

STUDENTS AND ENTREPRENEURSHIP: ENTREPRENEURIAL INTENTIONS THROUGH THE THEORY OF PLANNED BEHAVIOR (TPB) APPROACH

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ABSTRACT

Many studies have been conducted on students' entrepreneurial interests at the higher education level. The role of higher education institutions has an important role in producing the golden generation to become independent entrepreneurs, internationally competitive. One of the popular approaches used is the Theory of Planned Behavior (TPB). This theory prioritizes aspects that influence students' intentions to become entrepreneurs, namely attitudes, subjective norms, and perceived behavioral control. This research aims to analyze the influence of these three variables on entrepreneurial intentions in 113 students of the Agribusiness Study Program, Faculty of Agriculture, Brawijaya University. The research approach used was quantitative descriptive using a gform questionnaire which was distributed to the 2021 and 2022 classes. Data analysis used used descriptive analysis and Structural Equation Modeling analysis with Partial Least Squares (SEM-PLS) with the help of Smartpls 4.0. The error rate used in this research was 10%. Based on the results of the analysis that has been carried out, information is obtained that attitude variables (X1) and subjective norms (X2) have a positive and significant influence on entrepreneurial intentions, while perceived behavioral control does not have a significant influence on entrepreneurial intentions (Y) of students in the Agribusiness Study Program, Faculty of Agriculture, University. Brawijaya.

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INTRODUCTION

The demographic dividend era is a key focus for the government in improving living standards and formulating strategies to achieve Indonesia Emas 2045, one of which is fostering young entrepreneurs in Indonesia at the university level. Entrepreneurship is seen as a solution to reducing educated unemployment, boosting economic growth, increasing productivity, and promoting social development. Entrepreneurship is also an effective tool in combating poverty, improving public welfare, and promoting economic equality in alignment with national development policies. The role of entrepreneurship in shaping a golden generation aligns with the Sustainable Development Goals (SDGs) through the innovations it offers (Ausat & Suherlan, 2021; Sultan et al., 2020; Wagner et al., 2021; Wijayati et al., 2021). The government, specifically the Ministry of Education, Culture, Research, and Technology, has developed a program to increase the number of young entrepreneurs at the university level through various initiatives, including the Student Creativity Program in Entrepreneurship, the Merdeka Belajar Kampus Merdeka Program, the Wirausaha Merdeka Program, the Student Entrepreneurship Program, and others. Higher education institutions play a crucial role in shaping future entrepreneurs and investors across various countries (Farrukh et al., 2019; Fragoso et al., 2020; Jena, 2020; Malebana & Swanepoel, 2019). Higher education institutions play a role in developing high-quality human resources, enhancing mindsets, skills, and practical abilities in business management and career development, and producing graduates who are ready to become self-employed entrepreneurs and are expected to create more job opportunities (Ndofirepi, 2020; Nur'aeni et al., 2022). As a result, the multiplier effect can be felt by many parties. The Ministry of Education and Culture's comprehensive program includes a mandatory entrepreneurship course curriculum that has been in place since 2012, in line with the 2015 guidelines from the Directorate General of Learning and Student Affairs, which state that entrepreneurship is intended to foster knowledge (cognitive), skills (affective), and entrepreneurial attitudes (behavioral entrepreneurship) based on science and technology and a shift in mindset from job seeker to job creator who is resilient and successful in global business competition.

Studies on students' entrepreneurial interest at the higher education level have been widely conducted. The popular approach used is the Theory of Planned Behavior (Ajzen, 1991). This theory asserts that the factors composing interest or intention include attitudes, social norms, and subjective evaluations. Through the model presented, this theory is considered better and more complex in explaining human intentions and behavior. This theory is a development of the Theory of Reasoned Action (TRA) by adding a new construct, namely perceived behavioral control. The primary focus of this theory is an individual's intention in doing something which becomes a mediation of whether they will perform an attitude or other variables. Thus, the basic determinants shaping intention are attitude, subjective norms, and self-efficacy (perceived behavioral control). Entrepreneurial intention is interpreted as one of the initial efforts in establishing a business in the long term or an individual's commitment to starting a business. Entrepreneurial intention is defined as a reflection of the cognitive aspects of students from the actions implemented by an individual in creating new value in establishing a startup or an existing business. An individual who has the

intention to start a business will have the readiness in running the business and consider its progress better compared to someone who does not have the intention to start a business. The attitude factor is defined as an individual's tendency in responding to things they like or dislike toward an aspect or object. This attitude is considered the first factor of whether an individual likes or dislikes becoming an entrepreneur. Views toward entrepreneurial objects are influenced by beliefs as a result of behavior. These believed views will have a direct impact on behavior affiliated with subjective norms. Subjective norms are the beliefs held by individuals regarding norms, people, and motivating factors. Subjective norms are seen, among other things, as social influences to act or not to act, which are important for someone who has not yet had entrepreneurial experience. Meanwhile, perceived behavioral control is self-exploration in the success of measuring skills reflected in the resources and opportunities they believe they will develop in the future.

