

THE IMPACT OF SUBJECTIVE NORMS AND ENTREPRENEURSHIP EDUCATION ON STUDENT ENTREPRENEURIAL INTENTIONS

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Abstract: This study aims to measure the effect of subjective norms, entrepreneurship education, on student entrepreneurial intentions mediated by self-efficacy. This paper proposes a resolution to these discrepancies and tests these hypotheses in a university setting. This type of research is quantitative research, which uses a research instrument in the form of a questionnaire that has been compiled in several statements and is measured using a Likert scale of 1-5. The population used in this research is the 2020-2022 Management Study faculty of economic and business. The sampling technique used the Cochran formula which obtained 309 samples. This study uses Structural Equation Modeling (SEM) which is run through AMOS 24 as an analysis tool. The results of the hypothesis test show that subjective norms have an effect on entrepreneurial intentions, while the entrepreneurship education variable has an effect on entrepreneurial intentions. Subjective norms affect entrepreneurial intentions mediated by self-efficacy. While very insightful, this paper is limited by the use of a within-subjects survey research design and the inherent limitations with such research. Additionally, using college students as respondents limits the ability to generalize the results to any population outside similar college-age populations.

Keywords: entrepreneurial intentions, subjective norms, entrepreneurship education, self efficacy, student

Abstrak: Penelitian ini bertujuan mengukur pengaruh norma subjektif, pendidikan kewirausahaan, terhadap niat berwirausaha siswa yang dimediasi oleh self-efficacy. Jenis penelitian yang digunakan adalah penelitian kuantitatif yang menggunakan instrumen penelitian berupa angket yang telah disusun dalam beberapa pernyataan dan diukur menggunakan skala likert 1-5. Populasi yang digunakan dalam penelitian ini adalah Studi Manajemen fakultas ekonomi dan bisnis tahun 2020-2022. Teknik pengambilan sampel menggunakan rumus Cochran sehingga diperoleh 309 sampel. Penelitian ini menggunakan Structural Equation Modeling (SEM) yang dijalankan melalui AMOS 24 sebagai alat analisis. Hasil uji hipotesis menunjukkan bahwa norma subjektif berpengaruh terhadap niat berwirausaha, sedangkan variabel pendidikan kewirausahaan berpengaruh terhadap niat berwirausaha. Norma subjektif mempengaruhi niat berwirausaha yang dimediasi oleh self-efficacy. Meskipun sangat mendalam, makalah ini dibatasi oleh penggunaan desain penelitian survei dalam subjek dan keterbatasan yang melekat pada penelitian tersebut. Selain itu, menggunakan mahasiswa sebagai responden membatasi kemampuan untuk menggeneralisasi hasil pada populasi di luar populasi usia kuliah yang sama.

Kata kunci: niat berwirausaha, norma subjektif, pendidikan kewirausahaan, self efficacy, mahasiswa

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INTRODUCTION

The Indonesian economy is currently still not showing good growth rates. This can be proven by data from the Central Statistics Agency (BPS) in February 2022 the number of unemployed in Indonesia amounted to 8,402 million people with 235,359 academy/diploma graduates and 884,796 for university graduates. This number is still very high, this is not comparable to every year universities graduate approximately one million graduates. These graduates may be at risk of becoming unemployed if they are unable to compete well with other tertiary institutions which are classified as among the best universities in the world. In addition, according to Tracer Study data on 2022 graduates of FEB PGRI University Semarang, many students prefer to work in government or private companies rather than starting their own businesses or opening new jobs. Of the 94 PGRI University Semarang students who graduated in 2022, there were 5 students who were not yet working. In addition, those who chose to open their own jobs, such as opening online shops and building businesses with their families, only 3 students and students who chose to work in other people's companies. others are approximately 74 students and the remaining 12 students who are not known to have worked or not. The data was obtained from tracer study data at PGRI Semarang University, Faculty of Economics and Business, graduates of 2022.

So that college graduates do not have the potential to become unemployed, it is better if undergraduate students can create their own jobs by entrepreneurship. This needs to be addressed immediately, especially in Indonesia by continuing to increase the number of entrepreneurs to support people's welfare. In this case the Indonesian government needs to step in to encourage entrepreneurs, especially students (fresh graduates) or final graduates to help reduce the number of unemployed in Indonesia (Wamenparekraf, 2022).

