

VIEW ISSUE

HOME (DEFAULTCALITATEA.ASPX)
/ NEW ARCHIVE JOURNALS
(NEWARCHIVEJOURNALS.ASPX)
/ VIEW ISSUE

VOLUME 23, ISSUE190, OCTOBER, 2022

The Effect of Investment Decisions, Funding, And Profitability on Company Value with Corporate Governance as Moderating Variables (Javascript:void(0))

Wahidahwati Lilis ARDINI, Danny ADHITYA
<https://doi.org/10.47750/QAS/23.190.01>
(<https://doi.org/10.47750/QAS/23.190.01>)
👁 43 📄 58


(<https://admin.ecbe-4b67-b51a-3e146801bcef.p>)
(1-10)

Generation Z And Entrepreneurship: Revealing Factors That Affect The Entrepreneurial

351b6ca96087
(28-40)


Green HRM pursuit of social sustainability in the hotels: AMO theoretical perspective (Javascript:void(0))

Zuhair ABBAS Afshan GULL KHAN , Rasa SMALIUKIENE , Roman ZAMECNIK , Kanwal HUSSAIN , Shujaat MUBARIK
<https://doi.org/10.47750/QAS/23.190.05>
(<https://doi.org/10.47750/QAS/23.190.05>)
👁 17 📄 9


(<https://admin.6fba-4ffd-8b3f-c8dbd5d3e1e7>)
(41-50)

Fuzzy-Trace Theory and Risky Decisions in The Setting of The Digital Economy (Javascript:void(0))


Amril Bambang TJAHJADI , I Made NARSA
<https://doi.org/10.47750/QAS/23.190.06>
(<https://doi.org/10.47750/QAS/23.190.06>)
👁 17 📄 16


(<https://admin.a6f1-4140-b9bc-98b49248baf6>)
(51-59)

Use of econometric analysis in the context of determining the effect of public debt on economic growth (Javascript:void(0))

Intentions (Javascript:void(0))

Dwi HASMIDYANI Edutivia MARDETINI , Dian Eka AMRINA
<https://doi.org/10.47750/QAS/23.190.02>
(<https://doi.org/10.47750/QAS/23.190.02>)
👁 24 📄 25


(<https://admin.1956-49cf-911c-67e929f3e0b5>)
(11-19)


Linking Followership and Job Satisfaction to Employee Performance: The Mediating Role of OCB (Javascript:void(0))

Krisna Wahyu NUGRAHA Noermijati , Nanang SURYADI
<https://doi.org/10.47750/QAS/23.190.03>
(<https://doi.org/10.47750/QAS/23.190.03>)
👁 23 📄 18


(<https://admin.3368-4694-876f-3b4d3a016892>)
(20-27)

The Relationships among Personal Aesthetic Capital, Interpersonal Attraction, and Workplace Development Opportunities: An empirical study in Vietnam (Javascript:void(0))

Pham Thi THUY DUNG Duong NAM TIEN
<https://doi.org/10.47750/QAS/23.190.04>
(<https://doi.org/10.47750/QAS/23.190.04>)
👁 14 📄 24



(<https://admin.1a75-4192-939d>)

Dori RISILIA Ina PAGRIA , Orgest HURDHA
<https://doi.org/10.47750/QAS/23.190.07>
(<https://doi.org/10.47750/QAS/23.190.07>)
👁 5 📄 10


(<https://admin.d67f-4d83-cae4-7e794bbefddc>)
(60-66)

Perceptions of the contributors about the social security and pension scheme in Albania: Key factors that affect its quality (Javascript:void(0))

Aurela BRAHOLLI Elvin MEKA
<https://doi.org/10.47750/QAS/23.190.08>
(<https://doi.org/10.47750/QAS/23.190.08>)
👁 5 📄 9


(<https://admin.fc22-44a7-9c67-a7c1e8bd103c>)
(67-76)

Analysis Of the Effectiveness of Risk Based Internal Audit Implementation: A Case Study (Javascript:void(0))

Arum ARDIANINGSIH Payamta PAYAMTA
<https://doi.org/10.47750/QAS/23.190.09>
(<https://doi.org/10.47750/QAS/23.190.09>)
👁 9 📄 14


(<https://admin.f494-4feb-91d9-6277a51b831a>)



Calitatea

(/EN/DefaultCalitatea.aspx)

✉ Email:
editor@calitatea.ro
(mailto:editor@calitatea.ro)

EDITORIAL TEAM

HOME (DEFAULTCALITATEA.ASPX)
/ EDITORIAL TEAM

QUALITY - ACCESS TO SUCCESS

EDITOR IN CHIEF

Ismail Hakki Mirici, Hacettepe University, Turkey
(hakkimirici@gmail.com
(mailto:hakkimirici@gmail.com))

EDITORIAL BOARD

- ✓ Ahmad A. A.Tabieh, Middle East University, Jordan
- ✓ Alaric Naudé, Suwon Science College, Republic of Korea
- ✓ Alev Dogan, Gazi University, Turkey
- ✓ Aleksandra Wach, Adam Mickiewicz University, Poland
- ✓ Beril Akin, Gazi University, Turkey
- ✓ Carol Danao, St. Dominic College of Asia, Philippines
- ✓ Dina El-Dakhs, Prince Sultan University, Saudi Arabia



- ✓ Jessica C. Kimmel, University of the Incarnate Word, USA
- ✓ Estella Matriano, Alliant International University, USA
- ✓ Giedre Valunaite Oleskevicienė, Mykolas Romeris University, Lithuania
- ✓ Grace Chibiko Offorma, University Of Nigeria Nsukka, Nigeria
- ✓ Habibullah Pathan, Mehran University of Engineering and Technology, Pakistan
- ✓ Ilze Ivanova, University of Latvia, Latvia
- ✓ Liudmila Mockiene, Mykolas Romeris University, Lithuania
- ✓ Maria Isabel Maldonado Garcia, University of Lahore, Spain
- ✓ Mehmet Dik, Rockford University, USA
- ✓ Muzaffer Elmas, Council of Higher Education Higher Education Quality Council (President), Turkey
- ✓ Noorjehan N. Ganihar, Karnatak University, India
- ✓ Clarence Odey, University of Calabar, Nigeria
- ✓ Rusudan Makhachashvili, Borys Grinchenko Kyiv University, Ukraine
- ✓ Sandor Klein, University of Pécs, Hungary
- ✓ Toh Swee-Hin, University for Peace, Costa Rica



Reach Us
Quality Access to Success

Generation Z And Entrepreneurship: Revealing Factors That Affect The Entrepreneurial Intentions

Dwi HASMIDYANI^{1*}, Edutivia MARDETINI², Dian Eka AMRINA³

^{1,2,3}Assistant Professor, Faculty of Teacher Training and Education, Universitas Sriwijaya, South Sumatra, Indonesia.
Email: dwi_hasmidyani@fkip.unsri.ac.id¹, edutiviamardetini@fkip.unsri.ac.id², dianekaa@fkip.unsri.ac.id³