Numerous studies in various countries have shown that personal attitudes, subjective norms, and behavioral control influence the entrepreneurial intentions of young people. Research presented by (Ningtyas et al., 2021) results obtained showed that the attitude variable has a positive and significant effect on purchase intention, subjective norms do not have a significant effect on purchase intention, and perceived behavioral control has a positive and significant effect on purchase intention. Other research conducted by (Devi & Ratna, 2021) shows that attitude does not have a significant effect on the intention to report fraud, whereas the study (Islami, 2017; Saeroji et al., 2018) in their research, they found that subjective norms do not have a direct effect on either entrepreneurial intention or entrepreneurial behavior. This study aims to address the research gap by comprehensively examining the factors that shape students' entrepreneurial intentions. Students in the Agribusiness Program at the Faculty of Agriculture, Brawijaya University, serve as the subjects of this study. The rationale for selecting these subjects is that the Agribusiness Program at the Faculty of Agriculture is a pioneer of the first MBKM program to implement final projects across various fields, including entrepreneurship. Furthermore, the entrepreneurship-strengthening programs through the Student Entrepreneurship Initiative, the Student Entrepreneurship Club (LKM Wirausaha), and the university's entrepreneurial vision and mission were key factors in selecting the research subjects. Consequently, the researcher aims to further explore students' entrepreneurial intentions using the Theory of Planned Behavior (TPB) approach.

This study occupies a distinct position compared to previous research using the Theory of Planned Behavior (TPB). Most prior TPB studies have primarily focused on examining the basic relationships between attitude, subjective norms, and perceived behavioral control toward entrepreneurial intention in a general context, without adequately considering specific institutional settings or ongoing higher education policy frameworks. This study not only re-examines the core constructs of TPB but also situates them within the implementation context of national entrepreneurship programs such as MBKM, the Wirausaha Merdeka Program, and campus-based entrepreneurial ecosystems that actively shape students' exposure and experience in real business activities. Accordingly, this study provides empirical reinforcement within a more contextualized and applied higher education policy environment.

The selection of Agribusiness students at Universitas Brawijaya as the research context presents a unique setting. The Agribusiness program lies at the intersection of agricultural science, management, and entrepreneurship. As a result, students are equipped not only with technical knowledge in the agricultural sector but also with strong business-oriented competencies. In addition, the Faculty of Agriculture at Universitas Brawijaya is one of the pioneers in implementing the MBKM program with the integration of entrepreneurship-based final projects. The supporting ecosystem, including the Student Entrepreneurship Initiative, the Student Entrepreneurship Club (LKM Wirausaha), and the institution's entrepreneurial vision, provides students with greater exposure to entrepreneurial practices compared to other study programs. This condition makes them a highly relevant subject for examining entrepreneurial intention within the TPB framework in a more contextualized and applied manner.

The research gap addressed in this study lies in the limited number of TPB studies that specifically link psychological variables of entrepreneurship with higher education ecosystems shaped by MBKM policies. Previous studies have not sufficiently examined how structured academic environments through university entrepreneurship programs influence the formation of students' entrepreneurial intentions. Furthermore, inconsistencies remain in previous findings regarding the effects of attitude and subjective norms on entrepreneurial intention, indicating the need for further investigation within a more specific and relevant population context. This study seeks to address this gap by comprehensively analyzing the determinants of entrepreneurial intention among Agribusiness students at Universitas Brawijaya within an extended and context-sensitive TPB framework.

THEORETICAL FRAMEWORKS

This study is built upon four main theoretical foundations, namely entrepreneurial intention, entrepreneurship education, Theory of Planned Behavior (TPB), and entrepreneurial mindset among university students. These four constructs are interrelated in explaining the formation of entrepreneurial intention within the higher education context.

Entrepreneurial Intention

Entrepreneurial intention is a key predictor of entrepreneurial behavior. It reflects an individual's cognitive commitment to starting a business in the future. Recent studies indicate that entrepreneurial intention represents the most critical initial stage in the development of students' entrepreneurial behavior (Otache et al., 2021; Jiatong et al., 2021). Meta-analytic studies further confirm that entrepreneurial intention is influenced not only by economic factors but also by structured psychological and educational determinants. This evidence suggests that entrepreneurial intention is dynamic and can be shaped through educational interventions.

Entrepreneurship Education

Entrepreneurship education plays a strategic role in enhancing students' interest and readiness to engage in entrepreneurial activities. Recent studies show that entrepreneurship education not only improves business knowledge but also strengthens self-efficacy and behavioral readiness (Saptono, et al., 2020).

