

The Role of Entrepreneurship Education to Increase Entrepreneurial Intention among University Students

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Abstract : This study aims to determine whether there is an influence of entrepreneurship education, entrepreneurial self-efficacy, and skills on entrepreneurial intentions in students in Yogyakarta. The research method used is quantitative. The sampling technique used in this research is *simple random sampling*. This research was conducted by distributing questionnaires to 156 students in Yogyakarta. The data was processed using a structural model equation approach with the technique *Partial Least Square*. The results of this study indicate that entrepreneurship education has a significant effect on entrepreneurial self-efficacy, entrepreneurial skills, and entrepreneurial intentions; entrepreneurial self-efficacy and entrepreneurial skills have a significant influence on entrepreneurial intentions.

Keywords : entrepreneurship education, entrepreneurial self efficacy, entrepreneurial skill, entrepreneurial intention

INTRODUCTION

In developing countries such as Indonesia, unemployment can be a serious problem because it affects the economic and social conditions in a country .¹ Unemployed are those who belong to the labor force but are not working and are looking for work according to a certain time reference ². The ratio of the number of entrepreneurs in Indonesia currently only reaches 2 percent of the total population, so it is necessary to increase the number of entrepreneurs to be able to encourage national economic growth³. The ratio of entrepreneurs in Indonesia is still relatively minimal and it is still necessary to increase the number of entrepreneurs to advance the economy in Indonesia. Efforts to increase the number of entrepreneurs to increase the ratio of entrepreneurs in Indonesia can be done by planting entrepreneurial *intentions*.

There was an increase in the number of unemployed by 50 thousand people as of August 2019. With this increase, the number of unemployed people increased from 7 million

¹ Riska Franita, "Analisa Pengangguran Di Indonesia," *Jurnal Ilmu Pengetahuan Sosial* 1, no. 3 (2016): 88–93.

² *Badan Pusat Statistik*, n.d., accessed October 30, 2017, <https://www.bps.go.id/publikasi/view/4238>.

³ "Berita Terupdate Terkait Pertumbuhan Ekonomi - Bisnis.Com," accessed December 9, 2021, <https://www.bisnis.com/topic/773/Pertumbuhan-Ekonomi>.

⁴people in August 2018 to 7.05 million people.. Data shows the open unemployment rate in August 2019 reached 5.28 percent, Yogyakarta employment data showed an increase of 2.86 percent in Yogyakarta. Based on the level of education completed in February 2020, the highest unemployment was university-level graduates at 6.44 percent. In 2018, university-level graduates became the highest open unemployment based on the level of education completed at 9.56 percent, while in 2019 it was 3.43 percent⁵.

Entrepreneurship is the right solution to overcome a large number of unemployed in Indonesia. Entrepreneurs can provide jobs for others to reduce unemployment in Indonesia. Ng et al revealed that entrepreneurship is a driver of economic growth, job creation, and wealth creation for the country. With entrepreneurship, it will open up job opportunities to reduce the number of unemployed.⁶

Entrepreneurial intentions must be instilled from an early age as the first step in entrepreneurship so that they can fight by relying on themselves and not being too dependent on others. Krueger, Reilly, and Carsrud ⁷ reveal that intention is the basis for carrying out entrepreneurial activities. Entrepreneurship activities can be started if it is based on a strong entrepreneurial intention. Karabulut ⁸ states that entrepreneurial intention is a person's intention to be able to make entrepreneurship a career with readiness to collect, build the required resources, and take risks. By having a great entrepreneurial intention, the opportunity to become an entrepreneur will be high so that many entrepreneurs can help overcome problems and can reduce the unemployment rate that occurs.

Entrepreneurial intentions can be grown and developed with the help of good entrepreneurial knowledge. Maina ⁹ revealed that entrepreneurship education is part of the overall education system that involves management skills, ideas, and skills needed to create jobs. Suryana and Bayu ¹⁰ stated that entrepreneurship education aims to create reliable new entrepreneurs so that they can improve people's welfare. Unemployment will decrease along with the increase in people's welfare as a result of high entrepreneurial intentions with the encouragement of entrepreneurship education. Entrepreneurship education is one of the

⁴ Rozaïli Rozaïli, "Proses Manajemen Perkantoran Badan Pusat Statistik (BPS) Kabupaten Pidie," *Jurnal Sains Riset* 7, no. 3 (2019), <http://dx.doi.org/10.47647/jsr.v7i3.21>.

⁵ Badan Pusat Statistik, "Statistik Transportasi Darat 2019," 2019, last modified 2019, accessed September 7, 2021, <https://www.bps.go.id/publication/2020/11/20/ddce434c92536777bf07605d/statistik-transportasi-darat-2019.html>.

⁶ Hee Song Ng, Daisy Mui Hung Kee, and Mohammad Jamal Khan, "Effects of Personality, Education and Opportunities on Entrepreneurial Intentions," *Education + Training* 63, no. 7/8 (2019): 992–1014, <http://dx.doi.org/10.1108/et-02-2019-0040>.

⁷ Norris F Krueger, Michael D Reilly, and Alan L Carsrud, "Competing Models of Entrepreneurial Intentions," *Journal of Business Venturing* 15, no. 5–6 (2000): 411–432, [http://dx.doi.org/10.1016/s0883-9026\(98\)00033-0](http://dx.doi.org/10.1016/s0883-9026(98)00033-0).