*Corresponding Author

Received: 31.01.2022

Accepted: 18.04.2022

Published: 01.10.2022

DOI: 10.47750/QAS/23.190.02

Abstract

One way to cultivate entrepreneurial motivations and intentions for Generation Z is by providing entrepreneurship education. This study seeks to identify and analyze factors that affect Generation Z's entrepreneurial intentions. The total population of this study involved 213 students of the Economic Education Study Program at Universitas Sriwijaya who had taken Entrepreneurship class. The sampling technique in this study was a saturation sampling. Data was collected using a survey method using a questionnaire, but only 211 returned questionnaires, so the samples were 211 respondents. This study applied a deductive approach with explanatory quantitative and utilized Structural Equation Modelling (SEM) analysis with the Listel program. The study discovered that (1) entrepreneurship education does not affect entrepreneurial intentions. (2) entrepreneurship education affects personal attitude. (3) entrepreneurship education affects entrepreneurial intentions through personal attitude. (4) personal attitude affects entrepreneurial intentions. (5) subjective norm does not affect entrepreneurial intentions. (6) subjective norm affects personal attitude. (7) subjective norm affects entrepreneurial intentions through personal attitude. (8) subjective norm affects perceived behavioral control. (9) subjective norm affects entrepreneurial intentions through perceived behavioral control. (10) perceived behavioral control affects entrepreneurial intentions. The study results are expected to provide suggestions and considerations in designing an effective learning strategy that is not solely based on theory but also orientated on entrepreneurial practices. Next, introducing the importance of entrepreneurship as an alternative occupation besides office jobs needs to be done so that Generation Z's entrepreneurial intentions could be developed from the beginning.

Keywords: *Entrepreneurship Education, Entrepreneurial Intentions, Generation Z*

Introduction

In recent decades, entrepreneurship has become a field that attracts attention from researchers and governments worldwide due to the increase of global competition, rapid technology advancement, and the development of the market economy. Ozaralli & Rivenburgh (2016) and Holmgren & From (2005) showed numerous studies underlining that entrepreneurial intentions play an essential role when someone starts a new business. Nowadays, entrepreneurship is deemed an alternative occupation for the youth besides working office jobs. A survey conducted by Gallup in 2011 (Barron, 2021), found that 77 percent of fifth to twelfth-grade students wanted to be boss to themselves while 45 percent would like to start their own business. These days, some of those survey participants are now college students categorized as Generation Z. Generation Z is the generation born between 1995 and 2010. Generally those who are Generation Z are also known as iGeneration or internet generation or net generation. They are always connected to the virtual world and can do everything using the sophistication of existing technology (Bencsik, Juhász and Horváth-Csikós, 2016; Dolot, 2018; Seemiller & Grace, 2019). In Indonesia, a survey done by Noormega (2019) revealed that 69.1 percent of teenagers are interested in having a business of their own. It implies that 7 out of 10 teenagers have

entrepreneurial intentions.

One of the ways to cultivate entrepreneurial motivations and intentions for Generation Z is by giving them entrepreneurship education. The effect of entrepreneurship education is regarded as a vital factor to nurture and develop the teenagers' entrepreneurial interest, spirit, and attitude (Kourilsky in Indarti, 2008). Therefore, higher education institutions should play their roles to cultivate their students' entrepreneurial intentions, one of which is by providing entrepreneurship education for their students. In Indonesia, this is fully supported by the Ministry of Education and Culture Research and Technology through the Directorate of Learning and Student Affairs. One of the implementation of the duties and functions of the Directorate of Learning and Student Affairs is Indonesian Student Entrepreneurship Program (Tim Kemdikbudristek, 2020; Kemdikbud, 2022)

Based on the government program, universities in Indonesia encourage students from all majors to have entrepreneurial intentions by providing entrepreneurship education (Hasni, 2018; Amalia & von Korfflesch, 2021; Hutasuhut & Aditia, 2022). Likewise with prospective teachers who are students of the Faculty of Teacher Training and Education, Eriawaty & Fitriyanti (2016), Prihaswati & Astuti (2016), Pratiwi & Januardi (2020) declared that entrepreneurship education for prospective

teachers is important as a provision to face future challenges. Not only in Indonesia, entrepreneurship education for prospective teachers in other countries is also considered important, not only in an effort to find the best way to teach entrepreneurship, but also how to form an entrepreneurial spirit, mastery of various skills, and good self-confidence in prospective teachers (Ispal & Jabor, 2014; Deveci & Seikkula-Leino, 2018; Blimpo & Pugatch, 2021).

Students of the Economics Education Study Program of Universitas Sriwijaya, classified as Generation Z, are prospective economics teachers that need to absorb entrepreneurial theories and practices (Darmawan and Soetjipto, 2016; Eriawaty & Fitriyanti, 2016). At the same time, they should also possess entrepreneurial intentions to contribute to national development via entrepreneurship, both by themselves and by their future students (Prihaswati & Astuti, 2016). Hence, identifying economics education students' entrepreneurial intentions is essential.

Besides the entrepreneurship education factor, students' entrepreneurial intentions are also affected by some other factors. Hasmidyani et al. (2020) indicated that subjective norms and entrepreneurial attitudes significantly affect entrepreneurial intentions, while entrepreneurship education does not directly affect the entrepreneurial intentions but indirectly affects it through the mediation of entrepreneurial attitudes. There was a gap between the research of Fayolle, Gailly & Lassas-Clerc (2006), Tessema Gerba (2012), Zwan, Zuurhout & Hessels (2013), Sun et al. (2017) stating an effect of entrepreneurship education on entrepreneurial intentions, while Hasmidyani et al. (2020) argued that entrepreneurship education indirectly affects entrepreneurial intentions via mediation with entrepreneurial attitudes, whereas Fayolle, Gailly & Lassas-Clerc (2006) and Kusumojanto et al. (2017) proposed that entrepreneurship education does not significantly affect the entrepreneurial intentions. Based on those rationales, the objectives of this study are to identify and analyze the factors that affect the entrepreneurial intentions of Generation Z through the modification of Entrepreneurial Intentions in the Liñán (2004) and Liñán & Chen (2009) models, regarding the effects of personal attitude, subjective norm, and perceived behavioral control on the entrepreneurial intentions with an empirical model from Hasmidyani et al. (2020) about the effect of entrepreneurial education and subjective norm on the entrepreneurial intentions mediated by personal attitude. The modification of the model are the novelty this research might offer.

Literature Reviews And Research Hypothesis

Entrepreneurship education refers to the scope of curricular courses or training that equip the learners with entrepreneurship competencies, skills, and knowledge to achieve an entrepreneurship career. Research conducted by Tessema Gerba (2012) and Zwan, Zuurhout & Hessels (2013) discovered that entrepreneurship education influences entrepreneurial intentions.