Furthermore, entrepreneurship education has been found to indirectly influence entrepreneurial intention through the enhancement of attitudes and perceived behavioral control. In the higher education context, practice-based learning and MBKM programs strengthen students' real-world understanding of business environments.

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (Ajzen, 1991) remains the dominant framework for explaining entrepreneurial intention. This theory posits that entrepreneurial intention is determined by three core components: attitude toward behavior, subjective norms, and perceived behavioral control. Recent studies confirm that TPB remains highly relevant across different countries and higher education contexts (Neneh, 2022). However, recent developments have extended TPB by incorporating additional variables such as entrepreneurship education, entrepreneurial policy, and self-efficacy to improve its explanatory power. This demonstrates that TPB is adaptable to evolving social and educational environments.

Entrepreneurial Mindset among Students

The entrepreneurial mindset refers to an innovative, proactive, and opportunity-oriented way of thinking that enables individuals to deal with business uncertainty. Recent studies highlight that entrepreneurial mindset plays an important role in strengthening the relationship between entrepreneurship education and entrepreneurial intention (Otahe, 2021). Students with a strong entrepreneurial mindset tend to demonstrate greater willingness to take risks and create new business opportunities. In higher education settings, this mindset is shaped through learning experiences, academic environments, and participation in campus entrepreneurship programs.

Based on the synthesis of recent literature, it can be concluded that entrepreneurial intention is formed through the interaction of psychological factors (TPB), educational factors (entrepreneurship education), and individual cognitive factors (entrepreneurial mindset). Entrepreneurship education serves as an external factor that strengthens attitude, subjective norms, and perceived behavioral control within the TPB framework. Meanwhile, entrepreneurial mindset acts as an internal reinforcing factor that enhances the effectiveness of entrepreneurship education in shaping entrepreneurial intention. Thus, this study positions TPB as the core theoretical framework, which is extended by entrepreneurship education and entrepreneurial mindset to provide a more comprehensive understanding of entrepreneurial intention formation among university students.

METHOD

This study employs a quantitative descriptive approach. It is an empirical study that examines the collection, analysis, and presentation of data in the form of narratives and figures (Hikmawati, 2020). Descriptive quantitative research was also conducted to observe, describe, and analyze data related to the research subjects and draw conclusions about the phenomena observed during the study. The study utilized an online questionnaire (Google Form) containing closed-ended questions using a 1–5

Likert scale, distributed to active agribusiness students from various academic years, namely 2021 and 2022, who had taken entrepreneurship courses, participated in entrepreneurship organizations, or engaged in campus entrepreneurship programs in a manner selected for specific research objectives. The total number of respondents was 113 students. This study utilized primary data obtained from the questionnaire distribution and secondary data from articles, journals, and related references. The data analysis employed was descriptive analysis, presenting the demographic and socioeconomic characteristics of the respondents in the form of diagrams, charts, or tables. Meanwhile, the analysis of influence used PLS SEM (Structural Equation Modeling). PLS SEM is a multivariate analysis that combines factor analysis and path analysis so that the researcher can simultaneously test and estimate the relationship between multiple exogenous variables (X variables) and endogenous variables (Y variables) with many indicators (Sholihin dan Ratmono, 2020)). Haryono, 2017 SEMPLS is a statistical method used in research where the independent and dependent variables are unmeasured or relative variables. The exogenous variables in this study are attitude, subjective norm, and perceived behavioral control. Meanwhile, the endogenous variable is intention. The following is an explanation of the operational definitions and research indicators.

Table 1. *Operational definitions of variables and research indicators*

No	Variables	Research Indicators
1	Attitude (X1)	X1.1 I am interested in entrepreneurship
		X1.2 I enjoy taking risks and facing challenges
		X1.3 I always maintain a positive outlook when my business fails
2	Subjective Norms (X2)	X2.1 I am confident that I can start a business
		X2.2 I am confident that I have the support of close friends
		X2.3 I am confident that I have the support of my family to start a business
3	Perception of Behavioral Control (X3)	X3.1 I have the confidence to start a business
		X3.2 I have the courage to start a business
		X3.3. I have the ability to be an entrepreneur
4	Intentions (Y)	Y1.1 I really want to pursue a career as an entrepreneur
		Y1.2 I really want to start my own business or become an entrepreneur someday
		Y1.3 I believe that in the next few years I will have my own business
		Y1.4 I would rather be an employee than an entrepreneur
		Y1.5. I would rather be an entrepreneur than an employee

Source: Processed primary data (2023)

Based on the table, the hypothesis proposed in this study is that attitude (X1), subjective norms (X2), and perceived behavioral control (X3) have a positive and significant effect on entrepreneurial intention (Y).