⁸ Ahu Tuğba Karabulut, "Personality Traits on Entrepreneurial Intention," *Procedia - Social and Behavioral Sciences* 229 (2016): 12–21, <http://dx.doi.org/10.1016/j.sbspro.2016.07.109>.

⁹ Sule Maina, "The Role of Entrepreneurship Education on Job Creation among Youths in Nigeria," *International Letters of Social and Humanistic Sciences* 15 (2013): 87–96, <http://dx.doi.org/10.18052/www.scipress.com/ilshs.15.87>.

¹⁰ Suryana Yuyus and Kartib Bayu, *Kewirausahaan: Pendekatan Karakteristik Wirausaha Sukses* (Jakarta: Kencana Prenada Media Group., 2010).

supporting factors to overcome unemployment. Research conducted by Puni, Anlesinya, and Korsorku ¹¹ shows a significant relationship between entrepreneurship education and entrepreneurial intention in Ghana. But on the other hand, research conducted by Nowiński, et al shows that there is no significant effect between entrepreneurship education and entrepreneurship¹².

The encouragement of entrepreneurial self-efficacy can increase entrepreneurial intentions. Zhao et al ¹³ state that self-efficacy is an individual's belief in his ability to successfully perform entrepreneurial tasks and roles. With high self-confidence, it can be a support to dare to carry out the role of entrepreneurship. McGee et al ¹⁴ revealed that *entrepreneurial self-efficacy* is the belief in individuals to successfully perform the tasks required to start and manage a new business and their expectations of the results of creating that new business. Research conducted by Puni et al. ¹⁵ shows a significant relationship between education and entrepreneurial self-efficacy. However, this is not in line with Research conducted by Cope ¹⁶ shows that there is no significant effect between entrepreneurship education and entrepreneurial self-efficacy.

Entrepreneurial skills influence person's interest in entrepreneurship. Farooq (2016) states that the perception of entrepreneurship skills shows respondents' beliefs about certain skills that are important to become an entrepreneur. Wach and Wojciechowski ¹⁷ reveal that all entrepreneurs have the same certain *entrepreneurial skills* and willingness to take risks. Gieure ¹⁸ states that *entrepreneurship skills* are important in influencing entrepreneurial intentions directly and positively. Based on the background and phenomenon of the problem above

Entrepreneurship education obtained in lectures such as understanding related to entrepreneurship, the attitudes needed to become an entrepreneur, and the initial steps to becoming an entrepreneur greatly support individual self-confidence, entrepreneurial abilities

¹¹ Albert Puni, Alex Anlesinya, and Patience Dzigbordi Akosua Korsorku, "Entrepreneurial Education, Self-Efficacy and Intentions in Sub-Saharan Africa," *African Journal of Economic and Management Studies* (2018).

¹² Witold Nowiński et al., "The Impact of Entrepreneurship Education, Entrepreneurial Self-Efficacy and Gender on Entrepreneurial Intentions of University Students in the Visegrad Countries," *Studies in Higher Education* 44, no. 2 (2017): 361–379, <http://dx.doi.org/10.1080/03075079.2017.1365359>.

¹³ Hao Zhao, Scott E Seibert, and Gerald E Hills, "The Mediating Role of Self-Efficacy in the Development of Entrepreneurial Intentions.," *Journal of Applied Psychology* 90, no. 6 (2005): 1265–1272, <http://dx.doi.org/10.1037/0021-9010.90.6.1265>.

¹⁴ Jeffrey E McGee et al., "Entrepreneurial Self-Efficacy: Refining the Measure," *Entrepreneurship Theory and Practice* 33, no. 4 (2009): 965–988, <http://dx.doi.org/10.1111/j.1540-6520.2009.00304.x>.

¹⁵ Puni, Anlesinya, and Korsorku, "Entrepreneurial Education, Self-Efficacy and Intentions in Sub-Saharan Africa."

¹⁶ Merve Gerçek and Zeliha Özsoy-Güneş, "The Relationship between Social Entrepreneurship and Career Planning Attitudes: A Study on Pre-Service Teachers," *Turkish Online Journal of Educational Technology* (2016).

¹⁷ Krzysztof Wach and Liwiusz Wojciechowski, "Entrepreneurial Intentions of Students in Poland in the View of Ajzen's Theory of Planned Behaviour," *Entrepreneurial Business and Economics Review* 4, no. 1 (2016): 83–94, <http://dx.doi.org/10.15678/eber.2016.040106>.

¹⁸ Clara Gieure, Maria del Mar Benavides-Espinosa, and Salvador Roig-Dobón, "Entrepreneurial Intentions in an International University Environment," *International Journal of Entrepreneurial Behavior & Research* 25, no. 8 (2019): 1605–1620, <http://dx.doi.org/10.1108/ijeb-12-2018-0810>.

and increase interest in entrepreneurship. Along with the increase in entrepreneurial skills, the interest in entrepreneurship will also be higher. The relationship between entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial skills on entrepreneurial intention needs to be studied, especially for students. This study uses university students in Yogyakarta.

LITERATURE STUDY

Entrepreneurship Education

Entrepreneurship is the creation and transfer of knowledge in business management for business creation ¹⁹. Welsh, Tullar, and Nemati ²⁰ define entrepreneurship education as a phase to get the idea that failure is part of the entrepreneurial journey. Entrepreneurship education is one of the drivers to give birth to new entrepreneurs so that the problem of unemployment is reduced. Entrepreneurship education is an effort to add insight into entrepreneurship that is carried out consciously ²¹. Entrepreneurship education is measured by Puni, et al., ²² including the introduction of opportunities and the acquisition of entrepreneurial knowledge. Opportunity recognition is characterized by awareness or sensitivity to potential business opportunities, actively moving to find these opportunities, and gathering information related to new ideas. Entrepreneurship acquisition of knowledge is a process by which individuals acquire knowledge and being able to reflect and apply knowledge.

