

THE EFFECT OF
ENTREPRENEURSHIP
EDUCATION,
ENTREPRENEURIAL
ENVIRONMENT, SUBJECTIVE
NORM AND ENTREPRENEURIAL
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by Dwi Hasmidyani



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Furthermore, since 2014 Springer has started to publish a new conference proceedings series (*Eurasian Studies in Business and Economics*) which includes selected papers from the EBES conferences. The 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th (Vol.2), 21st and 24th EBES Conference Proceedings have already been accepted for inclusion in the *Conference Proceedings Citation Index - Social Science & Humanities (CPCI-SSH)*. Other conference proceedings are in progress.

On behalf of all EBES officers, I sincerely thank you for all your support in the past. We look forward to seeing you at our forthcoming conferences. We very much welcome your comments and suggestions in order to improve our future events. Our success is only possible with your valuable feedback and support!

I hope you enjoy the conference!

With my very best wishes,

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We are excited to organize our 32nd conference, which will take place on August 5th, 6th, and 7th, 2020. Due to the Covid-19 virus, the conference presentation mode has been switched to "online/virtual presentation only". Participants will have two options for presentation: PowerPoint Virtual Presentation and Online (Live) Presentation via Zoom. Keep in mind that online conference is not intended to perfectly replicate the in-person conference experience. However, this is the only option to continue our research at this juncture. We will return to our regular conference as soon as the world is safe to travel again.



We are honored to have received top-tier papers from distinguished scholars from all over the world. We regret that we were unable to accept more papers. In the conference, 185 papers will be presented and 355 colleagues from 49 countries will attend the conference. We are pleased to announce that distinguished colleagues **Asli Demirguc-Kunt** (*the Chief Economist of Europe and Central Asia Region of the World Bank*), **Klaus F. Zimmermann** (*President of the Global Labor Organization (GLO), EBES, UNU-MERIT & Maastricht University, the Netherlands*), **Marco Vivarelli** (*Professor at the Catholic University of Milano*), **Dorothea Schäfer** (*Research Director of Financial Markets at the German Institute for Economic Research (DIW Berlin)*), and Jonathan Baiten (*Professor at RMIT University, Australia*) will join the conference as keynote speakers.

Throughout the years, EBES conferences have been an intellectual hub for academic discussion. Participants have found an excellent opportunity for presenting new research, exchanging information and discussing current issues. We believe that our future conferences will improve further the development of knowledge in our fields. In addition, based on the contribution of the paper to the field, the EBES Award Committee has selected one of the papers for the *Best Paper Award*. The *Best Paper Award* winner will be announced during the conference.

On behalf of EBES, I would like to thank to all presenters, participants, board members, and keynote speakers.

I am looking forward to meeting you in the conference and seeing you all again at the upcoming EBES conferences. We hope that everything would be improved in a short period of time and I could meet you in person in our conferences. We appreciate your patience, partnership, support and understanding during this extraordinary times.

Stay safe and healthy!

Best regards,

Ender Demir, PhD
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VOLUME 2 - CONTENTS