Based on BPS data, the ratio of the number of entrepreneurs in Indonesia is still 3.47% or only around 9 million people of the total population. Even though it increased from 2016 which was 3.1%. This figure is still relatively low when compared to Singapore which reached 8.5%. Malaysia and Thailand have also reached 4.5%. Indonesia targets an increase in the percentage of 3.9–4% in 2024. Based on the Global Entrepreneurship Index (GEI), currently Indonesia still ranks 75th out of

137 countries with a score of 26. The government targets to rise to 60th. According to research based (Andika & Madjid, 2012) on Theory of Planned Behavior (TPB) does a behavior with high involvement or that has high risk in dire need of belief and evaluation in order to foster attitudes, subjective norms, and behavioral control involving the intention to mediate various motivational factors that have an impact on a behavior. Entrepreneurial decision making involves internal factors, namely personality, perception, motivation, learning (attitude), and external factors, namely family, friends, neighbors, and so on (subjective norms). Subjective norm according to the opinion of (Cruz et al. 2015) explains that subjective norms are perceptions of pressure from other parties or social influences to perform or not perform certain behaviors. The other factors that influence entrepreneurial intentions are Entrepreneurship Education or entrepreneurship education. The existence of Entrepreneurship Education is expected to help foster a sense of desire and intention from each student to become part of an entrepreneur. Entrepreneurship education is one of the factors that can increase entrepreneurial attitudes (Liñán et al. 2015).

In addition to subjective norms and entrepreneurship education, there are other factors that influence entrepreneurial intentions, namely self-efficacy or often known as self-efficacy. Self-efficacy reflects the belief that individuals have the skills and abilities to achieve goals despite the challenges associated with those goals (Elnadi & Gheith, 2021). Intention can be interpreted by how hard someone dares to try and the effort that someone plans to do. Entrepreneurial Intention is a process of seeking information to achieve business goals. The greater a person's entrepreneurial intention, the more likely it is to achieve his business goals. Therefore, entrepreneurial intentions should also be owned by students of the management study program at the Faculty of Economics and Business, PGRI Semarang University (Nur, 2017). personal attitudes and perceived behavioral control mediate or partially mediate the relationships between subjective norms and entrepreneurial intentions. (Anderson, 2023). Thus, the purpose of this research is to find problems related to entrepreneurial intentions in students, and to investigate whether these findings will have a significant impact on self-efficacy as an intervening aspect of entrepreneurial intentions.

METHODS

The research methodology of this study applies quantitative approach to describe a research study using numbers as a tool to draw a conclusion (Suryani, 2015). The sampel of this study consists 309 students of faculty economic and business University of PGRI Semarang in May 2023. The research handled questionnaires that had been distributed and collected from all students. The research user quantitative data from primary data sources. This study used a likert interval scale to measure the participants respondents. The likert scale consist of strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). This study used analytical method by applying Structural Equation Modelling (SEM) through AMOS software. The benchmark used in calculating reliability tests is conducted by observing the measurement values that appear on the composite reliability. If the tested value that appears exceeds 0.6, then the construct meets the requirements and is reliable. The results of the tests on all variables show a value above 0.6, thus, it is considered feasible to use. Meanwhile, R Square is used to determine the effect of the independent variables (exogenous) on the dependent variable (endogenous).

To understand the connection within this research project, we need to examine the relationship between variables and hypotheses that are applied in this project from several previous research studies that support this project. The research Intention is one of the basic foundations of a person for entrepreneurship which is balanced with confidence in himself which will have a good impact by creating new entrepreneurs (Hansfel & Puspitowati, 2020). The results obtained show the mediating role played by perceived behavioural control and subjective norms in the relationship between psychological capital and entrepreneurial intention (Flores, 2023). Subjective norm according to (Andika & Madjid, 2012) is an individual's perception of whether other people will support or not carry out the action. Meanwhile in opinion (Prawira & Hidayah, 2021) Subjective norm is a person's thoughts on an action that will be carried out by an individual whose decision will be accepted or not by others. Subjective norm is an individual's belief in the surrounding environment to be motivated and follow these norms. Someone will feel enthusiastic if all the actions that will be taken have the support of several people and their environment. Personal attitudes and perceived behavioral control mediate or partially mediate the relationships between

