.004 | √ | - | |
| Test of Linieriti | | dL > 0.05 | | |
| Attitude * Locus of Control | 0.837 | √ | - | A linear relationship between variables detected |
| Attitude * Need for Achievement | 0.432 | √ | - | |
| Attitude * Self-Efficacy | 0.688 | √ | - | |
| Attitude * Risk Taking | 0.319 | √ | - | |
| Attitude * Innovativeness | 0.762 | √ | - | |

Source: data processed (2023)

In addition to the normality test, multicollinearity test, and linearity test that show the data has met the basic assumptions of decision making, the fourth classical assumption test, namely the heteroscedasticity test also shows that the data has a distribution that is above and below zero (0) and also does not have a certain pattern (Figure 1), so the data is said to have no symptoms of heteroscedasticity.

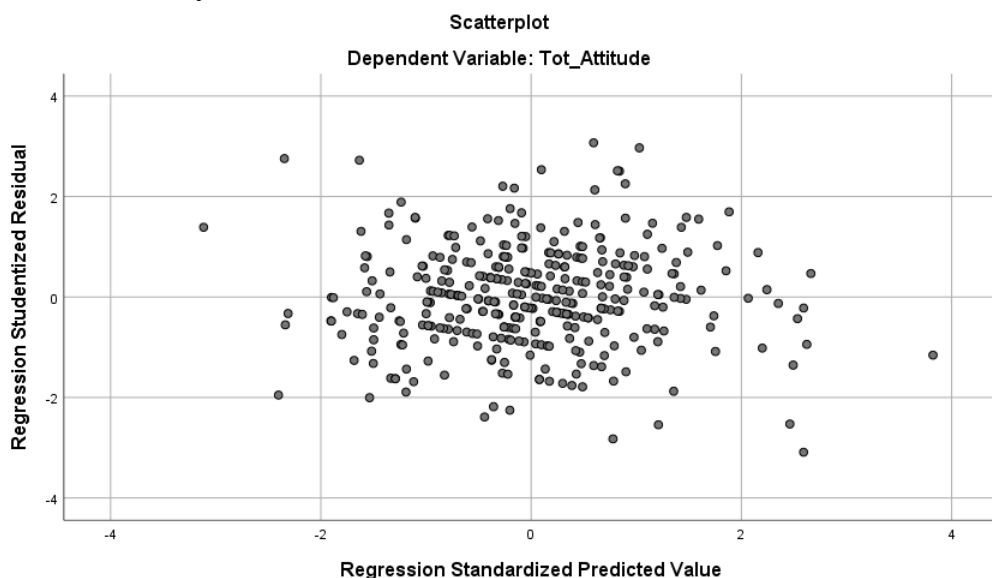


Figure 1. Heteroscedasticity Test Results

Source: data processed (2023)

In addition to using Scatterplot in testing heteroscedasticity, to validate that the data does not show symptoms of heteroscedasticity and can be used as

a unit of analysis in research, the researcher uses an additional test in testing this heteroscedasticity symptom, namely the Glejser test. Where the decision does not occur symptoms of heteroscedasticity in the research data if the significance result > 0.05 . The results of the Glejser test can be seen in Table 2.

Table 2. Heteroscedasticity test results using the Glejser Test.

| Description | Result | Acceptance Criteria | | Decision |
|----------------------|--------|-----------------------|----|--|
| | | Yes | No | |
| | | <i>Sig. > 0.05</i> | | |
| Locus of Control | 0.172 | √ | - | No symptoms of heteroscedasticity detected |
| Need for Achievement | 0.406 | √ | - | |
| Self-Efficacy | 0.866 | √ | - | |
| Risk Taking | 0.211 | √ | - | |
| Innovativeness | 0.135 | √ | - | |

a. Dependent Variable: Abs_RES

Source: data processed (2023)

From the results of the four classical assumption tests, it is known that the data has criteria under the basis for making decisions, namely, data has a normal data distribution, data does not have multicollinearity symptoms, data has linearity between the variables studied and data does not have heteroscedasticity symptoms. Therefore, the collected data can be used as an analytical test tool in answering research problems.

After it is known that the data has met the classical assumption test, the researcher will use the data to conduct analytical tests using multiple linear regression to answer research problems. From the analysis test results, it is known that the R-Square value is 0.741 (Table 3), meaning that the Locus of Control variable (X1), the Need for Achievement variable (X2), the Self-Efficacy variable (X3), Risk Taking (X4) and Innovativeness (X5) simultaneously contribute to the Attitude variable (Y) by 74.1%, while the remaining 25.9% is influenced by other variables not examined in this study.

Table 3. Summary of R-Square Test, t-test, and F-test

| Model | B | R-Square | F | Sig. < 0.05 | t | Sig. < 0.05 |
|----------------------|--------|----------|-------|-------------|-------|-------------|
| Regression | - | 0.741 | 8.915 | 0.002 | - | - |
| (Constant) | 45.204 | | | | | |
| Locus of Control | 0.175 | - | - | - | 0.850 | 0.396 |
| Need for Achievement | -0.187 | - | - | - | 1.625 | 0.105 |
| Self-Efficacy | -0.029 | - | - | - | 0.285 | 0.775 |
| Risk Taking | -0.501 | - | - | - | 2.092 | 0.037 |
| Innovativeness | 0.538 | - | - | - | 5.996 | 0.000 |

Dependent Variable: Attitude

Source: data processed (2023)

In addition, Table 3 also shows that the regression equation from the research results is:

$$Y = 45.204 + 0.175X1 + 0.187X2 + 0.0293 + 0.501X4 + 0.538X5$$

This means that the entrepreneurial interest represented by the five independent variables has a strong influence on the attitude of students in deciding on entrepreneurship. The results of test analysis using regression also show that simultaneously, the five independent variables (Locus of Control, Need for Achievement, Self-Efficacy, risk-taking, and Innovativeness) provide a significant influence on the attitude of students in entrepreneurship, this is because the value of Sig. in the F test has a value of 0.002, which means that the significant value obtained in the F test is smaller than 0.05, so that the results of the F test has met the decision-making criteria for simultaneous influence test.