Similarly, research by (Ekawarna, Denmar & Bakar, 2022) shows that there is an effect of entrepreneurship education on entrepreneurial intentions in students of the Faculty of Teacher Training and Education. Imansari (2017) shows that entrepreneurship education has a positive and significant effect on the entrepreneurial intentions of students in Economics Education, State University of Surabaya. Based on numerous studies, this study would seek the direct effect of entrepreneurship education on the entrepreneurial intentions as stated by the hypothesis below:

H1: Entrepreneurship education directly affects entrepreneurial intentions.

Research conducted by Mcstay (2008) proved that entrepreneurship education and personal attitude change had a significant relationship. A study by Fayolle, Gailly & Lassas-Clerc (2006) confirmed that entrepreneurship education could affect students' personal attitude. Meanwhile, for students from the Faculty of Teacher Training and Education, a study at the Jember University proved that there was an effect of entrepreneurship education on entrepreneurial attitudes (Cahyono, 2014). Based on those studies, this study would find the direct effect of entrepreneurship education on personal attitude as stated by a hypothesis below:

H2: Entrepreneurship education directly affects personal attitude.

It is important for prospective teachers to have an entrepreneurial spirit in order to form students who have the character, understanding and skills as entrepreneurs as well (Isrososiawan, 2013). Entrepreneurial intentions can be fostered from an early age through entrepreneurship education. As the primary educator, the teacher plays an important role in this process (Purnomo & Purnomo, 2017). Students' participation in entrepreneurship education has raised their positive attitude towards entrepreneurship as it enriches them with real-life skills and knowledge. Therefore, their personal attitude has cultivated their entrepreneurial intentions (Pratana & Margunani, 2019).

Mcstay (2008) proved that entrepreneurship education and change in personal attitude had a significant relationship. In a similar vein, Kusumojanto et al. (2017) and Hasmidyani et al. (2020) also proved that entrepreneurship education affected entrepreneurial intentions through entrepreneurial attitudes. Based on those research results, this study would investigate the effect of entrepreneurship education on entrepreneurial intentions through personal attitude as stated by the hypothesis below:

H3: Entrepreneurship education affects entrepreneurial intentions through personal attitude.

According to planned behavior theory Ajzen (2005), personal attitude is one factor that makes up someone's intentions that directly affect their behavior, while Krueger, Reilly & Carsrud (2000) believed that personal attitude more specifically influences decision making. Research conducted by Autio et al. (2001), Lüthje & Franke (2003), Schwarz et al. (2009), and Zampetakis et al. (2009) noted that personal attitude evidently contributes to the development of entrepreneurial intentions as stated by the hypothesis below:

H4: Personal attitude directly affects entrepreneurial intentions.

Subjective norm refers to the social pressure someone bears for doing or not doing a particular desirable act Ajzen (2001). Specifically, this construct is meant to measure the individual perception towards relatives' or friends' acceptance of their decision to be an entrepreneur (Ajzen, 2001). Empirical studies by Heuer & Kolvereid (2014), Kolvereid & Moen (1997), Tkachev & Kolvereid (1999), and Hasmidyani et al. (2020) pointed out that subjective norm has a directly significant relationship with entrepreneurial intentions. Based on those studies, this research aims to find the effect of subjective norms on entrepreneurial intentions as stated by the hypothesis below:

H5: Subjective norm directly affects entrepreneurial intentions.

Research conducted by Liñán & Chen (2009), Ferreira et al. (2012), Trivedi (2016, 2017) and Hasmidyani et al. (2020) confirmed that subjective norm has a positive and significant effect on a personal attitude. Based on those arguments and reviews, this research is about to reveal the effect of subjective norm on personal attitude as stated by the hypothesis below:

H6: Subjective norm directly affects personal attitude.

Liñán & Chen (2009) and Hasmidyani et al. (2020) declared that subjective norm has an indirect and insignificant effect on entrepreneurial intentions as it is initially mediated by entrepreneurial attitude. Trivedi (2016, 2017) has found that subjective norms affect personal attitudes and indirectly affect entrepreneurial intentions. This finding is reinforced by Amofah & Saladrignes (2022) declared personal attitude mediates the relations between subjective norms and entrepreneurial intentions. This study aims to seek the effect of subjective norm on entrepreneurial intentions through personal attitude as stated by the hypothesis below:

H7: Subjective norm affects the entrepreneurial intentions through personal attitude.

Linan and Chen (2009) argued that subjective norm affects perceived behavioral control, even on cultural matters, such as the case in Taiwan, a country with cultural diversity, where subjective norm affects strongly. Then, subjective norm has an effect, but it is directly insignificant on the entrepreneurial intentions as it is initially mediated by perceived behavioral control.

Most studies have determined that subjective norms affect perceived behavioral control (Liñán, Rodríguez-Cohard & Rueda-Cantuche, 2011; Liñán, Urbano & Guerrero, 2011; Entrialgo & Iglesias, 2016; Trivedi, 2017). Amofah & Saladrignes (2022) declared that perceived behavioral control mediates the

relationship between subjective norms and entrepreneurial intentions, this finding is in line with Trivedi (2016, 2017) who found that subjective norms affect perceived behavioral control and thus indirectly affect entrepreneurial intentions.

Hence, this study would examine the effect of subjective norm on perceived behavioral control the effect of subjective norms on entrepreneurial intentions through perceived behavioral control, since Indonesia is also a diverse country as stated by the hypotheses below:

H8: Subjective norm directly affects perceived behavioral control.

H9: Subjective norm affects entrepreneurial intentions through perceived behavioral control.

Ajzen (2015) proposed an idea that behavioral control refers to individual about their ability to perform a certain behavior. That is to say that Perceived Behavioral Control (PBC) is an individual perception about easiness or difficulty to do certain behavior. Therefore, in the context of entrepreneurial behavior, someone's ability to control their behavior is one of the deciding factors in entrepreneurial intentions. According to Engle et al. (2010), Zhao, Hills & Seibert (2005), and Liñán & Chen (2009), Liñán, Urbano & Guerrero (2011), Santos, Roomi & Liñán (2016) PBC evidently has direct effect on the entrepreneurial intentions. Therefore, this study is about to find the effect of PBC on entrepreneurial intentions as stated by the hypothesis below:

H10: Perceived behavioral control directly affects entrepreneurial intentions.

Based on the proposed hypotheses, in this study, the researcher offers a modified model from Liñán (2004), Liñán & Chen (2009) and Hasmidyani et al. (2020) through the conceptual framework shown in Figure 1.