Entrepreneurial Self-Efficacy

McGee et al. ²³ revealed that entrepreneurial self-efficacy is an individual's belief to successfully perform the tasks required to start and manage a new business and their expectations of the results of creating a new business. Zhao et al.²⁴

¹⁹ Laura Rosendahl Huber, Randolph Sloof, and Mirjam Van Praag, "The Effect of Early Entrepreneurship Education: Evidence from a Field Experiment," *European Economic Review* 72 (2014): 76–97, <http://dx.doi.org/10.1016/j.eurocorev.2014.09.002>.

²⁰ Dianne H B Welsh, William L Tullar, and Hamid Nemati, "Entrepreneurship Education: Process, Method, or Both?," *Journal of Innovation & Knowledge* 1, no. 3 (2016): 125–132, <http://dx.doi.org/10.1016/j.jik.2016.01.005>.

²¹ Dugassa Tessema Gerba, "Impact of Entrepreneurship Education on Entrepreneurial Intentions of Business and Engineering Students in Ethiopia," *African Journal of Economic and Management Studies* 3, no. 2 (2012): 258–277, <http://dx.doi.org/10.1108/20400701211265036>; Yuniningsih Yuniningsih et al., "Financial Performance Measurement Of With Signaling Theory Review On Automotive Companies Listed In Indonesia Stock Exchange," *IJEBD (International Journal Of Entrepreneurship And Business Development)* 1, no. 2 (2018): 167–177.

²² Puni, Anlesinya, and Korsorku, "Entrepreneurial Education, Self-Efficacy and Intentions in Sub-Saharan Africa."

²³ McGee et al., "Entrepreneurial Self-Efficacy: Refining the Measure."

²⁴ Zhao, Seibert, and Hills, "The Mediating Role of Self-Efficacy in the Development of Entrepreneurial Intentions."

,revealed that self-efficacy is an individual's belief in his ability to successfully perform entrepreneurial roles and tasks. Entrepreneurial self-efficacy is the belief that a person has capabilities and abilities that are quite superior in what he wants to determine or want to achieve.²⁵ Entrepreneurial self-efficacy as measured by Puni, et al.,²⁶ includes confidence in running a company, belief in being able to start a viable company, belief in controlling the process of creating a new company, belief in starting a company, and belief in how to develop a business. entrepreneurship.

Entrepreneurial skills

Entrepreneurship is the ability to create something new with the time and energy spent²⁷. Teece²⁸ revealed that *entrepreneurial skills* include sensing, reaching, and transforming to develop dynamic abilities. *Entrepreneurial skills* allow a person to enrich his beliefs about entrepreneurial talent which provides knowledge about the challenges of starting a business²⁹. *Entrepreneurial self-efficacy* measured by Rosique-Blasco, Madrid-Guijarro, and García-Pérez-de-Lema³⁰ includes creativity, risk-taking, and proactiveness. Risk-taking is the tendency to take risks and tolerating uncertainty is a characteristic associated with entrepreneurs. Proactivity is concerned with taking initiative, anticipating, and taking advantage of new opportunities.

Entrepreneurial Intention

Karabulut³¹ explains that entrepreneurial intention is a person's intention to be able to choose entrepreneurship as a career with readiness to collect, build the required resources and take risks. Prabhu, McGuire, Drost, and Kwong³² reveal that entrepreneurial intention is a person's intention to become an entrepreneur or start his own business, with encouragement that comes from the desire and hopes to obtain economic benefits. Gerba³³ described that entrepreneurial intention shows a person's state of mind in choosing entrepreneurial work rather than working as an employee. *The Intention of* entrepreneurial the

²⁵ Albert Bandura, *Self Efficacy: The Exercise of Control*. New York: W. H. Freeman & Company, n.d.

²⁶ Puni, Anlesinya, and Korsorku, "Entrepreneurial Education, Self-Efficacy and Intentions in Sub-Saharan Africa."

²⁷ Donata Sobakinova, Yan Zhou, and Karrar Abdulelah Azeez Aureaar, "Self-Efficacy, Opportunity Recognition and Business Ideas," in *PervasiveHealth: Pervasive Computing Technologies for Healthcare*, 2019.

²⁸ David J Teece, "Dynamic Capabilities: Routines versus Entrepreneurial Action," *Journal of Management Studies* 49, no. 8 (2012): 1395–1401, <http://dx.doi.org/10.1111/j.1467-6486.2012.01080.x>.

²⁹ Montserrat Entrialgo and Víctor Iglesias, "The Moderating Role of Entrepreneurship Education on the Antecedents of Entrepreneurial Intention," *International Entrepreneurship and Management Journal* 12, no. 4 (2016): 1209–1232, <http://dx.doi.org/10.1007/s11365-016-0389-4>.

³⁰ Mario Rosique-Blasco, Antonia Madrid-Guijarro, and Domingo García-Pérez-de-Lema, "Entrepreneurial Skills and Socio-Cultural Factors: An Empirical Analysis in Secondary Education Students," *Education + Training* 58, no. 7/8 (2016), <http://dx.doi.org/10.1108/et-06-2015-0054>.

