



THE EFFECT OF ENTREPRENEURSHIP EDUCATION AND SUBJECTIVE NORMS ON ENTREPRENEURSHIP INTENTIONS OF STUDENTS FACULTY OF ECONOMICS CLASS OF 2019

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Abstract:

This research is motivated by the low entrepreneurial intention among students of state universities in Jakarta. This study aims to determine the effect of entrepreneurship education and subjective norms on the entrepreneurial intentions of students of the Faculty of Economics, The State University of Jakarta, Class of 2019. This study uses a survey method with a questionnaire as a data collection instrument. The data collected was analyzed using tools in the statistical application program, namely Statistical Product and Service Solutions (SPSS). The population consisted of 160 students of the Faculty of Economics, State University of Jakarta, Class of 2019. This study found that entrepreneurship education had a positive and significant effect on entrepreneurial intentions, and subjective norms also had a positive and significant impact on entrepreneurial intentions of students of the Faculty of Economics, State University of Jakarta, Class of 2019.

Keywords: Entrepreneurship Education, Subjective Norms, Entrepreneurial Intentions

Background

Population growth in Indonesia ranks fourth with the largest population in the world. Currently, Indonesia is in a period where the productive age population is greater than the unproductive age, which indicates the era of the demographic bonus in Indonesia. The effective age in Indonesia can also cause unemployment and diminish job opportunities. This is a problem faced in Indonesia because it is increasing every year. The unemployment problem occurs because the number of jobs is limited, so it cannot absorb job seekers optimally. This will also impact life, causing poverty and an underdeveloped economy. The number of unemployed at the University or College level increased in 2020 by 981,203, then decreased in 2021 by 848,657 and rose again in 2022 with a total of 884,657. This number is still huge, and it can be said that a person higher education level is not a benchmark for getting a job quickly because the competitiveness of the workforce every year will continue to increase and become more complex. The cause of the increase in unemployment for undergraduate graduates is that graduates are more willing to wait for jobs that match their field of expertise, especially if the salary offered is below standard. One of the efforts to overcome the problem of unemployment is to create jobs for entrepreneurs. According to Pratana & Margunani (2019), entrepreneurship is understood as a solution to the unemployment problem for undergraduate graduates. A



critical factor in entrepreneurship is intention. Of course, one thoughts are not created over night but are formed through several stages. Entrepreneurial intention is an action taken by someone serious about becoming an entrepreneur in their chosen career. The level of interest or intention of students for entrepreneurship is still relatively low. Many factors influence a person, especially the fear of students becoming an entrepreneur. One is the influence of those closest to them, which becomes a motivation for entrepreneurship because of fear of failure and income uncertainty. One of the driving factors for the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship education (Pratana & Margunani, 2019). Through entrepreneurship education carried out in every university, it is expected to be able to encourage and motivate students as entrepreneurs by carrying out entrepreneurship activities. Another problem is that most individuals are demanded by their families to become employees or workers whose income and career paths are clear. Not only that, but some individuals also feel that they are not confident in their entrepreneurial abilities because they cannot read business opportunities and market share. From the factors stated, there are intersecting factors; the researcher will take these factors into independent variables to test the effect of entrepreneurial intentions. Encouragement from the environment, namely subjective norms and support from demographic characteristics, namely entrepreneurship education. These two variables will strengthen a person in realizing the intention to become an entrepreneur. Therefore, the researcher chose the two variables to find out how much influence they had on the entrepreneurial intentions of students of the 2019 Faculty of Economics Education Study Program, Jakarta State University.

THEORETICAL FRAMEWORK

Entrepreneurship Education

Entrepreneurship education is education that aims to convey knowledge related to entrepreneurship to someone as an introduction or step in starting a business. According to Wu et al. (2022) entrepreneurship education is an educational activity that can improve entrepreneurial knowledge, skills, behavior and individual students. In line with the statement of Nurhidayani et al. (2021) stated that entrepreneurship education is an educational program that works on the entrepreneurial aspect as an essential part of equipping students with competencies because entrepreneurship education will be able to form patterns of thought, behavior, and attitudes to become entrepreneurs. From several theories put forward by experts, it can be said that entrepreneurship education is an educational activity that provides whatever is needed when someone wants to become an entrepreneur. That way, someone will have an idea to prepare everything needed in entrepreneurship.