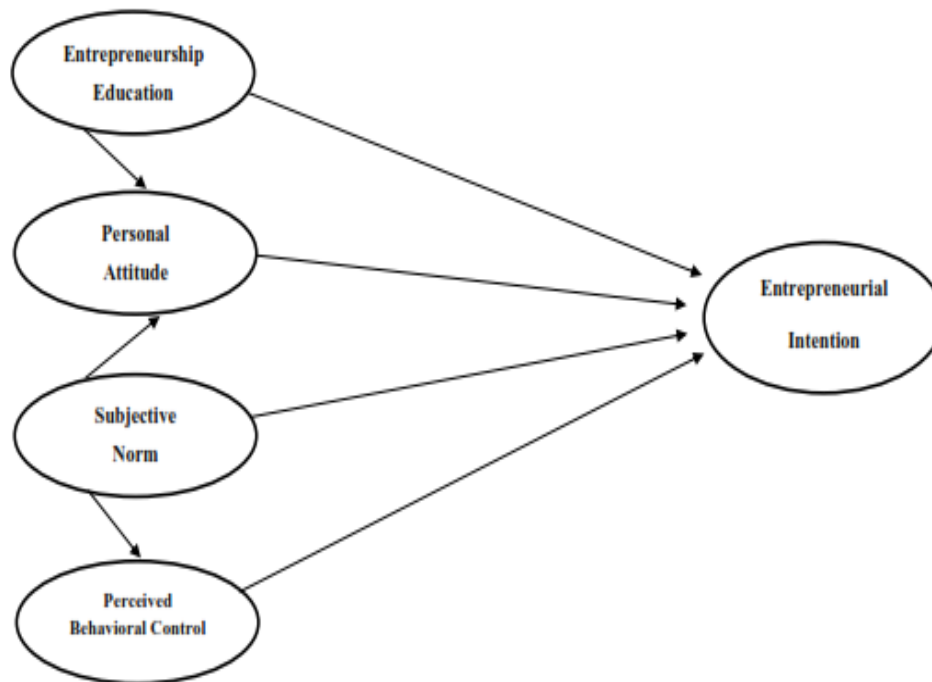


Figure 1. Research Model

Research Method

This study applied a questionnaire with close-ended questions to gather the data. The location of the study was purposively selected at the Economic Education Study Program, the Faculty of Education and Teacher's Training of Universitas Sriwijaya with some considerations.

First, the students of the Economics Education Study Program of Universitas Sriwijaya are classified as Generation Z. Second, they are the prospective economics teachers that should be able to absorb entrepreneurship theories and practices, and they should possess the entrepreneurial intentions to get actively involved in national development through entrepreneurship, both by themselves and by their future students (Darmawan & Soetjipto, 2016; Eriawaty & Fitrianti, 2016; Prihaswati & Astuti, 2016).

The samples were selected using a non-probability sampling technique with saturation sampling with a criterion that those individuals should be the students of the academic year 2017-2019 who had taken Entrepreneurship class with a total population of 213. Data was collected using a survey method using a questionnaire, but only 211 returned questionnaires, so the samples were 211 respondents.

Some variables are represented in some indicators, as it is presented in Table 1. The data were then analyzed using Structural Equation Modelling (SEM) with Lisrel software.

Results And Discussions

Before discussing the result of SEM analysis, testing of assumption in the form of data normality test needs to be done. The result of the test is explained below.

Data Normality Test

Normality assumption could be tested with statistic value z for skewness and kurtosis. If the value of z is significant (less than 0.005 in the level of 5 percent), it could be decided that the data distribution is not normal. On the contrary, if the value of z is not significant (more than 0.005 in the level of 5 percent), it could be said that the data distribution is normal. Then, it could be concluded that the value of the normality test is expected to be not significant (Ghozali & Fuad, 2014). Based on the result of data analysis compared to those criteria, it could be said that the data in this study were not normally distributed from multivariate normality as the result of p -value is 0.000 or less than 0.005. However, Ghozali and Fuad (2014) argued that there are two assumptions regarding abnormality data. This study used the second assumption estimating the model using the Maximum Likelihood (ML) method while correcting standard error and some goodness of fit indices due to abnormality data distribution.

Validity and Reliability Tests (Evaluating Measurement Model)

A validity test is conducted with Confirmatory Factor Analysis (CFA) to test the dimensionality of a construction. CFA Analysis is to see the ability of an indicator to explain latent variables. The indicator quantity in explaining the latent variable is called factor loading. According to Hair et al. (2014), if the factor loading value is more than 0.5, its indicator is valid. Reliability test is performed by measuring the Construct Reliability (CR) and Average Variance Extract (AVE) with the criterion of a variable is deemed to have good reliability if the value of $CR \geq 0.70$ and $AVE \geq 0.50$. If the CR value is between 0.60 – 0.70, its reliability still could be accepted if its indicators have good validity (Hair et al., 2014).

No	Variable	Indicator
1	Entrepreneurship education	Know-what (entrepreneurship knowledge); (EED1) Know-why (values and motives); (EED2) Know-who (social interaction); (EED3) Know-how (entrepreneurial skills and abilities); (EED4)
2	Personal Attitude	Attitude to achievement; (PA1) Attitude to challenge; (PA2) Attitude to autonomy; (PA3)
3	Subjective Norm	Family Support; (SN1) Friend Support; (SN2) Colleague Support; (SN3)
4	Perceived Behavioral	Confidence in business planning; (PBC1) Control Confidence in completing tasks; (PBC2) Confidence in realizing entrepreneurial goals; (PBC3) Confidence to be consistent in entrepreneurship; (PBC4) Belief in experience as strength; (PBC5) Confidence in reliable craftsmanship; (PBC6)
5	Entrepreneurial intention	Planning to start a business; (INT1) Desire to start a business; (INT2) Entrepreneurial career; (INT3)

Table 1. Indicators of the Variables

GENERAL MANAGEMENT

Latent Variable	Indicator	Factor Loading	Construct Reliability (CR)	Average Variance Extracted (AVE)	Note
EED	EED1	0.77	0.92	0.75	Reliable
	EED2	0.79			Valid
	EED3	0.93			Valid
	EED4	0.95			Valid
PA	PA1	0.70	0.74	0.50	Reliable
	PA2	0.76			Valid
	PA3	0.64			valid
SN	SN1	0.82	0.89	0.75	Reliable
	SN2	0.90			Valid
	SN3	0.87			Valid
PBC	PBC1	0.58	0.83	0.55	Reliable
	PBC2	0.82			Valid
	PBC3	0.79			Valid
	PBC4	0.76			Valid
	PBC5	0.78			Valid
	PBC6	0.71			Valid
INT	INT1	0.86	0.86	0.68	Reliable
	INT2	0.82			Valid
	INT3	0.79			Valid

Table 2. Validity and Reliability Tests

The result above indicates that all indicators have factor loading ≥ 0.50 (Valid). It could be said that the validity of all manifest variables to its latent variables is good. On the other hand, the reliability test result shows $CR \geq 0.70$ and $AVE \geq 0.50$ (Reliable). Therefore, it could be decided that all latent variables have good reliability.