³¹ Karabulut, "Personality Traits on Entrepreneurial Intention."

³² Veena P Prabhu et al., "Proactive Personality and Entrepreneurial Intent," *International Journal of Entrepreneurial Behavior & Research* 18, no. 5 (2012): 559–586, <http://dx.doi.org/10.1108/13552551211253937>.

³³ Tessema Gerba, "Impact of Entrepreneurship Education on Entrepreneurial Intentions of Business and Engineering Students in Ethiopia."

determination to do anything to become an entrepreneur, thinking seriously about becoming an entrepreneur, intending to run his own company, determined to make a business venture in the future, seriously thinking about starting business, and intend to start a business in the future ³⁴.

HYPOTHESIS DEVELOPMENT

Entrepreneurship Education and Entrepreneurial Intentions

Research conducted by Puni et al. ³⁵ explained that the development of a greater intention in students for entrepreneurship occurs when they are faced with entrepreneurship education to equip them with entrepreneurial knowledge. Based on research by Adekiya and Ibrahim ³⁶, entrepreneurship education has a significant effect on entrepreneurial intentions students. Neck and Greene ³⁷ revealed that entrepreneurship education teaches behavioral traits needed by an entrepreneur in dealing with ambiguity and complexity to be successful. Prabu et al. ³⁸ revealed that entrepreneurial intention is a person's intention to become an entrepreneur or start his own business. From this explanation, it can be concluded that when someone understands and has the qualities needed to become an entrepreneur, an intention will emerge which becomes the next process to start a business that will generate profits.

H1: Entrepreneurship education affects entrepreneurial intentions.

Entrepreneurship Education and Entrepreneurial Self-Efficacy

Employment Research conducted by Rauch and Hulsink ³⁹ shows that entrepreneurship education increases the behavioral control perceived by students. Zhao et al. ⁴⁰ found a significant relationship between formal learning and self-efficacy with the explanation that self-efficacy is an individual's belief in their ability to successfully perform entrepreneurial roles and tasks. Based on this explanation, it can be concluded that when someone has sufficient understanding and knowledge about entrepreneurship, it will increase

³⁴ Francisco Liñán and Yi-Wen Chen, "Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions," *Entrepreneurship Theory and Practice* 33, no. 3 (2009): 593–617, <http://dx.doi.org/10.1111/j.1540-6520.2009.00318.x>.

³⁵ Puni, Anlesinya, and Korsorku, "Entrepreneurial Education, Self-Efficacy and Intentions in Sub-Saharan Africa."

³⁶ Adewale A Adekiya and Fatima Ibrahim, "Entrepreneurship Intention among Students. The Antecedent Role of Culture and Entrepreneurship Training and Development," *The International Journal of Management Education* 14, no. 2 (2016): 116–132, <http://dx.doi.org/10.1016/j.ijme.2016.03.001>.

³⁷ Heidi M Neck and Patricia G Greene, "Entrepreneurship Education: Known Worlds and New Frontiers," *Journal of Small Business Management* 49, no. 1 (2010): 55–70, <http://dx.doi.org/10.1111/j.1540-627x.2010.00314.x>.

³⁸ A.A Anwar Prabu Mangkunegara, "Evaluasi Kinerja SDM" (Bandung: Penerbit PT. Refika Aditama (Anggota IKAPI), 2017).

³⁹ Andreas Rauch and Willem Hulsink, "Putting Entrepreneurship Education Where the Intention to Act Lies: An Investigation Into the Impact of Entrepreneurship Education on Entrepreneurial Behavior," *Academy of Management Learning & Education* 14, no. 2 (2015): 187–204, <http://dx.doi.org/10.5465/amle.2012.0293>.

⁴⁰ Zhao, Seibert, and Hills, "The Mediating Role of Self-Efficacy in the Development of Entrepreneurial Intentions."

a person's self-confidence when going to run it. Research conducted by Puni et al.⁴¹ describes a significant relationship between education and entrepreneurial self-efficacy. The results of research by Witold, Mohamed, Drahoslav, Dana, and Csilla⁴² also show that entrepreneurial self-efficacy has a positive effect on entrepreneurial intentions.

H2: Entrepreneurship education affects *entrepreneurial self-efficacy*.

Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Zhao et al. (2005), showed that self-efficacy is an individual's belief in his ability to successfully perform entrepreneurial roles and tasks. Prabu et al. (2012) revealed that entrepreneurial intention is a person's intention to become an entrepreneur or start his own business, with the urge to obtain economic benefits. Based on this explanation, it can be concluded that a strong belief in a person that he can do his job well will increase that person's entrepreneurial intention. Research conducted by Puni et al. (2018) shows that entrepreneurial self-efficacy has a positive effect on entrepreneurial intentions. The results of the research by Witold et al. (2017) also show a significant relationship between entrepreneurial self-efficacy and entrepreneurial intention.

H3: Entrepreneurial self-efficacy affects *entrepreneurship*.

Entrepreneurship Education and Entrepreneurial Skills

Zhao et al.⁴³, explained that self-efficacy is an individual's belief in his ability to successfully perform entrepreneurial roles and tasks. Prabu et al.⁴⁴ revealed that entrepreneurial intention is a person's intention to become an entrepreneur or start his own business, with encouragement that comes from the desire and hopes to obtain economic benefits. Based on this explanation, it can be concluded that a strong belief in a person that he can do his job well will increase that person's entrepreneurial intention. Research conducted by Puni et al.⁴⁵ shows that *entrepreneurial self-efficacy* has a positive effect on entrepreneurial intentions. The results of the research by Witold et al.⁴⁶ also show a significant relationship between *self-efficacy* and *entrepreneurial intentions*.