However, when viewed partially, the results of the study (Table 3) show that the variables Locus of Control, Need for Achievement, and Self-Efficacy do not affect the attitude of students in entrepreneurship. This happens because the results of Sig. t-test on the three independent variables has a value above the value of the decision-making criteria, the Locus of Control variable has a significant value of 0.396 [$0.396 > 0.05$], the Need for Achievement variable has a significant value of 0.105 [$0.105 > 0.05$] and the Self-Efficacy variable has a significant value of 0.775 [$0.775 > 0.05$]. This means that the results of this study indicated that Locus of Control, Need for Achievement, and Self-Efficacy owned by students cannot influence the attitude of students in entrepreneurship. As for the variables Risk Taking and Innovativeness, they can partially influence students' attitudes toward entrepreneurship. This is because of the value of Sig. t test on both independent variables has a value below 0.05, which is 0.037 for the Risk-Taking variable and 0.000 for the Innovativeness variable, meaning that Risk-taking and Innovativeness have a value by the criteria and decision-making basis of the partial influence test.

The analysis test results show that the locus of control owned by students has not been able to influence the emergence of entrepreneurship attitudes. This is contrary to some research results, which reveal that locus of control can positively influence entrepreneurial attitudes (Arkorful & Hilton, 2022; Mohamed et al., 2023; Dixit et al., 2023). This means that not all students can understand the extent to which their characteristics can influence their behaviour, especially in generating attitudes towards entrepreneurship, especially if they believe that their behaviour is strongly influenced and controlled by factors beyond their control (Mohd Noor et al., 2021; Hamzah & Othman, 2023), so they have the idea that they have no control over the decisions they will make, which results in personal decisions that cannot be used (Biswas & Verma, 2021). Therefore, parents must have a good understanding of their children's abilities and potential (Wati & Sahid, 2022), so that they can develop the ability to understand their behavior.

When viewed from the analysis of risk-taking variables, they have consciously been able to provide an assessment of the actions they will take related to risk-taking in entrepreneurship. This means that even though they consciously can control decisions related to their needs, especially in entrepreneurship, they are still strongly influenced by an external locus of control so that external factors from themselves will strongly influence every decision they make and will lead to a high level of risk-taking due to low control of personal perceptions of the problems being experienced. This is in

line with the results of research which reveal that the external locus of control possessed by non-entrepreneurial individuals will greatly influence their decisions and become high-risk decision-makers when compared to individuals who already have a profession as entrepreneurs (Karabulut, 2016; Arkorful & Hilton, 2022).

In addition, it is also necessary to assist, especially students, in reinforcing that internal factors and external factors in locus of control are two indicators that must be done together so that they will be able to influence every decision they make, especially in influencing actions to determine their attitude in entrepreneurship. In addition to assisting in providing an understanding through education that internal indicators and external indicators will be able to influence the decisions they will make in entrepreneurship, the University, through education, should also assist in encouraging students to have an interest in achievement. This needs to be done because this study found that the Need for Achievement variable owned by students could not affect their attitude toward entrepreneurship. This research finding is very contrary to the results of research, which revealed that Need for Achievement is a strong predictor in influencing entrepreneurial attitudes. (Laudano et al., 2019; Soomro & Shah, 2022).

Special attention also needs to be paid by various parties in bringing up students' beliefs and optimism about their entrepreneurship abilities because the results of the analysis test also found that self-efficacy owned by students has yet to be able to influence the emergence of attitudes in entrepreneurship. Meanwhile, several research results reveal that self-efficacy can influence entrepreneurial attitudes (Liu et al., 2019; Yousaf et al., 2015). because the inability of Locus of Control, Need for Achievement, and Self-Efficacy to influence entrepreneurial attitudes in this study also proves that there is still a need for educational intervention, especially at the university level in improving, developing, and providing full support for entrepreneurship education, so that it will motivate students to bring up attitudes to compete and excel in the field of entrepreneurship (Anwar & Saleem, 2019; Shi et al., 2019; Anjum et al., 2021).

In addition, the university, as one of the spearheads of education that can bring up various factors of interest in supporting the formation of entrepreneurial attitudes in students, should also pay attention to how students want their ability to produce innovative works in supporting the creation of entrepreneurial attitudes. This is because students tend to have new ideas that arise in creating the right solution to the problems being faced (Nosratabadi et al., 2019). By supporting the emergence and involving optimal thinking skills, individuals will try to explore the ideas formed and make them new opportunities to create jobs (Tripathi et al., 2019; Roberts et al., 2019).

CONCLUSIONS

The results of this study provide findings that partially, variables locus of control, risk-taking, and need for achievement are only sometimes able to foster student attitudes in entrepreneurship. However, self-efficacy and innovativeness are still variables that can be used as predictors of the

emergence of student attitudes in entrepreneurship. Meanwhile, when viewed simultaneously, the five factors that can generate individual interest in entrepreneurship can effectively predict entrepreneurial attitudes in students. So, to support achieving goals in bringing up successful entrepreneurs, many roles need to be carried out by various parties in supporting it. One of them is the role of education at the university level in providing support to students through curriculum structures and infrastructure that can foster attitudes towards entrepreneurship. Therefore, there is a need for further and in-depth research related to variables that can influence individual interest, especially students, in bringing up a positive attitude toward entrepreneurship.

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