	Article Title & Authors	Page Numbers
41	<i>The Impact of Immigration on Workers Protection</i> Adam Leval, Université catholique de Louvain, Belgium and Riccardo Turati, Université Catholique de Louvain, Belgium	931-979
42	<i>Perspective of Monetary Integration from the Fiscal and Monetary View</i> Branka Topic Pavkovic, Faculty of Economics, University of Banja Luka, Bosnia and Herzegovina	980-997
43	<i>The Effect of Entrepreneurship Education, Entrepreneurial Environment, Subjective Norm and Entrepreneurial Attitude on Entrepreneurial Intentions</i> Budi Eko Soetjpto, Universitas Negeri Malang, Indonesia; Dwi Hasmiyani, Sriwijaya University, Indonesia; Wahjoodi, Universitas Negeri Malang, Indonesia; and Hari Wahyono, Universitas Negeri Malang, Indonesia	988-1002
44	<i>Risk Analysis and How to Select the Options for Adapting and Mitigating Changes Climate: An Instrument or Planning Climate Change Measures</i> Candoi Savu Robert Adrian, Bucharest University of Economic Studies, Romania and Stoica Liviu Adrian, Bucharest University of Economic Studies, Romania	1003-1011
45	<i>The State and Problems of Talent Management in Business Entities of the Slovak Republic</i> Daniela Bertová, Faculty of Management, Slovakia and Ladislav Sojka, Faculty of Management, Slovakia	1012-1022
46	<i>Timeshare Business: A Success or a Failure?</i> Daniela Peneia, ISCTE-IUL, Portugal	1023-1062
47	<i>Insurtech and New Technologies Effect on the Relationship between Insurance and Prevention: A Systematic Literature Review</i> Davide Lanfranchi, Politecnico di Milano, Italy; Marco Giorgino, Politecnico di Milano, Italy; and Laura Grassi, Politecnico di Milano, Italy	1063-1086
48	<i>Stochastic Frontier Analysis of Efficiency of U.S. Public P&L Insurance companies</i> Davide Lanfranchi, Politecnico di Milano, Italy; Laura Grassi, Politecnico di Milano, Italy; and Marco Giorgino, Politecnico di Milano, Italy	1087-1105
49	<i>Using Marketing Automation Platforms to Enhance Customer Experience during his Buying Journey</i> Diana Mariana Dinu, The Bucharest University of Economic Studies, Romania; Anamaria-Cătălina Radu, Romanian Academy, Institute of National Economy, Bucharest, Romania; Loredana Văduva (ENE), Romanian Academy, Institute of National Economy, Bucharest, Romania	1106-1116
50	<i>Inter-Firm Relationships and the Special Role of Common Banks</i> Emanuela Giacomini, University of Macerata, Italy; Nitish Kumar, University of Florida, U.S.A.; and Andy Naranjo, University of Florida, U.S.A.	1117-1155
51	<i>Volatility Smile in Currency Options: Comparative Evidence from Developed and Emerging Markets</i> Emrah Ahi, Ozyegin University, Turkey; Muzaffer Akat, Ozyegin University, Turkey; and Levent Guntay, Ozyegin University, Turkey	1156-1198
52	<i>Impact of Perceived Uncertainty towards Personal Values: Moderating Roles of Frugality and Conspicuous Consumption Motive</i> Evi Rinawati Simanjuntak, Bina Nusantara University, Indonesia and Ifa Riefanti Nabila, Bina Nusantara University, Indonesia	1199-1221
53	<i>Summer Vacation and Cross-Sectional Stock Returns</i> F.Y. Eric C. Lam, Hong Kong Monetary Authority, Hong Kong; Ya Li, The Open University of Hong Kong, Hong Kong; Ryan Wai Cheong Shum, The Open University of Hong Kong, Hong Kong; and Gordon Y.N. Tang, Hong Kong Baptist University, Hong Kong	1222-1243
54	<i>Humor in Advertising: Selling the Emotion or Logic?</i> Farkhod Pulatovich Karimov, Westminster International University in Tashkent, Uzbekistan	1244-1250