H4: Entrepreneurship education affects entrepreneurial skills.

Entrepreneurial Skills and Entrepreneurial Entrepreneurial Intentions

⁴¹ Puni, Anlesinya, and Korsorku, "Entrepreneurial Education, Self-Efficacy and Intentions in Sub-Saharan Africa."

⁴² Nowiński et al., "The Impact of Entrepreneurship Education, Entrepreneurial Self-Efficacy and Gender on Entrepreneurial Intentions of University Students in the Visegrad Countries."

⁴³ Zhao, Seibert, and Hills, "The Mediating Role of Self-Efficacy in the Development of Entrepreneurial Intentions."

⁴⁴ Mangkunegara, "Evaluasi Kinerja SDM."

⁴⁵ Puni, Anlesinya, and Korsorku, "Entrepreneurial Education, Self-Efficacy and Intentions in Sub-Saharan Africa."

⁴⁶ Nowiński et al., "The Impact of Entrepreneurship Education, Entrepreneurial Self-Efficacy and Gender on Entrepreneurial Intentions of University Students in the Visegrad Countries."

Farooq⁴⁷ states that the perception of *skills* shows respondents' confidence in certain skills that are important to become an entrepreneur. Karabulut⁴⁸ reveals that entrepreneurial intention is a person's intention to be able to choose entrepreneurship as a career with readiness to collect, build the required resources and take risks. Based on this explanation, it can be concluded that *entrepreneurship skills can* foster individual interest in being able to choose entrepreneurship as a career. Research conducted by Gieure⁴⁹ shows a significant influence between entrepreneurial skills and entrepreneurial intentions. The results of the study explain that entrepreneurship skills are an important variable for interest in entrepreneurship.

H5: Entrepreneurial skills have an effect on entrepreneurial intention

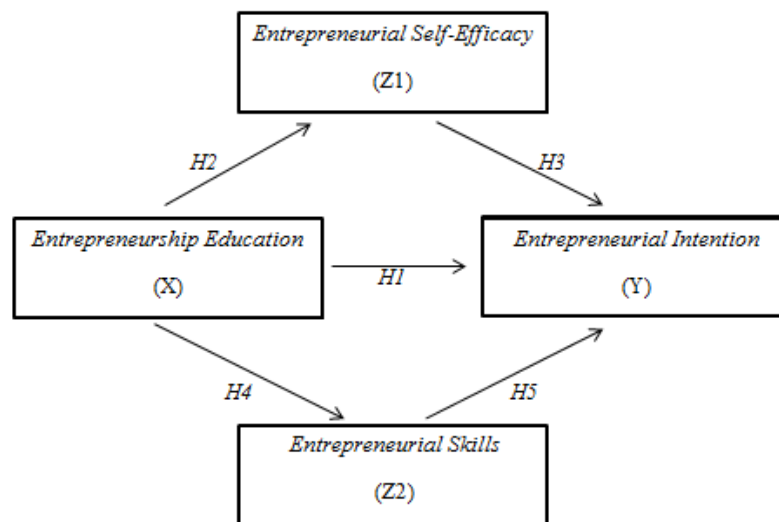


Figure 1
Research Model

METHODS

The type of research used is quantitative. According to Sugiyono⁵⁰, quantitative research is research that is used to examine certain populations or samples whose data collection uses research questionnaires and conducts quantitative data analysis to test predetermined hypotheses.

The population is a general area consists of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and the conclusions obtained. The population in this study were active undergraduate students in Yogyakarta who had taken

⁴⁷ Muhammad Farooq Rehan, Jorn H. Block, and Christian O. Fisch, "Entrepreneurship in Islamic Communities: How Do Islamic Values and Islamic Practices Influence Entrepreneurship Intentions?," *Journal of Enterprising Communities* 13, no. 5 (2019): 557–583.

⁴⁸ Karabulut, "Personality Traits on Entrepreneurial Intention."

⁴⁹ Gieure, Benavides-Espinosa, and Roig-Dobón, "Entrepreneurial Intentions in an International University Environment."

⁵⁰ Sugiyono, *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)* (Alfabeta, 2008).

entrepreneurship courses. Sugiyono ⁵¹ defines the sample as part of the number and characteristics of the research population. The method of *sampling* used in this research is *probability sampling*. The Process *sampling* is carried out with the aim that there is an equal opportunity or opportunity for each element or member of the population to be selected as a sample. The technique used in this study is a simple *random sampling technique*. The minimum sample size for the recommended analysis method is *partial least squares* (PLS) 100 samples. ⁵². The questionnaire was prepared using a Likert scale to be easily understood by respondents. The Likert scale consists of five levels, namely highly amenable to represent the number 5, agreed to represent the numbers 4, neutral to represent the number 3, do not agree to represent the number 2, and it did not agree to represent the number 1.

This research uses *structural equation modeling* (SEM) with tools SmartPLS 3.0. *Partial least squares* (PLS) is an excellent analytical method because it is not based on many assumptions (Ghozali, 2014). There are several advantages of PLS according to Ghozali (2014) namely that it can be used to confirm theories, data does not have to be normally distributed multivariate, a good method because it is not based on many assumptions, can explain the relationship between variables, and can analyze constructs formed by reflective and formative indicators.