subjective norms and entrepreneurial intentions. (Anderson, 2023). Entrepreneurship education is one of the factors that can increase entrepreneurial attitudes (Liñán et al. 2015). Entrepreneurship education has a greater effect on increasing entrepreneurial intentions than business knowledge on entrepreneurial intentions (Bae et al. 2014) through meta-analysis). Definition of entrepreneurship education more broadly according to (Isrososiawan, 2013) stated entrepreneurship education is a teaching and learning activity about entrepreneurship which includes the development of knowledge, skills, attitudes and personal character according to the age and development of students. Entrepreneurial insight educates prospective entrepreneurs so they have independence, courage, and skills in entrepreneurship. With such insight, prospective entrepreneurs can minimize failures in entrepreneurship. entrepreneurship education has a positive impact on students' entrepreneurial intentions. (Nguyen, 2023).

Meanwhile, Elnadi & Gheith (2021) That Self-efficacy reflects that individuals have the ability and skills to achieve goals despite the challenges involved. The research also shows that students' education and geography affect their entrepreneurial inclinations (Chahal, 2023). Understanding these elements allows higher education stakeholders to create targeted interventions and support systems to foster college student entrepreneurship. Thus, based on the literature review and the observations of the study, researchers decided to form seven hypotheses as shown in Figure 1.

Hypothesis

- H1: Subjective Norms have an effect on Entrepreneurial Intentions
- H2: Entrepreneurship Education influences Entrepreneurial Intention
- H3: Subjective Norms have an effect on Self Efficacy
- H4: Entrepreneurship Education influences Self Efficacy
- H5: Self Efficacy influences Entrepreneurial Intention
- H6: Subjective Norms have an effect on Entrepreneurial Intentions mediated by Self Efficacy
- H7: Entrepreneurship Education has an effect on Entrepreneurial Intention which is mediated by Self Efficacy

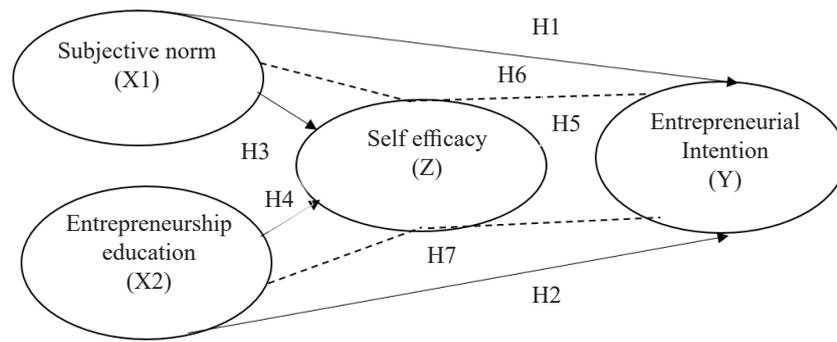


Figure 1. Theoretical framework

RESULTS

The analysis result of this research project shows that education entrepreneurship and subjective norm on entrepreneurial intention. Hypothesis testing is a reference value generated in the SEM estimation. In hypothesis 1 it produces a standardized parameter coefficient on the relationship between subjective norms and entrepreneurial intentions of 0.918 and a CR value of 1.478 <2, meaning that subjective norms have a significant effect on entrepreneurial intentions in other words the first hypothesis (H1) accepted. Which means, subjective norms affect entrepreneurial intentions as evidenced by the research hypothesis being accepted. The research results that have been tested and hypothesized in the research are in accordance with the reality experienced by the subjects. The subjective norm regression coefficient of 0.156 states that each addition of 1 (one) subjective norm value will increase entrepreneurial intention by 0.156 (Ni Ketut Seminary, 2016). The self-efficacy regression coefficient of 0.244 states that each additional 1 (one) value of self-efficacy will increase entrepreneurial intention, namely by 0.244 (Muhammad Fadlullah et al. 2021). The results of this study are in line with (Choirunnisya et al. 2021a) where entrepreneurial intentions are influenced by a person's perceptions under social pressure about what to do and what not to do, this is related to subjective norms. The influence of subjective norms on entrepreneurial intentions is strengthened by research which shows that subjective norms have a significant positive effect on entrepreneurial intentions (Hartono & Puspitowati, 2019).