55	<i>Corporate Ownership Structure and Stakeholder Relationship: Evidence from BIST 100 Companies</i> Fetullah Evliyaglu, Ankara University, Turkey and M. Arcan Tuzcu, Ankara University, Turkey	1251-1275
56	<i>The Black-Scholes Model vs. predictive Genetic Algorithms - NASDAQ options case study</i> Jorge Eduardo Vila Biglieri, The Vigo University, Spain and Joanna Malecka, The Poznań University of Technology, Poland	1276-1286
57	<i>Luxury Goods and the Country-of-origin-effect: A Literature Review and Co-citation Analysis</i> Katharina Stolz, University of Stuttgart, Germany	1287-1301
58	<i>A Prudential Paradox: The Signal in (not) Restricting Bank Dividends</i> Levent Gurtay, Ozyegin University, Turkey; Stefan Jacowitz, Federal Deposit Insurance Corporation, U.S.A.; and Jonathan Pogach, Federal Deposit Insurance Corporation, U.S.A.	1302-1356
59	<i>Defining a Storage Policy when There Are Handling Constraints: A Case Study Analysis</i> Maria Alice Trindade, Católica Porto Business School, Universidade Católica Portuguesa, Portugal; Paulo S. A. Sousa, Universidade do Porto, Portugal; and Maria do Rosário Alves Moreira, Universidade do Porto, Portugal	1357-1374
60	<i>The Impact of Sars-Cov-2 on Accounting Students, a Test for Social Responsibility</i> Mihaela Luminita Dumitrasou, Bucharest University of Economic Studies, Romania and Liliana Feleagă, Bucharest University of Economic Studies, Romania	1375-1399
61	<i>Consequences of Exits from Political Unions on Leverage: The Case of Sudan Split</i> Mohamad Younes, Bucharest University of Economic Studies, Romania	1400-1417
62	<i>Does Efficiency Affect Business Model Evolution in the Banking Industry: Empirical Evidence from the ASEAN Banking Sector</i> Oktofa Yudha Sudrajad, Institut Teknologi Bandung (ITB), Indonesia and Georges Hübner, University of Liège, Belgium	1418-1443
63	<i>Validity and Reliability of the Flipped Learning Scale</i> Osman Yıldırım, Istanbul Arel University, Turkey; Olha Ilyash, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Ukraine; Lubov Smolier, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Ukraine; and Daria Doroshkevych, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Ukraine	1444-1453
64	<i>The Degree of Franchising Effect on Earnings Management</i> Paulo Dias, ISCTE-IUL, Portugal and Daniela Penela, ISCTE-IUL, Portugal	1454-1477
65	<i>Triple Helix as a Tool for Knowledge Management, Transfer and Entrepreneurial Outcomes on a European Scale: A Case Study of the Rage Project</i> Paul Cowley, University of Bolton, United Kingdom; Denis Hyam-Ssekasi, University of Bolton, United Kingdom; and Paul Hollins, University of Bolton, United Kingdom	1478-1488
66	<i>Empirical Research on Book-Tax Differences</i> Paulo Dias, ISCTE-IUL, Portugal and Britânico Pires, ISCTE-IUL, Portugal	1489-1560
67	<i>Insider Trading and Stock Market Behavior</i> Ruxandra Trifan, The Bucharest University of Economic Studies, Romania	1551-1561
68	<i>Exploring Mediating Effects of Perceived Authenticity and Brand Attitude in the Social Media Influencer Marketing</i> Sabina Levitan, University of Westminster London, United Kingdom	1562-1583
69	<i>Fostering Open Innovation by linking Entrepreneurial Leadership and Knowledge Management: An Empirical Study in the Tunisian Context</i> Samah Chemli Horchari, Tunis El-Manar University, FSEGT, Tunisia and Mahmoud Zouaoui, Business School of Tunis, Campus La Manoubia, Tunisia	1584-1593
70	<i>A Valuation of Lobbying: Enhancing Democratic Governance via Private Merit Service</i> Samuel Louis Oswald, Georgetown University, U.S.A	1594-1607