DATA ANALYSIS

Outer Model Analysis

Table 1

Convergent Validity

Variable		Indicator	Loading Factor	Result
Entrepreneurship (X)	Education	<i>X1</i>	0731	Valid
		<i>X2</i>	0749	Valid
		<i>X3</i>	0760	Valid
		<i>X4</i>	0720	Valid
		<i>X6</i>	0753	Valid
		<i>X7</i>	0805	Valid
		<i>X8</i>	0773	Valid
		<i>X9</i>	0782	Valid
		<i>X10</i>	0737	Valid
		Entrepreneurial Intention (Y)		<i>Y1</i>
<i>Y2</i>	0869			Valid
<i>Y3</i>	0823			Valid
<i>Y4</i>	0813			Valid

⁵¹ Prof Sugiyono, "Metode Penelitian Kombinasi (Mixed Methods)," Bandung: Alfabeta (2015).

⁵² Imam Ghozali, "Struktural Equation Modeling Metode Alternatif Dengan Partial Least Squares (PLS) Dilengkapi Software Smartpls 3.0. Xlstat 2014 Dan WarpPLS 4.0" (UNDIP, 2014).

Entrepreneurial Self-Efficacy (Z1)	Y5	0.860	Valid
	Y6	0.761	Valid
	Z1.1	0.834	Valid
	Z1.2	0.853	Valid
	Z1.3	0.860	Valid
	Z1.4	0.882	Valid
Entrepreneurial Skill(Z2)	Z1.5	0.828	Valid
	Z2.2	0.721	Valid
	Z2.4	0.732	Valid
	Z2.7	0.786	Valid
	Z2.8	0.877	Valid
	Z2.9	0.843	Valid

The results of the analysis of *validity* show that all *loading factors* in each variable have a value greater than 0.7. This shows that all variable indicators in the study have met the criteria of *convergent validity*.

Table 2
Cross Loading

Indikator	EE	EI	ES	ESE
X1	0.731	0.323	0.285	0.367
X2	0.749	0.331	0.403	0.359
X3	0.760	0.380	0.385	0.341
X4	0.720	0.364	0.338	0.374
X6	0.753	0.482	0.347	0.431
X7	0.805	0.491	0.466	0.482
X8	0.773	0.378	0.404	0.378
X9	0.782	0.468	0.439	0.458
X10	0.737	0.413	0.448	0.508
Y1	0.426	0.806	0.690	0.626
Y2	0.376	0.869	0.529	0.498
Y3	0.417	0.823	0.610	0.586
Y4	0.410	0.13	0.487	0.476
Y5	0.491	0.860	0.607	0.524
Y6	0.546	0.761	0.465	0.507
Z2.2	0.306	0.419	0.721	0.525
Z2.4	0.433	0.522	0.732	0.468
Z2.7	0.329	0.434	0.786	0.502
Z2.8	0.514	0.633	0.877	0.639
Z2.9	0.442	0.683	0.843	0.621

Z1.1	0.438	0.584	0.560	0.834
Z1.2	0.431	0.565	0.607	0.853
Z1.3	0.399	0.536	0.571	0.860
Z1.4	0.493	0.558	0.599	0.882
Z1.5	0.564	0.556	0.637	0.828

Table 2 shows the correlation construct entrepreneurship education (X) with the indicator higher than the correlation indicator of the entrepreneurship education(X) with the construct entrepreneurial intention (Y), entrepreneurial skills (Z2), and entrepreneurial self-efficacy (Z1). This also applies to three other variables, entrepreneurial intentions (Y), entrepreneurial skills (Z2), and entrepreneurial self-efficacy. (Z1). It can be concluded that the results of test cross-loading show that each latent construct can predict each variable in this research

Table 3
Composite Reliability and Cronbach's Alpha

Variable	Composite Reliability	Cronbach Alpha	Result
Entrepreneurship Education (X)	0.907	0.923	Reliable
Entrepreneurial Intention (Y)	0.904	0.926	Reliable
Entrepreneurial Self-Efficacy (Z1)	0.905	0.930	Reliable
Entrepreneurial Skills (Z2)	0.854	0.895	Reliable

Table 3 shows that composite reliability and Cronbach alpha values for each variable, show values above 0.7 so it can be concluded that the construct each variable is reliable.

Table 4
Average Variance Extracted (AVE)

Variable	Average Variance Extracted
Entrepreneurship Education (X)	0.573
Entrepreneurial Intention (Y)	.677
Entrepreneurial Self Efficay (Z1)	0.725
Entrepreneurial Skills (Z2)	.631

The analysis of Table 4 shows that the value of Average Variance Extracted (AVE) each variable is greater than 0.5. Based on this, it can be concluded that each variable can be said to be valid.