Goodness-of-Fit (GOF) Model Accuracy Test

Accuracy test is meant to generally evaluate the degree of fitness or Goodness-of-Fit (GOF) between the data and the model. The first analysis found that some of the GOF values were a bad fit, so the model modification was conducted in consideration of the modification indices. After going through series of modification testing, the result of the GOF test is as follows:

No	GOF Index	Coefficient	Cut-off Value	Conclusion
1	Chi Square (X^2), p-value	223.72	Expected low, $p \geq 0.05$	Bad Fit
2	RMSEA	0.058	≤ 0.08	Good Fit
3	GFI	0.90	≥ 0.90	Good Fit
4	AGFI	0.85	≥ 0.90	Marginal Fit
5	CMIN/DF	1.71	≤ 2.00	Good Fit
6	TLI	0.98	≥ 0.90	Good Fit
7	CFI	0.98	≥ 0.90	Good Fit

Table 3. Goodness-of-Fit Model Accuracy Test

Based on table 3, the model is a good fit for five criteria, marginal fit for one criterion, and a bad fit for one criterion also. The chi-square of the model (figure 2) is significant. According to Hair et al. (2014) and Hoyle (2016), the low chi-square value is hard to achieve, particularly when dealing with a large sample, yet it does not mean that the model does not fit. So that, another fit criterion is used. Hence, it could be concluded that the model used in this research is empirically related to real-life

phenomena.

Structural Model Evaluation

Figure 2 shows a fully identified structural model that in general meets the criteria of goodness-of-fit and the validity and reliability values. A full structural model that illustrates the relationship between latent and manifest variables that construct them can be seen in figure 2 below.

GENERAL MANAGEMENT

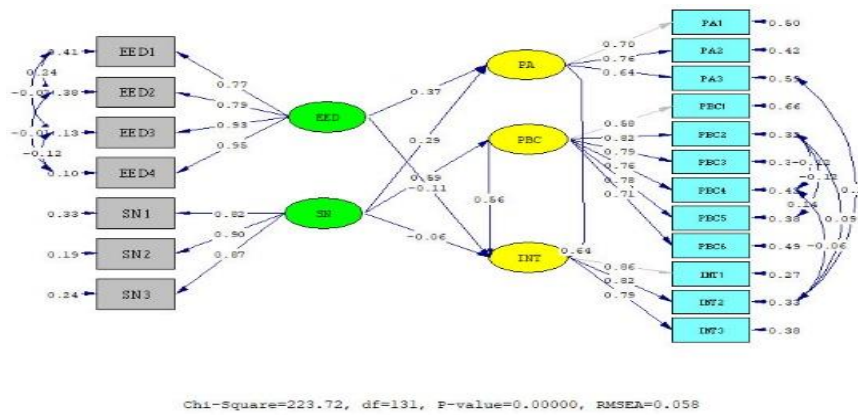


Figure 2. The Estimated Result of Structural Full Model Parameter

Figure 2 demonstrates that the factor loading of all manifest variables is more than 0.50, which means that all indicators forming the latent variables are valid. From the data analysis, besides gaining research finding structural model, the

coefficients of direct and indirect effects between each variable are also acquired. The coefficients of direct and indirect effects between variables based on result analysis and research finding model are presented in table 4.

No	Test	Effect Coefficients			T-Value	Conclusion
		Direct	Indirect	Total		
1	EED → INT	-0.11		-0.11	-1.82	Insignificant
2	EED → PA	0.37		0.37	4.28	Significant
3	EED → PA → INT	-0.11	0.24	0.13	1.96	Significant; Full Mediation
4	PA → INT	0.64		0.64	6.88	Significant
5	SN → INT	-0.06		-0.06	-0.75	Insignificant
6	SN → PA	0.29		0.29	3.29	Significant
7	SN → PA → INT	-0.06	0.52	0.46	5.79	Significant; Full Mediation
8	SN → PBC	0.59		0.59	6.52	Significant
9	SN → PBC → INT	-0.06	0.52	0.46	5.79	Significant; Full Mediation
10	PBC → INT	0.56		0.56	6.34	Significant

Table 4. The Direct and Indirect Effect between Variables

Table 4 illustrates that personal attitude fully mediates the relationship between entrepreneurship education and entrepreneurial intentions as seen that the indirect effect is higher than its direct effect and that entrepreneurship education indirectly affects the entrepreneurial intentions. This indicates that the effect of entrepreneurship education on entrepreneurial intentions is fully explained by the personal attitude.

In the case of subjective norm and entrepreneurial intentions relationship, the subjective norm indirectly affects the entrepreneurial intentions, but it is fully mediated by personal attitude and perceived behavioral control as seen that its indirect effect is higher than the direct effect.

The testing result of the variable of entrepreneurship education indicates that it has a positive and significant relationship with the variable of personal attitude, but it does not have a positive and significant relationship with the variable of entrepreneurial intentions. Subjective norm variable has a positive and significant relationship with personal attitude and perceived behavioral control variables. The personal attitude variable has a positive and significant relationship with the variable of entrepreneurial intentions as well as the variable of perceived behavioral control and the variable of entrepreneurial intentions.

The study found no significant relationship between entrepreneurship education and entrepreneurial intentions, indicated by the t-value 1.82, which is lower than the value of the t-table (1.96). This signifies that the entrepreneurial intentions of the students of the Economics Education Study Program of Universitas Sriwijaya could not be directly cultivated by entrepreneurship education, then hypothesis 1 is rejected. In a similar vein, Karimi et al. (2016) and Pratana & Margunani (2019) discovered that the variable of entrepreneurship education does not significantly affect entrepreneurial intentions. There is a positive relationship between entrepreneurship education and personal attitude with a value of 0.37 with a t-value of 4.28. It implies that the better the quality of entrepreneurship education the students receive, the higher their personal attitude, thus hypothesis 2 is confirmed. This result confirms Tam (2009), Fayolle, Gailly and Lassas-Clerc (2006), Cahyono (2019), and (Mcstay, 2008) who proposed that entrepreneurship education and personal attitude change have a significant relationship, and students' active participation during entrepreneurship class has raised their positive attitude towards entrepreneurship.

The value of the indirect effect of entrepreneurship education on the entrepreneurial intentions through personal attitude is

0.24 (t-value = 1.96), and it is significant. Since the value of the indirect effect is higher than the value of the direct effect, then personal attitude becomes an intervening variable to the relationship between entrepreneurship education and entrepreneurial intentions. It implies that entrepreneurial intentions could be cultivated from entrepreneurship education via personal attitude. In other words, the higher the entrepreneurship education the students get, the higher the personal attitude they have that eventually leads to the development of their entrepreneurial intentions, thus, hypothesis 3 is supported by the findings in this study. This finding is similar to the research Kusumojanto et al., (2017) and Hasmidyani et al. (2020) proving that entrepreneurship education affects entrepreneurial intentions through entrepreneurial attitude.

This study discovered a positive relationship between personal attitude and entrepreneurial intentions with a value of 0.64 with a t-value of 6.88. It indicates that the better the students' entrepreneurial attitude development, the better entrepreneurial intentions they have, therefore hypothesis 4 is confirmed. This is in line with numerous findings (Autio et al., 2001; Lüthje and Franke, 2003; Schwarz et al., 2009; and Zampetakis et al., 2009) establishing that entrepreneurial attitude contributes to the development of entrepreneurial intentions.