Subjective Norms

According to Witjaksono (2020) the subjective norm is defined as the individual's perception of social pressure in which the individual is directed to perform or not perform certain behaviors. Similiarly with the opinion of Santy et al. (2017) states that subjective norms are individual beliefs about the surrounding environment and personal motivations to follow these norms. It can be seen from several theories that experts have put forward that subjective norms are beliefs that individuals can get in doing something with support of others.



Entrepreneurial Intention

Entrepreneurial intention is a person's intention to start a business. Arief (2021) states that entrepreneurial intentions are considered a logical approach to finding out who will become entrepreneurs. Furthermore, according to the concept of Indahsari & Puspitowati (2021) entrepreneurial intention is regarded as a motivational factor that affects behavior, indicating how hard people want to try how hard they plan to do something. From several theories put forward by experts, it can be seen that entrepreneurial intention is a person's determination to try to take a certain action in entrepreneurship.

METHOD

This research uses quantitative research. This study emphasizes the measurement of variables in the form of numbers and performs data analysis using statistical procedures using multiple linear regression analysis. The quantitative research is using an online survey method. This study will analyze the causal relationship of several variables that will affect other variables. The method of analysis carried out in this study uses tools in the statistical application program, namely Statistical Product and Service Solutions (SPSS).

RESULT

Basic Assumption Test

1. Normality Test

Normality test aims to determine whether the data is normally distributed or not. Normality testing in this study used the Kolmogorov-Smirnov test with a significance level of 5% or 0.05. Below are the results of the calculation of the normality test with Kolmogorov-Smirnov using SPSS V.23.0.

		Unstandardized Residual
N		160
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.54397723
Most Extreme Differences	Absolute	.056
	Positive	.039
	Negative	-.056
Test Statistic		.056
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Output SPSS V.23.0

It can be seen that the Sig (2-tailed) non-standard residual value is $0.200 > 0.05$. These results indicate that the normality test on the variables of entrepreneurship education, subjective norms and entrepreneurial intentions is normally distributed.

2. Linearity Test

The linearity test aims to determine whether the variables have a linear relationship or not significantly (Gunawan, 2018). Decision making uses linearity test by looking at the output in the ANOVA table, if the significance level is > 0.05 then the relationship between variables is linear and if the significance level is < 0.05 then the relationship between



variables is not linear. Below are the results of calculating the linearity test using SPSS V.23.0.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Intensi Berwirausaha * Pendidikan Kewirausahaan	Between Groups	(Combined)	1589.232	20	79.462	5.678	.000
		Linearity	1355.837	1	1355.837	96.877	.000
		Deviation from Linearity	233.394	19	12.284	.878	.611
	Within Groups	1945.362	139	13.995			
Total			3534.594	159			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Intensi Berwirausaha * Norma Subjektif	Between Groups	(Combined)	1111.229	22	50.510	2.856	.000
		Linearity	653.456	1	653.456	36.942	.000
		Deviation from Linearity	457.772	21	21.799	1.232	.234
	Within Groups	2423.365	137	17.689			
Total			3534.594	159			

Source: Output SPSS V.23.0

Based on the test results using the ANOVA table above, Sig's value is known. Deviation from linearity for variables X1 and Y is $0.611 > 0.05$ and the linearity significance is 0.000 and X2 and Y is $0.234 > 0.05$ and the linearity significance is 0.000. So it can be concluded that there is a linear relationship between Entrepreneurship Education with Entrepreneurial Intentions and Subjective Norms with Entrepreneurial Intentions.

Classic Assumption Test

1. Multicollinearity Test

The multicollinearity test aims to test whether the regression model found a correlation between independent variables (Guanawan, 2018). Below are the results of calculating the multicollinearity test using SPSS V.23.0.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
	B	Std. Error	Beta	Tolerance	VIF
1 (Constant)	18.996	4.171			
Pendidikan Kewirausahaan	.585	.070	.534	.876	1.141
Norma Subjektif	.235	.062	.242	.876	1.141

a. Dependent Variable: Intensi Berwirausaha

Source: Output SPSS V.23.0

Based on the table above, it is known that the Tolerance value for the entrepreneurship education variable and subjective norm is $0.876 > 0.10$. Meanwhile, the VIF value is $1.141 < 10.00$. Then referring to the basis of decision making in the multicollinearity test, it can be concluded that there is no multicollinearity symptom in the regression model.