Hypothesis testing is a reference value generated in the SEM estimation. In hypothesis 2, the value of entrepreneurship education on entrepreneurial intentions is 0.017 and the CR value is 1.181 <2, meaning that entrepreneurship education has an

effect on entrepreneurial intentions and is significant in other words the second hypothesis (H2) accepted. Which means, entrepreneurship education has an effect on entrepreneurial intentions as proven by the research hypothesis being accepted. The results of the research that have been tested are in accordance with the hypotheses in the research and in line with the reality experienced by subject. Perceptions of self-efficacy and education Entrepreneurship has a positive effect on entrepreneurial intention (Yanti, 2019). Entrepreneurship education done on campus as well has a significant relationship to entrepreneurial intention (Achmad Syaifudin, 2017). Based on the results of simple regression calculations and the t test, it has implications for research conducted by (Tri Atmaja, 2016) that entrepreneurship education has a positive effect on the interest in entrepreneurship. The background to the emergence of an interest in entrepreneurship is education, family environment, personal values, age, and work history (Luh et al. 2017).

Hypothesis testing is a reference value generated in the SEM estimation. In hypothesis 3, the relationship between entrepreneurship education and self-efficacy is 0.801 and the CR value is 0.508 <2, meaning that subjective norms have an effect and significant to self-efficacy, in other words the third hypothesis (H3) accepted. Which means, subjective norms affect self-efficacy, it is proven that the research hypothesis is accepted. The significant research results that were hypothesized in the study matched the reality experienced by the subjects. Subjective norms give confidence to individuals to get support from friends, family roles, successful entrepreneurs so that individuals feel confident in what individuals have done when entrepreneurship. The results of this study are in line with the presentation of Tri Atmaja, (2016) which states "the higher the individual's self-efficacy adheres to the views or roles of others in entrepreneurship, the

higher the norms he applies". Ginting (2020) states "subjective norms, namely individual beliefs to comply with the directions or suggestions of people around them to participate in entrepreneurial activities". The results of research conducted by Adicondro et al. (2011) state that subjective norms have a significant effect on self-efficacy.

Hypothesis testing is a reference value generated in the SEM estimation. In hypothesis 4 it produces a standardized parameter coefficient value on the relationship between entrepreneurship education and self-efficacy is 0.597 and the CR value is $0.690 < 2$, meaning Entrepreneurship education has significant and significant effect on self-efficiency in other words the fourth hypothesis (H4) accepted. Which means, influential entrepreneurship education on self-efficacy, the research hypothesis is proven accepted. Entrepreneurs are decision makers who help form a free enterprise economic system (Wahyu et al. 2014). Results from research conducted by (Wahyu et al. 2014) shows that there is an influence of entrepreneurship education on the interest in entrepreneurship partially. Research results from (Ridho Alfi Hidayat, 2019) there is no significant effect of the family environment on the interest in entrepreneurship and there is a simultaneous influence of the variables of entrepreneurship education and the family environment on the interest in entrepreneurship. Entrepreneurship education is teaching and learning activities about entrepreneurship (Sari & Lubis, 2018). Entrepreneurship education which includes developing knowledge, skills, attitudes and personal character according to age and development (Yanti, 2019). Interest is someone's interest in something. Interest can also be a motivation for someone to do something (Bagas et al. 2021).

Hypothesis testing is a reference value generated in the SEM estimation. In hypothesis 5 it produces a standardized parameter coefficient value in the relationship self-efficacy and entrepreneurial intention is -0.497 and the CR value is $1.514 < 2$, meaning self-efficacy has a significant and significant effect on entrepreneurial intentions in other words the fifth hypothesis (H5) accepted. Which means, self-efficacy has an effect on entrepreneurial intentions proven by the research hypothesis is accepted. The influence of self-efficacy is an important predictor of entrepreneurial intentions (Adicondro et al. 2011). This relationship depends on subjective judgments whether by entrepreneurship personal needs can

be met. Individuals who have low self-efficacy in entrepreneurship feel that they have no intention of becoming entrepreneurs, and vice versa (Ni Made Sintya, 2019). The results of this study are in line with (Mat Rani et al. 2022) where entrepreneurial intentions are influenced by a person's perception in social pressure about what to do and what not to do, this is related to subjective norms. The results of research on self-efficacy have an effect positive and significant to intention entrepreneurship for students (Ridho, 2019). Self-efficacy is a condition in where the individual believes that behavior to entrepreneurship is easy or can be done (Dwinoor & Fensi, 2016). However, these results contradict the results of research conducted by Violinda (2023), which states that self-efficacy has no influence.