71	<i>The Impact of Entrepreneurial Leadership on Supply Chain Innovation and Adaptability: Evidence from Japan, Sudan and China</i> Sara Siddig Ali Abdalla, Osaka University, Japan and Koichi Nakagawa, Osaka University, Japan	1608-1621
72	<i>Sustainable Tourism: Practices in Izmir and Kusadası</i> Shenaj Hadzimustafa, SouthEast European University, Macedonia; Raifcan Simsir, SouthEast European University, Macedonia; Shpresa Sylia, SouthEast European University, Macedonia; and Teuta Veseli-Kurtishi, SouthEast European University, Macedonia	1622-1644
73	<i>The E-Commerce in Republic of North Macedonia before and During Covid-19</i> Shpresa Sylia, SouthEast European University, Macedonia; Shenaj Hadzimustafa, SouthEast European University, Macedonia; Marijana Tushava, State Statistical Office of RNM, Macedonia; and Salami Sula, UBT Prishtina, Macedonia	1645-1657
74	<i>The Concepts of Logistics 4.0 within International Logistics Management</i> Slobodan Acimovic, University of Belgrade, Serbia; Veljko Mijušković, University of Belgrade, Serbia; and Dušan Marković, University of Belgrade, Serbia	1658-1665
75	<i>Crowd-powered Medical Diagnosis: The Potential of Crowdsourcing for Patients with Rare Diseases</i> Stefan Arnold, Friedrich-Alexander-University Erlangen-Nuremberg, Germany; Josephine Fischer, Friedrich-Alexander-University Erlangen-Nuremberg, Germany; and Dilara Yesilbas, Friedrich-Alexander-University Erlangen-Nuremberg, Germany	1686-1686
76	<i>Risks and Exploits Posed by GDPR</i> Stoica Liviu Adrian, Bucharest University of Economic Studies, Romania and Candoi Savu Robert Adrian, Bucharest University of Economic Studies, Romania	1687-1694
77	<i>The Effect of Place-Specific Features to the Relationship between Regional Entrepreneurship and Economic Performance</i> Xiaoyan Huang, City University of Macau, Macau	1695-1701
78	<i>Towards A Theoretical Model to Explore the Moderating Role of Occupational Socialization in the Relationship between Psychological Capital and Intention to Quit Work among the Occupational Health/Safety Workers in Istanbul during the COVID19 Pandemic Period</i> Zeynep Hale Oner, Gedik University, Turkey and Senay Kececi, Gedik University, Turkey	1702-1711
79	<i>Econometric Modeling of Determinants of High Value Added Services Sector Export of Republic of Croatia on to the European Union Market</i> Zrinka Lacković Vinček, University of Zagreb, Croatia; Vlatka Bilas, University of Zagreb, Croatia; and Mile Bošnjak, University of Zagreb, Croatia	1712-1731

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THE EFFECT OF ENTREPRENEURSHIP EDUCATION, ENTREPRENEURIAL ENVIRONMENT, SUBJECTIVE NORM AND ENTREPRENEURIAL ATTITUDE ON ENTREPRENEURIAL INTENTIONS

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ABSTRACT

The objectives of this study were to analyze the effect of (a) entrepreneurship education on entrepreneurship attitudes, (b) entrepreneurship education on entrepreneurial intentions, (c) entrepreneurship education on entrepreneurial intentions through entrepreneurial attitudes, (d) entrepreneurial environment on entrepreneurship intentions, (e) norms of entrepreneurship subjective attitude on entrepreneurship, (f) subjective norms on entrepreneurial intentions, and (g) subjective norms on entrepreneurial intentions through entrepreneurial attitudes, (h) entrepreneurial attitudes on entrepreneurial intentions

This research is an explanatory research using structural equation analysis to examine the relationship between variables. This study uses structural equation modeling (SEM) with LISREL (Linear Structural Relationship) version 8.70. The population in this study is the students who take entrepreneurship course. The sample in this study is 210 students taken using purposive sampling; the instrument used by researchers is a questionnaire with closed questions. Measurement of variables for the questionnaire was done by Likert scale.

The results showed that (a) Entrepreneurship education had a positive and significant effect on entrepreneurial attitudes. (b) Entrepreneurship education had no effect on entrepreneurial intentions. (c) Entrepreneurship education had a positive and significant effect on entrepreneurial intentions through entrepreneurial attitudes. (d) Entrepreneurial environment was related positive and significant with student entrepreneurial intentions, (e) Subjective norms have positive and significant effect on entrepreneurial attitudes. (f) Subjective norms have a positive and significant relationship with entrepreneurial intentions. (g) Subjective norms have positive and significant effects on entrepreneurial intentions through entrepreneurial attitudes. (h) The attitude of entrepreneurship has a positive and significant impact on entrepreneurial intentions. Based on the research results above, it is recommended that further researchers to analyze broader characteristics that can reflect entrepreneurial intentions in Indonesian universities. In addition, further research is recommended to include other variables such as demographic factors and technological progress factors.