2. Heteroscedasticity Test

The heteroscedasticity test aims to test whether the regression occurs or there is an inequality of variance from the residuals from one observation to another (Gunawan, 2018).

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.462	2.436		1.831	.069
Pendidikan Kewirausahaan	.012	.041	.024	.284	.777
Norma Subjektif	-.035	.036	-.083	-.977	.330

a. Dependent Variable: Abs_RES

Source: Output SPSS V.23.0

Based on the output above, it is known that the significance value for the entrepreneurship education variable (X1) is 0.777 and the significance value for the subjective norm variable (X2) is 0.330. Because the significance value of the two variables above is greater than 0.05, it is in accordance with the basis for decision making in the Glejser test that there is no symptom of heteroscedasticity in the regression model.

Hypothesis test

1. T Test

T test is used to determine the effect of the independent variable partially to the dependent variable whether the effect is significant or not. Below are the results of calculating the partial regression coefficient test (T test) using SPSS V.23.0.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	18.996	4.171		4.554	.000
Pendidikan Kewirausahaan	.585	.070	.534	8.337	.000
Norma Subjektif	.235	.062	.242	3.780	.000

a. Dependent Variable: Intensi Berwirausaha

Source: Output SPSS V.23.0

Based on the results of the T test above, it can be concluded that:

H1 : Value of Sig. Entrepreneurship Education on Entrepreneurial Intentions is 0.000 and the value of T_{count} is $8.337 > T_{table}$ 1.974, so according to the basis of decision making in the T test, it can be concluded that the hypothesis is accepted or there is an influence of the independent variable (X1) on the dependent variable (Y).

H2 : Value of Sig. The Subjective Norm of Entrepreneurial Intentions is 0.000 and the value of T_{count} is $3.780 > T_{table}$ 1.974, so according to the basis of decision making in the T-test, it can be concluded that the hypothesis is accepted or there is an influence of the independent variable (X2) on the dependent variable (Y).

2. F Test

The F test was conducted to determine the effect between simultaneous independent variables on the dependent variable, whether there was a significant effect or not. Below



are the results of calculating the simultaneous regression coefficient test (F test) using SPSS V.23.0.

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1537.590	2	768.795	60.441	.000 ^b
Residual	1997.004	157	12.720		
Total	3534.594	159			

a. Dependent Variable: Intensi Berwirausaha

b. Predictors: (Constant), Norma Subjektif, Pendidikan Kewirausahaan

Source: Output SPSS V.23.0

From the output above, it can be concluded that entrepreneurship education and subjective norms have a simultaneous effect on entrepreneurial intentions because the value of F_{count} is $60.441 > F_{table} 3.05$. So from the existing research hypotheses, it can be stated that the hypothesis H_0 is rejected and H_a is accepted because $F_{count} > F_{table}$. From the hypothesis, it is stated that there is a simultaneous influence of entrepreneurship education and subjective norms have a simultaneous effect on entrepreneurial intentions.

3. Coefficient of Determination

The regression coefficient (R²/R Square) was conducted to find out how much the percentage effect of the independent variables contributed simultaneously to the dependent variable. Below is the result of calculating the heteroscedasticity test using SPSS V.23.0.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660 ^a	.435	.428	3.566

a. Predictors: (Constant), Norma Subjektif, Pendidikan Kewirausahaan

b. Dependent Variable: Intensi Berwirausaha

Source: Output SPSS V.23.0

Based on the table above, it can be seen that the regression coefficient value or R Square (R²) is 0.435. So it can be concluded that entrepreneurship education and subjective norms simultaneously (simultaneously) is 43,5%.