FINDINGS

Respondent Characteristics

The respondent characteristics used to assess respondent diversity are based on several criteria. These criteria include academic year, gender, age, and income. It is hoped that these criteria will provide a clear picture of the respondents' circumstances and their relevance to the research topic.

Tabel 2. *Respondent Characteristics*

Characteristic	Description	Number of Respondents	Percentage
Generation	2021	70	61.94 %
	2022	43	38.05 %
	Total	113	100%
Gender	Laki-Laki	80	70,79%
	Perempuan	33	29,20%
	Total	113	100%
Age	20-23	113	100%
	Total	113	100.00 %
Income	<IDR 1,000,000	55	48,67 %
	IDR 1,000,000-IDR 3,000,000	35	30,97 %
	> IDR 3,000,000	23	20,35%
	Total	113	100.00 %

Source: Processed primary data (2023)

The respondent characteristics used to assess the diversity of the respondents are based on several criteria. These criteria include cohort, gender, and income level. This is expected to provide a clear picture of the respondents' circumstances and their relevance to the research topic. Based on the data in the table above, it can be seen that the total number of respondents was 113, with the dominant group consisting of 70 students (61.94%) from the 2021 cohort and 43 students (38.05%) from the 2022 cohort. This is because, at the time of the study, the 2021 cohort had already taken entrepreneurship courses. Additionally, student participation in joining organizations is very high, as they seek experience, have served as core members of organizations, and contribute to the Student Creativity Program organized by the Ministry of Education, Culture, Research, and Technology. Gender characteristics were analyzed to determine the percentage of male or female students intending to become entrepreneurs. Based on the results, 70.79% of male respondents were more dominant than female respondents. Beyond gender, age characteristics are also crucial for analysis. The respondents' age refers to their age at the time of the study, expressed in years. Based on the table, the average age of respondents was 22–23 years, with a total of 113 people (100%). Age is one of the factors influencing an individual's level of participation and decision-making, in line with their talents, intentions, and future aspirations. Someone in their productive years will naturally find it easier to consider future aspirations and careers. Productive age influences individuals to be more

dynamic and responsive to developments in their surrounding environment. People still in their productive years tend to be more willing to take risks in the decisions they make or the activities they pursue, even though their experience may be relatively limited. Age is one of the key factors in an individual's ability and performance when making choices and assessing their level of self-satisfaction. Self-satisfaction is closely linked to physical and mental capabilities, as well as readiness in decision-making, thereby influencing the way one thinks when carrying out activities. Consequently, entrepreneurial intent is also influenced by age (Rustandi et al., 2020; Sa'adah et al., 2021)

Another characteristic influencing students' entrepreneurial intentions is related to income. As shown in the table, the highest income group is dominated by students with an income of <Rp1,000,000, totaling 55 individuals (48.67%). This is because this group is dominated by students who believe that income, along with the ability to invest and save, will help them become entrepreneurs in the future. The characteristics of diligent, resilient, and hardworking entrepreneurs are also supported by income. Income data refers to the earnings obtained by an individual from the sale of goods or services conducted to generate profit, as well as wages received as compensation. In this study, income categorization is essential for analyzing the relationship between income levels and entrepreneurial intent. An individual's income plays a crucial role in satisfying their needs, particularly regarding the purchasing decisions they make. Naturally, educational backgrounds vary among individuals, leading to differing thought patterns; these differing thought patterns, in turn, can influence an individual's behavior when making purchasing decisions (Andrian et al., 2019).

PLS-SEM Analysis

Outer Model Testing

A measurement model is used to test the construct validity and reliability of the instrument or survey items. Before testing the hypotheses, it is important to understand the predicted relationships among the latent variables in the model through an evaluation of the measurement model, in order to verify the indicators and latent variables that can be tested next.