Hypothesis testing is a reference for the value generated in the SEM estimation with the Sobel test. Hypothesis 6 produces standardized parameter coefficient values on the relationship between subjective norms and entrepreneurial intentions mediated by self-efficacy the value of t count $1.145 < 1.96$. So the results of these calculations are that subjective norms are able to mediate entrepreneurial intentions towards self-efficacy. This means that the results of this test on the subjective norm of entrepreneurial intention through satisfaction indicate that there is a mediating effect and (H6) is accepted. This is in line with research on self-efficacy, subjective norms, attitude, behavior, and education Entrepreneurship has a significant effect on entrepreneurial intentions (Choirunnisya et al. 2021). In order to achieve a better quality of life, then you have to be creative and innovative in starting entrepreneurship so it can be successful entrepreneur (Choirunnisya et al. 2021). Entrepreneurial intention is a reliable predictor for measuring entrepreneurial behavior and entrepreneurial activity (Afandi et al. 2022). Someone with the intention to start a business will have better readiness and progress in the business being run than someone without the intention to start a business (Anto, 2021).

Hypothesis 7 produces a standardized parameter coefficient value on the relationship between entrepreneurship education and entrepreneurial intention mediated by self-efficiency of the value of t count $0.377 < 1.96$. So the results of these calculations are that entrepreneurship education is able to mediate entrepreneurial intentions towards self-elficacy. The results of this test on entrepreneurship

education on entrepreneurial intentions through self-efficacy show that there is a mediating effect, which means (H7) is accepted. The effect of self-efficacy is an important predictor of entrepreneurial intentions, this relationship depends on the subjective assessment of whether personal needs can be met by entrepreneurship. (Primary, 2019). Individuals who have low self-efficacy in entrepreneurship feel that they have no intention of becoming entrepreneurs, and vice versa (Dwinoor & Fensi, 2016). The results of this study are in line with (Afandi et al. 2022) where entrepreneurial intentions are influenced by someone's perceptions under social pressure about what to do and what not to do, this is related to subjective norms.

Based on the data in Table 1, it shows that chi-square (153.582), probability (0.338), CMIN/DF (1.045), GFI (0.949), RMSEA (0.012), TLI (0.993) and CFI (0.994) are within the fit criteria. Meanwhile, agfi (0.935) is within the fit criteria. Referring to the principle of parsimony put forward by (Arbuklel & Wolrthel, 1999), namely if one or more criteria have been met (fit) then the model as a whole can be said to be good. Thus, this research model can be declared to meet model suitability (goodness of fit).

Mangerial Implication

It is hoped that this research can be used as consideration and evaluation material for university. From the results of this research, university can evaluate the factors that influence entrepreneurial intentions in order to increase the number of entrepreneurs from university graduates. Influential factors that can be evaluated include self-efficacy, education, subjective norms. By increasing these three factors, it is hoped that entrepreneurial

intentions can also increase because according to this research these three factors have a significant correlation or influence on the entrepreneurial intentions of university graduates. While very insightful, this paper is limited by the use of a within-subjects survey research design and the inherent limitations with such research. Additionally, using college students as respondents limits the ability to generalize the results to any population outside similar college-age populations.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the result of this research study, subjective norm, entrepreneurship education have significant effects on entrepreneurship intention. Likewise, self efficacy also has a significant effect on entrepreneurship intention. Therefore, self efficacy significantly plays the role of a mediating effect on the relationship between subjective norm, entrepreneurship education and entrepreneurship intention at faculty of economic and business university of PGRI Semarang.

Recommendations

Recognizing the role of private universities in championing entrepreneurship among studies, future studies should not be limited to Universitas PGRI Semarang but must include private universities and where possible conduct a comparative analysis. Further studies should also explore how new curriculum and programmes can be developed, and existing one revised to enhance robust entrepreneurial intentions among university students.

Tabel 1. Goodness of fit

Criteria index	Value	Result	Information
X ² Chi-Squarel	df;190-43 = 147 p;5%	153.582	good
Prolbability	≤ 0.05	0.338	good
CMIN/DF	≤ 2.00	1.045	good
GFI	≥ 0.90	0.949	good
AGFI	≥ 0.90	0.935	good
RMSEIA	≤ 0.08	0.012	good
TLI	≥ 0.90	0.993	good
CFI	≥ 0.90	0.994	good

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