DISCUSSION

1. The Influence of Entrepreneurship Education on Entrepreneurial Intentions

Based on the results of the research presented, it can be said that there is a positive and significant influence between entrepreneurship education on the entrepreneurial intentions of students of the Faculty of Economics, State University of Jakarta. This is evidenced by the calculation of the T test that the researcher has indicated for the entrepreneurial education variable with $T_{count} 8,337 > T_{table} 1,974$, then H_0 is rejected and H_1 is accepted. So, it can be concluded that entrepreneurship education has a positive and significant effect on the entrepreneurial intention of students of Educational Sciences, Faculty of Economics, State University of Jakarta. The results of this study are in line with previous research conducted by Rastiti, et al. (2021) which shows that entrepreneurship education has a positive and significant effect on entrepreneurial intentions as indicated by T_{count} of



$4.283 > T_{\text{table}}$ of 1.649 with a significance level of 5% and a significance value of 0.000 < 0.05 , which means that in the study the hypothesis is accepted. In another study conducted by Nurhidayani, et al. (2021) with a T statistic of 10,440 from the required T statistic > 1.65 and a probability value of 0.000 which states that entrepreneurship education has a significant effect on entrepreneurial intentions. The results of the research that have been processed to test the hypothesis show that there is a positive and significant influence between entrepreneurship education on entrepreneurial intentions, the first hypothesis is accepted.

2. The Influence of Subjective Norms on Entrepreneurial Intentions

Based on the results of the research presented, it can be said that there is a positive and significant influence between subjective norms on the entrepreneurial intention of students of education at the Faculty of Economics, State University of Jakarta. This is evidenced by the calculation of the T test that the researcher has indicated for the subjective norm variable with $T_{\text{count}} 3.780 > T_{\text{table}} 1.974$, then H_0 is rejected and H_2 is accepted. So, it can be concluded that subjective norms have a positive and significant effect on entrepreneurial intentions. So if the higher the level of subjective norms, the higher the entrepreneurial intention of students of Educational Sciences, Faculty of Economics, State University of Jakarta and vice versa. The results of this study are in line with the research of Haddad, et al. (2021) stated that subjective norms have a positive and significant effect on entrepreneurial intentions. Furthermore, in the research conducted by Phuc, et al. (2020) evidenced by the results of the T test of $2,457 < 0.05$ which states that subjective norms have a positive and significant effect. The results of the research that have been processed to test the hypothesis show that there is a positive and significant influence between subjective norms on entrepreneurial intentions, the second hypothesis is accepted.

3. The Influence of Entrepreneurship Education and Subjective Norms on Entrepreneurial Intentions

Based on the results of the research presented, it can be said that there is a positive and significant influence between entrepreneurship education and subjective norms on the entrepreneurial intentions of students of the Faculty of Economics, State University of Jakarta. This is proven based on the regression analysis value of 18,996 which means the data is considered constant and with an F_{count} value of 60,441 and a significant 0.000. Furthermore, in the calculation of the normality test which shows a significance value of 0.200, which means the data is normally distributed and the results of the calculation of the coefficient of determination are obtained at 0.435 which indicates that entrepreneurship education and subjective norms together provide an effective contribution of 43,5%. So, it can be concluded that entrepreneurship education and subjective norms have a positive and significant effect on entrepreneurial intentions. The results of this study are in line with Utami's research (2017) which is evidenced by the results of a correlation coefficient of 0.655 which shows that educational variables and subjective norms have a positive and significant effect. Another study conducted by Wahyuni, et al. (2019) states that entrepreneurship education and subjective norms have a positive and significant effect on the entrepreneurial intentions of students at Ganesha University of Education. Furthermore, in the study of Kowang et al. (2021) also shows that entrepreneurship education and subjective norms on entrepreneurial intentions, this is evidenced by the significance value for all correlation tests < 0.05 with a positive correlation coefficient of



0.407 (medium correlation) to 0.812 (very strong). The results of the research that have been processed to test the hypothesis indicate that there is a positive and significant influence between entrepreneurship education and subjective norms on entrepreneurial intentions, the third hypothesis is accepted.

CONCLUSION

Based on the results of research from data processing, the analysis that has been described previously, the researchers can draw the following conclusions:

- a. There is a direct positive and significant influence between entrepreneurship education on the entrepreneurial intention of students of Educational Sciences, Faculty of Economics, State University of Jakarta on entrepreneurship.
- b. There is a positive and significant direct influence between subjective norms on the entrepreneurial intention of students of Educational Sciences, Faculty of Economics, State University of Jakarta on entrepreneurship.
- c. There is a positive and significant direct influence between entrepreneurship education and subjective norms simultaneously on the entrepreneurial intention of students of Educational Sciences, Faculty of Economics, State University of Jakarta on entrepreneurship.

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