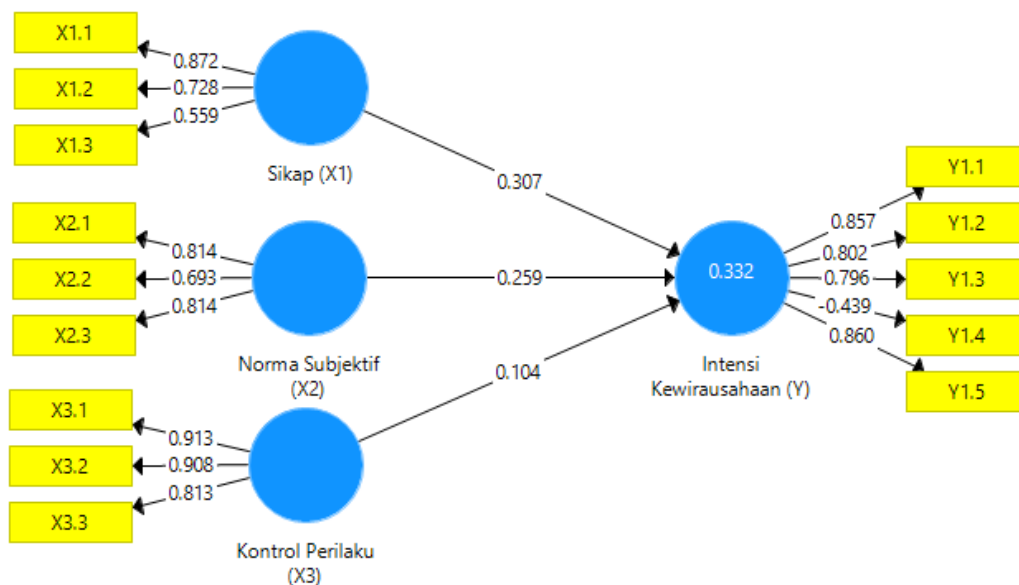
Validity Test

Validity test criteria for a questionnaire in SEM-PLS are as follows: if an indicator has a factor loading of >0.5 and a p-value of <0.001 , then the model can be said to meet the criteria for convergent validity (Solimun et al., 2017). In addition, the convergent validity of the validity assessment can be determined by the average variance extracted (AVE) value for each variable in the model, and it is considered valid if the value is greater than 0.50 (Sholihin dan Ratmono, 2020). The validity test using loading factor in this study is shown in the following table:

Table 3. Outer Loadings Results

Construct	Attitude (X1)	Subjective Norm (X2)	Behavioral Control (X3)	Entrepreneurial Intent (Y)
X1.1	0.872			
X1.2	0.728			
X1.3	0.559			
X2.1		0.814		
X2.2		0.693		
X2.3		0.814		
X3.1			0.913	
X3.2			0.908	
X3.3			0.813	
Y1.1				0.857
Y1.2				0.802
Y1.3				0.796
Y1.4				0.439
Y1.5				0.860

Source: Processed primary data (2023)



Source: Processed primary data (2023)

Figure 1. Results of the SEM-PLS Factor Loading Validity Test

Analysis of the data in the table above using SmartPLS revealed that the correlation between constructs and variables meets the criteria for convergent validity, as the factor loadings are all greater than 0.5. The AVE value is used to determine whether the model meets the criteria for discriminant validity. Next is the average variance extracted (AVE) test, which must be greater than 0.5. The following are the

results of the AVE analysis in this study:

Table 4. *AVE Results*

Variable	Average Variance Extracted (AVE)	Square root of AVE
Entrepreneurial Intent (Y1)	0,589	0,767
Behavioral Control (X3)	0,773	0,879
Subjective Norms (X2)	0,602	0,776
Attitude (X1)	0,534	0,731

Source: Processed primary data (2023)

Another form of convergent validity testing is assessed based on the average variance extracted (AVE) value. In this study, the AVE values are considered valid because the values for X1 through Y1 are all greater than 0.50. Another validity test, which assesses discriminant validity, involves comparing the loading and cross-loading values. If the factor loading is greater than the cross-loading, then discriminant validity is met. Additionally, discriminant validity also compares the square root of the average variance extracted (AVE) for a latent variable with that of other latent variables (Solimun et.al, 2017).

Reliability Test

The criterion for assessing reliability is the composite reliability score; a questionnaire is considered to have good composite reliability if the score is greater than 0.7, and it is considered consistent if the Cronbach's alpha value is greater than 0.6 (Solimun et.al, 2017). The following table shows the results of the reliability test using composite reliability and Cronbach's alpha:

Table 5. *Reliability Results*

Variable	Composite Realibility	Croncbach alpha
Entrepreneurial Intent (Y1)	0,801	0,699
Behavioral Control (X3)	0,911	0,851
Subjective Norms (X2)	0,818	0,688
Attitude (X1)	0,769	0,622

Source: Processed primary data (2023)

The results of the reliability testing in this study showed that the composite reliability values met the requirement of >0.7 , indicating that the questionnaires for variables X and Y met the criteria for composite reliability. The highest composite reliability value was for X3, at 0.911. Meanwhile, the highest Cronbach's alpha value was 0.851, and all values exceeded 0.6, indicating that the questionnaire meets the criteria for internal consistency. The conclusion of the reliability test in this study is that the questionnaire can be used because its values meet the specified criteria.

Inner Model Testing

R-Squared (R^2)

The R-squared test is conducted to determine the proportion of the response variable that can be explained by the predictor variables or to assess the extent of the influence of exogenous variables on endogenous variables. According to Hair et al., (2013) states that if the R^2 value falls between 0 and 1, the closer it is to 1, the stronger the predictive power of the relationship between the variables—or, in other words, the closer it is to a perfect relationship.