It was also found that an insignificant relationship between subjective norm and entrepreneurial intentions is shown by the t-value of -0.75 that is lower than the value of the t-table (1.96). It signifies that the subjective norm could not directly cultivate the entrepreneurial intentions of Economics Education Study Program students of Universitas Sriwijaya. This supports the findings of Liñán & Chen (2009), Krueger, Reilly & Carsrud (2000), and Santos, Roomi & Liñán (2016) that discovered that subjective norm variable has no significant effect on entrepreneurial intentions. Therefore, from these findings, hypothesis 5 is rejected.

The research revealed a positive relationship between subjective norm and personal attitude with a value of 0.29 with a t-value of 3.29. It means that the better subjective norm they believe in, the better personal attitude they have, so that hypothesis 6 is confirmed. This is in line with the empirical study conducted by Liñán (2004), Ferreira et al. (2012), and Trivedi (2016, 2017) that observed that the effect of subjective norm on the personal attitude is significant. Liñán & Chen (2009), when identifying subjective norm from a varied demographic sample, found out that it positively and significantly affects personal attitude.

The value of the indirect effect of subjective norm on the entrepreneurial intentions through personal attitude and perceived behavioral control is 0.52 (t-value = 5.79) and deemed significant. As the value of the indirect effect is higher than that of the direct effect, personal attitude and perceived behavioral control becomes an intervening variable for the relationship between subjective norm and entrepreneurial intentions. This implies that entrepreneurial intentions could be cultivated from the subjective norm through personal attitude and perceived behavioral control. This means that hypotheses 7 and 9 are confirmed.

Therefore, personal attitude and perceived behavioral control becomes an intervening variable for the relationship between subjective norm and entrepreneurial intentions with full mediation. It means, the higher the subjective norm the students believe in, the higher the personal attitude and perceived behavioral control they have that also leads to the development of their entrepreneurial intentions. This finding confirms Liñán &

Chen (2009) who argued that subjective norm has an effect, but it is directly insignificant on the entrepreneurial intentions as it is initially mediated by personal attitude and perceived behavioral control. This study is also in line with Amofah and Saladríguez (2022) and Trivedi, (2016, 2017) who found that subjective norms affect personal attitude and perceived behavioral control, which then indirectly affects entrepreneurial intentions.

Subjective norm is proven to directly affect perceived behavioral control with a positive relationship value of 0.59 (t-value = 6.52). This indicates that the higher the subjective norm the students believe in, the higher the value of perceived behavioral control they have. This finding supports a study conducted by Liñán and Chen (2009), noting that subjective norm affects perceived behavioral control, especially in cultural matters in Taiwan, a country with cultural diversity. Likewise, students of the Economic Education Study Program at Sriwijaya University are part of the Indonesian state which has a diverse cultural background as well. Therefore, it is normal that subjective norm affects them strongly. This study also confirms the findings of Liñán, Rodríguez-Cohard & Rueda-Cantuche (2011), Liñán, Urbano & Guerrero (2011), Entrialgo & Iglesias (2016) and Trivedi (2016, 2017). Thus hypothesis 8 is confirmed.

Perceived behavioral control is proven to directly affect the entrepreneurial intentions shown by the value of a positive relationship of 0.56 (t-value = 6.34). This implies that someone's capacity to control their behavior, in this context their entrepreneurial behavior, evidently affects their entrepreneurial intentions. This finding has a similar vein with Engle et al. (2010), Zhao, Hills & Seibert (2005), Liñán & Chen (2009), Liñán, Urbano & Guerrero (2011), and Santos, Roomi & Liñán (2016) stating that perceived behavioral control has a direct influence on entrepreneurial intentions. Thus hypothesis 10 is confirmed.

Conclusions

Based on the results of data analysis and discussions, it could be concluded that the factors that directly affect entrepreneurial intentions are personal attitude and perceived behavioral control. In contrast, entrepreneurship education does not directly affect entrepreneurial intentions as it is initially mediated through personal attitude. Subjective norm also does not directly affect entrepreneurial intentions since it is initially mediated through personal attitude and perceived behavioral control. Based on this, personal attitude and perceived behavioral control are proven to be intervening variables for the relationship between subjective norms and entrepreneurial intentions. Next, there is a positive effect between entrepreneurship education and subjective norm on personal attitude as well as the effect of subjective norm on perceived behavioral control. The originality of this article resides in testing the model developed through modification of the previous research model and specifying the structural relations between the entrepreneurial intentions determinant.

The results of this study are expected to provide suggestions and considerations for policy makers and relevant stakeholders both in the Economic Education Study Program at Universitas Sriwijaya in particular, and all universities in Indonesia in general related to developing effective learning strategies for entrepreneurship education learning. It should focus on both theories and entrepreneurial practices. Then, the efforts to introduce the importance of entrepreneurship in all majors as an alternative line of career besides office jobs need to be continuously conducted so that Generation Z's entrepreneurial intentions could be cultivated from their early days.