Inner Model Analysis

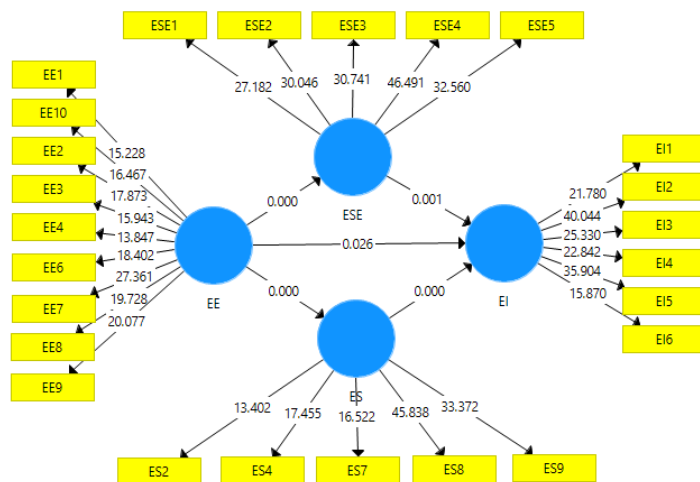


Figure 2 Inner Model Analysis

Table 5
R-squared Test

variable	<i>R value</i> ²
Entrepreneurial Intention (Y)	0.562
Entrepreneurial Self Efficacy (Z1)	0.303
Entrepreneurial Skills (Z2)	0.273

Table 5 shows that the variability of the construct entrepreneurial intention (Y) can be explained by entrepreneurship education (X), entrepreneurial self-efficacy (Z1), and entrepreneurial skills (Z2) are 56.2%, the remaining 43.8% is explained by other variables not examined in this study. Then the variability of entrepreneurial self-efficacy (Z1) can be explained by entrepreneurship education (X) is 30.3%, the remaining 69.7% is explained by other variables not examined in this study. Furthermore, the variability of entrepreneurial skills (Z2) can be explained by entrepreneurship education (X) of 27.3%, the remaining 72.7% is explained by other variables not examined in this study.

Predictive Relevance

A study is considered to have *relevance predictive* if the value of the model is > 0 . *predictive relevance* jugasering written as Q^2 . In this study, the predictive relevance will be calculated based on the formula:

$$Q^2 = 1 - (1 - R^2 Y) (1 - R^2 Z_1) (1 - R^2 Z_2)$$

$$Q^2 = 1 - (1 - 0.562) (1 - 0.303) (1 - 0.273)$$

$$Q^2 = 1 - (0.438) (0.697) (0.727)$$

$$Q^2 = 0.778057078$$

Based on the calculation above, the value of Q^2 is 0.778057078. value Q^2 The greater of 0 so that the model has predictive relevance.

Table 6
IndirectEffect

Variable Relations	IndirectEffectSpecific
EE ES EI	0216
EE ESE EI	0150

Table 6 shows that the variable Entrepreneurship education will affect entrepreneurial intentions through entrepreneurial skills with a value of 0.216. Then the variable Entrepreneurship education will also affect entrepreneurial intentions if it is through entrepreneurial self-efficacy with a value of 0.150.

Table 7
Hypothesis Testing

Path	Path coefficients	t statistics	Result
EE toward EI	0174	2230	Significant
EE toward ES	0522	7335	Significant
EE toward ESE	0550	6825	Significant
ES toward EI	0414	5346	Significant
ESE toward EI	0272	3342	Significant

Hypothesis 1: The analysis shows that the coefficient The path is positive with the value t-statistic of 2.230 > the t- table value of 1.96. Thus entrepreneurship education (X) has a significant positive effect on entrepreneurship intentions (Y) so that the first hypothesis stating entrepreneurship education influences entrepreneurial intentions, **accepted**.

Hypothesis Test 2 The results of the analysis show that the coefficient is *path* positive with a t statistic of 6.825 >value t table 1.96. Thus entrepreneurship education (X) has a significant positive effect on entrepreneurial self-efficacy (Z1) so that the second hypothesis which states educational effect on self entrepreneurial *self efficacy*, is **accepted**.

Hypothesis 3: The results show that the coefficient path is positive with a t statistic of 3.342 > the value of t table is 1.96. Thus the entrepreneurial self-efficacy (Z1) has a significant positive effect on entrepreneurial intentions (Y) so that the third hypothesis stating the entrepreneurial self-efficacy influences entrepreneurial intentions, **accepted**.

Hypothesis 4: The results showed that the path coefficient (*path*) is positive with a score *statistic* of $7,335 >$ the value *t* table 1.96. Thus *entrepreneurship education (X)* has a significant positive effect on *entrepreneurial skills (Z2)* so that the fourth hypothesis which states entrepreneurial education effect on entrepreneurial skills, **is accepted**.

Hypothesis 5: The analysis shows that the path coefficient (*path*) is positive with a *t* statistic $> 0,414$ value *t* table 1.96. Thus *entrepreneurial skills (Z2)* have a significant positive effect on entrepreneurship intentions (Y) so that the fifth hypothesis which states entrepreneurial skills influence entrepreneurial intentions, **is accepted**.

RESULT AND DISCUSSION

The Effect of Entrepreneurship Education on Entrepreneurial Intentions

The results of the research that have been carried out show that *entrepreneurship education* has a significant and positive effect on the entrepreneurial *intentions* onin students in Yogyakarta. This shows that when students have high entrepreneurship education, the entrepreneurial intention of these students is also high. The item with the average on the highest entrepreneurship education variable is item X_3 which contains "increases the ability to be better at seeing business opportunities. This shows that with the increased ability to see business opportunities resulting from entrepreneurship education, entrepreneurial interest will increase.