Based on the R^2 test in this study, the value for the purchase variable Y was found to be 0.332. This indicates that the results of this study fall within the range of 0 to 1, suggesting that the relationship between the variables is highly accurate. If the accuracy is high—that is, close to 1—the R-squared test value is better. Thus, in this study, the variables of attitude, subjective norms, and behavioral control collectively have an influence of 0.332, or 33.2%, on entrepreneurial intention (Y1).

Effect Size (f^2)

The effect size is used to determine whether an exogenous predictor variable has an impact on the endogenous variable. According to Hair et al., (2018) states that if the f^2 value is >0.02 , it falls into the small category; if >0.15 , the moderate category; and if >0.35 , the large category. Overall, the results fall into the small category. The effect sizes for this study are presented in the following table.

Table 6. *F2 Result*

Variable	F2
Entrepreneurial Intent (Y1)	-
Behavioral Control (X3)	0,009
Subjective Norms (X2)	0,059
Attitude (X1)	0,080

Source: Processed primary data (2023)

Goodness of Fit

Goodness of fit is an index and measure of the quality of the relationship between latent variables, as related to the model's assumptions. The criteria for Goodness of Fit are rules of thumb, meaning they are not absolute. If one or two indicators of model fit and quality indices do not meet the criteria, the model can still be used. It can be concluded that the indices measuring the quality of the relationships between latent variables (inner model) are considered good. The following are the results of the Goodness of Fit test.

Table 7. *Goodness of Fit Result*

Variable	Saturated Model	Estimated Model
SRMR	0.113	0.113
d_ULS	1.344	1.344
d_G	0.448	0.448
Chi-Square	299.941	299.941

NFI

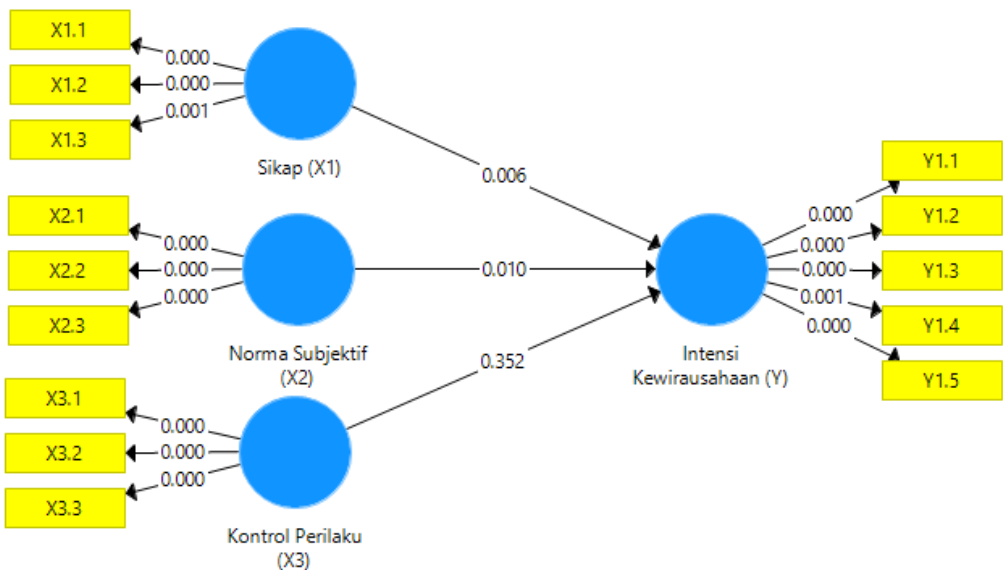
0.625

0.625

Source: Processed primary data (2023)

Hypothesis Testing

Hypothesis testing was performed using the bootstrapping method with the t-statistic or t-test. This hypothesis test was conducted by analyzing the p-value. The criteria for hypothesis testing are a p-value with a significance level of 5% (≤ 0.05) and a p-value with a significance level of 10% (≤ 0.10). If the t-statistic is greater than the critical t-value and the p-value is less than 0.05 and 0.10, respectively, then the research hypothesis is accepted. Path coefficients are used to assess the significance of relationships between variables, indicating a connection between exogenous and endogenous variables (Hair et al., 2018). The criteria for path coefficients are as follows: if the value is < 0.1 , the relationship is considered weak. Conversely, if the path coefficient approaches 1, it indicates a strong and positive relationship. This can be observed through the significance criteria established in this study, which use a p-value < 0.1 (alpha 1%, 5%, or 10%) to determine significance. These categories indicate the strength or weakness of a relationship between variables.



Source: Processed primary data (2023)

Figure 2. Results of the t-test and P-value for SEM-PLS

Based on the results of the analysis, it was found that the attitude variable (X1) and subjective norm variable (X2) have a positive and significant effect on entrepreneurial intention among students in the Agribusiness Study Program, Faculty of Agriculture, Brawijaya University. Meanwhile, behavioral control does not have a significant effect on entrepreneurial intention (Y).