References

- [1] Ajzen, I. (2001). Nature and Operation of Attitudes. *Annual Review of Psychology*, 52(1), 27–58. <https://doi.org/10.1146/annurev.psych.52.1.27>.
- [2] Ajzen, I. (2005) *Attitudes, Personality and Behavior*. New York: Open University Press.
- [3] Ajzen, I. (2015) 'Consumer attitudes and behavior: the theory of planned behavior applied to food consumption decisions', *Rivista di Economia Agraria*, 70(2), pp. 121–138. doi: 10.13128/REA-18003.
- [4] Amalia, R. T., & von Korflesch, H. F. O. (2021). Entrepreneurship education in Indonesian higher education: mapping literature from the Country's perspective. *Entrepreneurship Education*, 4(3), 291–333. <https://doi.org/10.1007/s41959-021-00053-9>.
- [5] Amofah, K., & Saladrignes, R. (2022). Impact of attitude towards entrepreneurship education and role models on entrepreneurial intention. *Journal of Innovation and Entrepreneurship*, 11(1). <https://doi.org/10.1186/s13731-022-00197-5>.
- [6] Autio, E., H. Keeley, R., Klofsten, M., G. C. Parker, G., & Hay, M. (2001). Entrepreneurial Intent among Students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies*, 2(2), 145–160. <https://doi.org/10.1080/14632440110094632>.
- [7] Barron, E. J. (2021) Gen Z entrepreneurs view higher education as vital to their startups. Available at: <https://theconversation.com/gen-z-entrepreneurs-view-higher-education-as-vital-to-their-startups-108645>.
- [8] Bencsik, A., Juhász, T., & Horváth-Csikós, G. (2016). Y and Z Generations at Workplaces. *Journal of Competitiveness*, 6(3), 90–106. <https://doi.org/10.7441/joc.2016.03.06>.
- [9] Blimpo, M. P., & Pugatch, T. (2021). Entrepreneurship education and teacher training in Rwanda. *Journal of Development Economics*, 149, 102583. <https://doi.org/10.1016/j.jdeveco.2020.102583>.
- [10] Cahyono, A. E. (2017). PENGARUH PENDIDIKAN KEWIRAUSAHAAN MELALUI VARIABEL INTERVENING TEORI PERILAKU TERENCANA TERHADAP INTENSI BERWIRAUSAHA MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS JEMBER. *JURNAL EKONOMI PENDIDIKAN DAN KEWIRAUSAHAAN*, 2(2), 251. <https://doi.org/10.26740/jepk.v2n2.p251-262>.
- [11] Cahyono, H. (2019) 'Membangun Entrepreneurial Intentions Mahasiswa Melalui Pendidikan Kewirausahaan; Sebagai Upaya Menghadapi Masyarakat Ekonomi ASEAN "MEA"', *Ri'ayah*, 01(01), pp. 60–72.
- [12] Darmawan, I. and Soetjipto, B. E. (2016) 'The implementation of project-based learning to improve entrepreneurial intention and entrepreneurship learning outcome of economics education students', *Journal of Business and Management*, 18(10), pp. 98–102. doi: 10.9790/487X-18100798102.
- [13] Deveci, İ., & Seikkula-Leino, J. (2018). A Review of Entrepreneurship Education in Teacher Education. *Malaysian Journal of Learning and Instruction*, 15(1), 105–148. <https://doi.org/10.32890/mjli2018.15.1.5>.
- [14] Dolot, A. (2018). The characteristics of Generation Z. *E-Mentor*, 74, 44–50. <https://doi.org/10.15219/em74.1351>
- [15] Ekawarna, E., Denmar, D. and Bakar, M. (2022) 'Pengaruh Pendidikan Kewirausahaan, Efikasi Diri dan Motivasi Berwirausaha terhadap Niat Berwirausaha Mahasiswa FKIP Universitas Jambi Angkatan 2019', *Jurnal Manajemen Pendidikan dan Ilmu Sosial*, 3(1), pp. 139–149.
- [16] Engle, R. L., Dimitriadi, N., Gavidia, J. V., Schlaegel, C., Delanoe, S., Alvarado, I., He, X., Buame, S., & Wolff, B. (2010). Entrepreneurial intent. *International Journal of Entrepreneurial Behavior & Research*, 16(1), 35–57. <https://doi.org/10.1108/13552551011020063>.
- [17] Entrialgo, M., & Iglesias, V. (2016). The moderating role of entrepreneurship education on the antecedents of entrepreneurial intention. *International Entrepreneurship and Management Journal*, 12(4), 1209–1232. <https://doi.org/10.1007/s11365-016-0389-4>.
- [18] Eriawaty and Fitriyanti (2016) 'Peran Mata Kuliah Kewirausahaan dalam Menumbuhkan Jiwa Wirausaha Mahasiswa Pendidikan Ekonomi', *Jurnal Profit*, 3(1), pp. 21–25.
- [19] Fayolle, A., Gailly, B., & Lassas-Clerc, N. (2006). Assessing the impact of entrepreneurship education programmes: a new methodology. *Journal of European Industrial Training*, 30(9), 701–720. <https://doi.org/10.1108/03090590610715022>.
- [20] Ferreira, J. J., Raposo, M. L., Gouveia Rodrigues, R., Dinis, A., & do Paço, A. (2012). A model of entrepreneurial intention. *Journal of Small Business and Enterprise Development*, 19(3), 424–440. <https://doi.org/10.1108/14626001211250144>.
- [21] Hair, J. F. et al. (2014) *Multivariate Data Analysis: 7th Revised*, Pearson Education Limited. Pearson. doi: 10.4324/9781351269360.
- [22] Hasmidyani, D. et al. (2020) 'The Effect of Entrepreneurship Education and the Subjective Norm towards Entrepreneurial Intention Mediated by Entrepreneurial Attitude: A Study in Higher Education', *International Journal of Innovation, Creativity and Change*, 13(7), pp. 117–134.
- [23] Hasni (2018) 'Urgensi Pendidikan Kewirausahaan dalam Menghasilkan Wirausahawan Muda dari Perguruan Tinggi', *Ekspose*, 17(2), pp. 653–664.
- [24] Heuer, A., & Kolvereid, L. (2014). Education in entrepreneurship and the Theory of Planned Behaviour. *European Journal of Training and Development*, 38(6), 506–523. <https://doi.org/10.1108/ejtd-02-2013-0019>.
- [25] Holmgren, C., & From, J. (2005). Taylorism of the Mind: Entrepreneurship Education from a Perspective of Educational Research. *European Educational Research Journal*, 4(4), 382–390. <https://doi.org/10.2304/eerj.2005.4.4.4>.
- [26] Hoyle, R. (2016) Automated structural equation modeling strategies, *Handbook of structural equation modeling*. Available at: <http://methods.sagepub.com/reference/encyc-of-research-design/n69.xml>.
- [27] Hutasukut, S., & Aditia, R. (2022). Overview of Student Entrepreneurship in Indonesia. *Advances in Economics, Business and Management Research*. <https://doi.org/10.2991/aebmr.k.220104.012>.
- [28] Imansari, F. I. (2017). The Impact of Entrepreneurship Education to Entrepreneurial Intention and Motivation. *Proceedings of the 2nd International Conference on Economic Education and Entrepreneurship*. <https://doi.org/10.5220/0006884302570262>.
- [29] Indarti, N. (2008) 'Intensi Kewirausahaan Mahasiswa: Studi Perbandingan Antara Indonesia, Jepang Dan Norwegia', *Jurnal Ekonomi & Bisnis Indonesia (Fakultas Ekonomi dan Bisnis Universitas Gadjah Mada)*, 23(4), pp. 369–384. doi: 10.22146/jieb.6316.
- [30] Ispal, M. and Jabor, M. (2014) 'Entrepreneurial Measurement Model for Teacher Education', *IOSR Journal of Research & Method in Education (IOSRJRME)*, 4(5), pp. 21–25. doi: 10.9790/7388-04552125.
- [31] Isrososiawan, S. (2013) 'Peran Kewirausahaan Dalam Pendidikan', *Jurnal Jurusan Pendidikan IPS Ekonomi*, 9(1), pp. 26–49.
- [32] Karimi, S. et al. (2016) 'The Impact of Entrepreneurship Education: A Study of Iranian Students' Entrepreneurial Intentions and Opportunity Identification', *Journal of Small Business Management*, 54(1), pp. 187–209. doi: 10.1111/jsbm.12137.
- [33] Kemdikbud (2022) Program Kewirausahaan Mahasiswa Indonesia. Available at: <https://sim-pkmi.kemdikbud.go.id/portal/>.
- [34] Kolvereid, L. and Moen, Ø. (1997) 'Entrepreneurship among business graduates: does a major in entrepreneurship make a difference?', *Journal of European Industrial Training*, 21(4), pp. 154–160. doi: 10.1108/03090599710171404.
- [35] Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5–6), 411–432. [https://doi.org/10.1016/s0883-9026\(98\)00033-0](https://doi.org/10.1016/s0883-9026(98)00033-0).
- [36] Kusumojanto, D. D. et al. (2017) 'The effect of entrepreneurship education, parents' role, and self efficacy on students' entrepreneurship intention mediated by entrepreneurship