The results of this study are following previous research conducted by Puni et al.⁵³ which states that entrepreneurship education affects entrepreneurial intentions. Research also states that entrepreneurship education aims to equip them with entrepreneurial knowledge and opportunity recognition skills so that they can generate greater intentions to engage in entrepreneurship. Puni et al.⁵⁴ stated that the development of great intentions to engage in entrepreneurship occurs when they are exposed to entrepreneurship education

Effect of Entrepreneurship Education on Entrepreneurial Self Efficacy

The results of research that have been carried out show education *entrepreneurship have* a significant and positive effect on *the entrepreneurial intention of* students in Yogyakarta. This shows that when students have high entrepreneurship education, the entrepreneurial intention of these students is also high. The results of this study are following previous research conducted by Puni et al.⁵⁵ which states that entrepreneurship education affects entrepreneurial intentions. The study also states that entrepreneurship education aims to equip them with entrepreneurial knowledge and opportunity recognition skills so that they can cultivate greater intention to engage in entrepreneurship. Puni et al.⁵⁶. stated that the

⁵³ Puni, Anlesinya, and Korsorku, "Entrepreneurial Education, Self-Efficacy and Intentions in Sub-Saharan Africa."

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ Ibid.

development of great intentions for entrepreneurship occurs when they are faced with entrepreneurship education.

The Influence of Entrepreneurial Self Efficacy on Entrepreneurial Intentions

The results of the research that have been conducted show that entrepreneurial self-efficacy has a significant and positive effect on entrepreneurial intentions among students in Yogyakarta. This shows that when students have high entrepreneurial self-efficacy where the intention of entrepreneurship in students is also high. Increasing individual self-confidence related to how to develop an entrepreneurial business will increase interest in entrepreneurship. The results of this study are following previous research conducted by Puni et al. which states that entrepreneurial self-efficacy affects entrepreneurial intentions. This study also states that when a person believes in himself that they can do things related to entrepreneurship, it will lead to their intention to become an entrepreneur. Puni et al. stated that self-confidence is one of the aspect to increase entrepreneurial intentions⁵⁷.

The Effect of Entrepreneurship Education on Entrepreneurial Skills

The results of the research that have been conducted indicate that entrepreneurship education has a significant and positive effect on entrepreneurial skills on university students in Yogyakarta. This indicates that when students have high entrepreneurship education, the entrepreneurial skills in these students are also high. Individual entrepreneurial abilities will increase with the support of the influence of the ability to see business opportunities. The results of this study are following previous research conducted by Galvao et al. ⁵⁸ which states that entrepreneurship education affects entrepreneurial skills. The research also states that entrepreneurship education helps develop one's entrepreneurial skills and shows a positive influence. Entrialgo and Iglesias⁵⁹ revealed that entrepreneurial skills are supported by student's knowledge in entrepreneurship.

The Effect of Entrepreneurial Skills on Entrepreneurial Intentions

The results of the research that have been conducted show that entrepreneurship education has a significant and positive effect on entrepreneurial skills on university students in Yogyakarta. This indicates that when students have entrepreneurial skills high, the entrepreneurial intention in these students is also high. Interest in entrepreneurship is influenced by individual initiatives to seek opportunities. The results of this study are

⁵⁷ Ibid.

⁵⁸ Anderson Galvão, Carla Marques, and João J Ferreira, "The Role of Entrepreneurship Education and Training Programmes in Advancing Entrepreneurial Skills and New Ventures," *European Journal of Training and Development* 44, no. 6/7 (2020): 595–614, <http://dx.doi.org/10.1108/ejtd-10-2019-0174>.

⁵⁹ Entrialgo and Iglesias, "The Moderating Role of Entrepreneurship Education on the Antecedents of Entrepreneurial Intention."

following previous research conducted by the teacher ⁶⁰ which states that entrepreneurship skills affect entrepreneurial intentions. The study also states that entrepreneurship skills are one of the important things to increase interest in entrepreneurship. Farooq ⁶¹ reveals that good entrepreneurial skills will encourage a person to cultivate an interest in entrepreneurship.

CONCLUSION

Entrepreneurship education affects student self-efficacy and entrepreneurial skills. Meanwhile, this study shows that entrepreneurial skills and entrepreneurial self-efficacy affect students' intentions in entrepreneurship. In the end, the results of this study also explain that entrepreneurship education has an impact on students' desire to become entrepreneurs.

Universities in Indonesia should pay great attention to the entrepreneurship education that is held. Entrepreneurship education can generate interest in entrepreneurship for students. Suggestions for university students in Yogyakarta are to learn more about things related to solving problems and economics also social entrepreneurship. University students can improve entrepreneurial self-efficacy, by further exploring the right steps to be able to build a good company. Students also need to learn how to keep companies running well. By exploring more seriously, it can increase students' self-confidence.

Entrepreneurial ability in the risk-taking aspect needs to be given more attention. Students can decide the best choice and increase courage in entrepreneurship by understanding the basics that must be considered in risk-taking. Students also need to increase knowledge related to entrepreneurship because, good knowledge related to entrepreneurship, can encourage them to become entrepreneurs.

Future researchers can examine this research model on a wider sample of students. Further research can examine the Theory of Planned Behavior to get a deeper view of the formation of interest in starting a business in students.

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⁶⁰ Darta Darta and Jusep Saputra, "SELF-EFFICACY: ANALYSIS OF LEARNING OUTCOMES OF TEACHER EDUCATION PROFESSIONALS (PPG)," *MaPan* (2020).

⁶¹ Rehan, Block, and Fisch, "Entrepreneurship in Islamic Communities: How Do Islamic Values and Islamic Practices Influence Entrepreneurship Intentions?"

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