DISCUSSION

Hypothesis 1. Attitude has a positive and significant effect on entrepreneurial intention (Hypothesis Accepted)

Based on the results of the analysis, it was found that attitude has a positive and significant effect on entrepreneurial intention, with a coefficient of 0.006, since the p-value is less than 0.1 ($\alpha = 10\%$), thus the hypothesis is accepted. This entrepreneurial attitude refers to an individual's behavior in adopting reliable and well-controlled behaviors, which are acquired through training, experience, or environmental stimuli (Sancho et al., 2020). This effort is evident in the attitude of students in the Agribusiness program at the Faculty of Agriculture toward understanding entrepreneurship course material; they view both theoretical and practical aspects within organizations as relevant to increasing their interest in becoming entrepreneurs in the future. Students' enthusiasm is also evident in their participation in guest lectures, practitioner-led sessions, and similar programs, as demonstrated by the numerous questions they pose regarding the discussed topics. Common relevant topics include development strategies, brand image, and business building for beginners, typically organized by the Agribusiness Marketing and Financial Management Laboratory and the Agribusiness Operations and Production Management Laboratory. Moreover, the reinforcement of Agribusiness students' attitudes at the Faculty of Agriculture, Brawijaya University, is reflected in the final project of the Entrepreneurship course: the creation of products and a competitive exhibition (Bazaar) open to all cohorts, encompassing goods or services—including food and beverages, crafts, beauty products, cosmetics, or cleaning services. Thus, students develop a positive attitude through this provided platform. Attitude is also defined as a person's personality that involves positive or negative perceptions regarding objects, institutions, people, or events. In relation to the Theory of Planned Behavior, an entrepreneurial attitude is a behavior that explains the extent to which a person holds evaluations or judgments that are liked or disliked (Liguori et al., 2019). The implication is that if someone possesses a relatively strong entrepreneurial mindset, it will influence their assessment of their intention to start or run a business. Therefore, it is crucial for students to cultivate a positive entrepreneurial mindset for the future. Related research has also been conducted by (Nguyen et al., 2019) yang states that an entrepreneurial mindset influences entrepreneurial intentions, and many of these positive effects are evident in the mindset that is developed. This hypothesis is also supported when considered in light of research conducted by (Arifah & Rusdarti, 2020) explains that a positive attitude toward entrepreneurship will emerge if students believe that entrepreneurship offers significant benefits, thereby motivating them to become entrepreneurs, and vice versa. Another study by Hardini & Taufiq, (2021) which explains that an entrepreneurial mindset tends to involve a strong willingness to take on the risks that lie ahead. Another point added by Anjum et al., (2021) that this attitude is reflected in high self-confidence, the necessary skills, creativity, and optimism as they embark on their careers as young entrepreneurs Nguyen et al., (2019) Sancho et al., (2020) also states that attitude influences entrepreneurial intention. It can be concluded from this study that attitude has a positive and significant influence on entrepreneurial intention among students in the Agribusiness Program at the Faculty of Agriculture, Brawijaya University.

Hypothesis 2. Subjective norms have a positive and significant effect on students' entrepreneurial intentions (Hypothesis accepted)

The results of the analysis, using a 10% significance level, indicate that subjective norms have a significant and positive influence on students' entrepreneurial intentions, with a p-value of 0.010. Subjective norms are closely related to the social support received from peers, friends, faculty members, or institutions that run entrepreneurship programs, including among students in the Agribusiness program at the Faculty of Agriculture, Brawijaya University. The implementation of entrepreneurial activities or programs at the Faculty of Agriculture, Brawijaya University, receives full support for students. This is evidenced by the existence of the Student Business Studies Unit (BURSA) for students, as well as the Student Entrepreneurship Unit supported by relevant programs. Regarding competitions and contests, such as business plans or the Business Model Canvas, and the Student Creativity Program in Entrepreneurship, the Faculty of Agriculture provides a platform for students wishing to learn business proposal development, access to PMW (Student Entrepreneurship Program) funding, and contest prizes of up to IDR 10,000,000 for winners. Brawijaya University also previously hosted an entrepreneurship event organized by the Ministry of Education and Culture, Research, and Technology called the KMI Expo 2022. This long-term goal aims to foster young digital entrepreneurs and the development of startups initiated by Brawijaya students. Subjective norms are defined as an individual's perception of the social pressure they feel to act in a certain way (Puspitaningtyas, 2017; Tripalupi, Lulup Endah, I Nyoman Sujana, Luh Indrayani, 2019; Witjaksono, 2020). Subjective norms relate to an individual's belief in the importance of complying with the rules or recommendations of those around them to engage in entrepreneurial activities, which can be measured using a subjective scale (Kobylińska, 2022). Pressure from those around them especially family, friends, and the community has a significant influence on a person's decision to become an entrepreneur or not. They are more likely to take that step if those closest to them such as family, friends, or close associates have done the same (Rimadias, Santi, 2017) which is caused by two main factors: normative beliefs and individual motivation, influenced by the roles of family, friends, and colleagues or coworkers (Islami, 2017). Numerous studies have shown that social norms have a positive and significant influence on entrepreneurial intentions. These studies include (Arpizal et al., 2022; Iqbal Nurdwiratno et al., 2023; Mirawati et al., 2018; Mu'arrofah et al., 2020; Purbawijaya & Hidayah, 2021; Santoso & Handoyo, 2019; Supeni et al., 2021). The overall findings of the study indicate that the greater the influence exerted by various parties in the form of recommendations, rules, advice, or input known as subjective norms, the more likely students are to develop the intention to become entrepreneurs in the future.