- attitudes', *International Journal of Applied Business and Economic Research*, 15(19), pp. 265–277.
- [37] Liñán, F. (2004) 'Intention-based models of entrepreneurship education', *Piccola Impresa / Small Business*, 2004(3), pp. 11–35.
- [38] Liñán, F. and Chen, Y. (2009) 'Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions', *Entrepreneurship Theory and Practice*, 33(3), pp. 593–618. doi: 10.1111/j.1540-6520.2009.00318.x.
- [39] Liñán, F., Rodríguez-Cohard, J. C. and Rueda-Cantucho, J. M. (2011) 'Factors Affecting Entrepreneurial Intention Levels: A Role for Education Factors affecting entrepreneurial intention levels: a role for education', *International Entrepreneurship and Management Journal*, 7(2), pp. 195–218. doi: 10.1007/s11365-010-0154-z.
- [40] Liñán, F., Urbano, D. and Guerrero, M. (2011) 'Regional Variations in Entrepreneurial Cognitions: Start-Up Intentions of Entrepreneurship & Regional Development Regional variations in entrepreneurial cognitions: Start-up intentions of university students in Spain', *Entrepreneurship and Regional Development*, 23(3–4), pp. 187–215. doi: 10.1080/08985620903233929.
- [41] Lüthje, C. and Franke, N. (2003) 'The "making" of an entrepreneur: Testing a model of entrepreneurial intent among engineering students at MIT', *R and D Management*, 33(2), pp. 135–147. doi: 10.1111/1467-9310.00288.
- [42] Mcstay, D. (2008) An investigation of undergraduate student self-employment intention and the impact of entrepreneurship education and previous entrepreneurial experience, School of Business, Bond University. Bond University.
- [43] Noormega, R. (2019) 'How Indonesian Millennials Contribute in Advancing Sustainable Development Goals (SDGs)', pp. 1–11. Available at: <https://medium.com/idn-research-institute/how-indonesian-millennials-contribute-in-advancing-sustainable-development-goals-sdgs-409fd877f175>.
- [44] Ozaralli, N. and Rivenburgh, N. K. (2016) 'Entrepreneurial intention: antecedents to entrepreneurial behavior in the U.S.A. and Turkey', *Journal of Global Entrepreneurship Research*, 6(1). doi: 10.1186/s40497-016-0047-x.
- [45] Pratana, N. K. and Margunani (2019) 'Pengaruh Sikap Berwirausaha, Norma Subjektif dan Pendidikan Kewirausahaan Terhadap Intensi Berwirausaha', *Economic Education Analysis Journal*, 8(2), p. 537. doi: 10.15294/eeaj.v8i2.31489.
- [46] Pratiwi, N. and Januardi, J. (2020) 'The Implementation of Traditional Indonesian Snack Creations as Entrepreneurship Learning Media at PGRI University of Palembang', *Technium Social Sciences Journal*, 14, pp. 145–154.
- [47] Prihaswati, M. and Astuti, A. P. (2016) 'Teacherpreneur Programme, Membentuk Calon Guru Era MEA', in *The 4th University Research Colloquium (URECOL) 2016*. STIKES Muhammadiyah Pakijangan, pp. 518–525.
- [48] Purnomo, B. and Purnomo, B. R. (2017) 'Peran Guru dalam Menumbuhkan Intensi Berwirausaha pada Siswa Tuna Rungtu di SMPLB Karya Mulia V Surabaya', *Jurnal Maksipreneur: Manajemen, Koperasi, dan Entrepreneurship*, 7(1), p. 48. doi: 10.30588/jmp.v7i1.322.
- [49] Santos, F. J., Roomi, M. A. and Liñán, F. (2016) 'About Gender Differences and the Social Environment in the Development of Entrepreneurial Intentions', *Journal of Small Business Management*, 54(1), pp. 49–66. doi: 10.1111/jsbm.12129.
- [50] Schwarz, E. J. et al. (2009) 'The effects of attitudes and perceived environment conditions on students' entrepreneurial intent: An Austrian perspective', *Education + Training*, 51(4), pp. 272–291. doi: 10.1108/00400910910964566.
- [51] Seemiller, C. and Grace, M. (2019) *Generation Z: A Century in the Making*. New York: Routledge Taylor & Francis Group.
- [52] Sun, H. et al. (2017) 'The impact of entrepreneurial education on entrepreneurial intention of engineering students in Hong Kong', *Management Decision*, 55(7), pp. 1371–1393. doi: 10.1108/MD-06-2016-0392.
- [53] Tessema Gerba, D. (2012) 'Impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia', *African Journal of Economic and Management Studies*, 3(2), pp. 258–277. doi: 10.1108/20400701211265036.
- [54] Tim Kemdikbudristek (2020) *Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2020-2024*, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi. Jakarta: Kementerian Pendidikan dan Kebudayaan. Available at: <https://dikti.kemdikbud.go.id/>.
- [55] Tkachev, A. and Kolvereid, L. (1999) 'Self-employment intentions among russian students', *Entrepreneurship and Regional Development*, 11(3), pp. 269–280. doi: 10.1080/089856299283209.
- [56] Trivedi, R. H. (2016) 'Does university play a significant role in shaping entrepreneurial intention? A Cross-country Comparative analysis', *Journal of Small Business and Enterprise Development*, 23(3), pp. 790–811. doi: 10.1108/JSBED-10-2015-0149.
- [57] Trivedi, R. H. (2017) 'Entrepreneurial-intention constraint model: A comparative analysis among post-graduate management students in India, Singapore and Malaysia', *International Entrepreneurship and Management Journal*, 13(4), pp. 1239–1261. doi: 10.1007/s11365-017-0449-4.
- [58] Zampetakis, L. A. et al. (2009) 'On the relationship between emotional intelligence and entrepreneurial attitudes and intentions', *International Journal of Entrepreneurial Behaviour & Research*, 15(6), pp. 595–618. doi: 10.1108/JFM-03-2013-0017.
- [59] Zhao, H., Hills, G. E. and Seibert, S. E. (2005) 'The mediating role of self-efficacy in the development of entrepreneurial intentions', *Journal of Applied Psychology*, 90(6), pp. 1265–1272. doi: 10.1037/0021-9010.90.6.1265.
- [60] Zwan, P. Van Der, Zuurhout, P. and Hessels, J. (2013) *Entrepreneurship education and self-employment: The role of perceived barriers*, Panteia/EIM Research Reports. Zoetermeer.