Hypothesis 3. Perceived behavioral control has a positive and significant effect on students' entrepreneurial intentions (Hypothesis rejected)

Based on the results of the analysis, it was found that perceived behavioral control does not have a significant effect on entrepreneurial intention because the p-value of 0.352 is greater than 0.10 (using a 10% significance level). The results indicate that perceived behavioral control is based on two components: reflection, which is

limited by available resources such as money, income, time, and access to information; Another dominant component is one's own ability to do something. Perceived behavioral control is also based on belief-related constraints, which encompass perceptions regarding the ease and difficulty of controlling something. It is also considered as the ability to control one's own behavior. Research conducted by (Mihartinah & Coryanata, 2019) The results indicate a positive but non-significant effect on the intention to purchase halal-certified packaged food and beverage products at supermarkets. Several factors contribute to the non-significance of behavioral control perceptions regarding intention, including students' limited income and pocket money. The dominance of income or pocket money limits students' ability to save and prepare themselves, which is inversely related to their intention to engage in entrepreneurship. Additionally, students' self-confidence remains in the moderate category. Given that many students are not yet willing to take risks and lack financial capability, personal maturity, and integrated management skills for the future.

In addition to these factors, several other reasons may explain why perceived behavioral control is not significant in influencing entrepreneurial intention. First, most students are still in the career exploration stage and have not yet gained direct experience in running a business. As a result, their perception of entrepreneurial capability remains largely theoretical and has not been strongly developed.

Second, social and family environments tend to encourage students to pursue stable employment rather than risky entrepreneurial careers, which reduces their confidence in taking entrepreneurial action. Third, limited access to capital, business mentors, and professional networks makes students feel that control over business success lies outside their personal capability.

Fourth, entrepreneurship education in higher education institutions is often still dominated by theoretical learning rather than practical experience, which is insufficient to build strong entrepreneurial self-efficacy. Fifth, economic uncertainty and high perceived risk of business failure also lead students to delay or avoid developing entrepreneurial intentions, even if they initially show interest. The combination of these factors results in perceived behavioral control not having a significant effect on entrepreneurial intention in this study context (Haryati et al., 2023; Irwandi et al., 2024; Kharisudin & Irwandi, 2022).

CONCLUSION

This study provides empirical evidence on the determinants of entrepreneurial intention among students in the Agribusiness Study Program, Faculty of Agriculture, Universitas Brawijaya, using Structural Equation Modeling with Partial Least Squares (SEM-PLS). The findings reveal that attitude (X1) and subjective norms (X2) play a significant and positive role in shaping students' entrepreneurial intentions. These results confirm that students who hold favorable evaluations toward entrepreneurship and who receive strong social support from peers, family, and their academic environment are more likely to develop a strong intention to become entrepreneurs.

In contrast, perceived behavioral control shows a positive but statistically insignificant effect on entrepreneurial intention. This indicates that although students may feel they possess certain capabilities related to entrepreneurship, such perceptions

are not strong enough to directly drive their intention to start a business. This condition suggests that internal confidence and perceived resource accessibility alone are insufficient without strong attitudinal and social reinforcement.

Overall, the study highlights that entrepreneurial intention in this context is primarily driven by psychological disposition and social influence rather than perceived control over resources and abilities. The dominance of attitude and subjective norms underscores the importance of strengthening entrepreneurial mindset formation and social ecosystem support within higher education. At the same time, the insignificant role of perceived behavioral control signals the need for more experiential and practice-based entrepreneurship education to bridge the gap between perceived ability and actual readiness to engage in entrepreneurial activities.

These findings enrich the application of the Theory of Planned Behaviour in the context of agricultural higher education and emphasize that entrepreneurial intention is a socially and cognitively constructed phenomenon shaped by both internal evaluations and external social pressures.

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