Keywords: entrepreneurship education, entrepreneurship attitudes, entrepreneurial intentions, entrepreneurial environment, subjective norms, higher education.

INTRODUCTION

Entrepreneurship educators must have social intelligence and sensitivity, which is able to provide economic enlightenment in people's lives. They also implement the learning process with the aim that students are able to absorb well the theories of entrepreneurship theory. Several studies have shown that entrepreneurship education contributes to the development of entrepreneurial intentions (Izquierdo & Buelens, 2008, Luthje & Franke, 2003, Peterman and Kennedy, 2003, Kolvereid & Moen, 1997, Souitaris et al., 2007, Fayolle et al., 2006). Models that have been developed in entrepreneurial intention research from the 1980s to the 2000s include Entrepreneurial Event Model (EEM), Davidsons Model, Entrepreneurial Attitude Orientation Model (EAO), Entrepreneurial Potential Model (TPM) and Theory of Planned Behavior (TPB). A popular model for explaining entrepreneurial intentions and behavior is Theory of Planned Behavior (TPB) (Hernandez et al, 2007).

The Ajzen model explains and predicts how culture and social environment influence human behavior, this theory states that intention is a function of three basic determinants, namely attitude toward behavior (individual evaluation) or personal attitude, subjective norms (social pressure) or social norms and perceived behavior control (ability to control behavior) or control behavior. Behavioral control reflects the perception that personally controlled behavior is related to the perception of situational competence (self-efficacy). This theory supports research in the field of entrepreneurship including research from Kolvereid (1996), Tkachev and Kolvereid, (1999) Krueger et al. (2000).

Internal factors that might determine people's career choices are dominated by models that seek to identify personality traits and stable attitudes (Brockhaus, 1980, Mitton, 1989, Krueger, 2000). A number of personality traits, such as risk taking propensity, the need for achievement, and locus of control, are factors that influence entrepreneurial intentions (Bygrave, 1989).

External / environmental factors focus on various aspects of social, economic and education. Environmental factors that influence entrepreneurial intentions (entrepreneurial environment) include cultural characteristics, social relations, economic and political conditions, physical and institutional infrastructure. An important point in entrepreneurship education is the formation of entrepreneurial intentions; Ferreira et al. and Raposo et al. (2012) found that the most important effect on the tendency to start a company among students was education.

Furthermore Robinson et al., in their study, found that achievement, innovation, locus of control and self-confidence could predict entrepreneurial attitudes. Kusmintarti et al. (2014) revealed that entrepreneurial characteristics consisting of internal locus of control, need for achievement, tolerance for ambiguity and propensity to risk have a significant effect on entrepreneurial attitudes, and then entrepreneurial attitudes have a significant influence on entrepreneurial intentions / intentions. Entrepreneurial attitudes are proven to contribute to the formation of entrepreneurial intentions (Luthje and Franke, 2003), focusing on personality traits, which in this case is risk taking propensity and internal locus of control is a factor causing entrepreneurial attitudes. However, other variables might also have an impact on this entrepreneurial attitude.

Based on the background that has been described, the formulation of the problem is as follows:

1. Does entrepreneurship education affect entrepreneurial attitudes?

2. Does entrepreneurship education affect entrepreneurial intentions?
3. Does entrepreneurship education influence entrepreneurial intentions through entrepreneurial attitudes?
4. Does the entrepreneurship environment influence entrepreneurial intentions?
5. Do subjective norms affect the attitude of entrepreneurship?
6. Do subjective norms affect entrepreneurial intentions?
7. Do subjective norms affect the intentions of entrepreneurship through entrepreneurship attitude?
8. Does entrepreneurial attitude influence entrepreneurial intentions?

This study contributes empirical findings regarding the factors that influence entrepreneurial intentions in tertiary institutions. The study of ⁸ an entrepreneurial intention model which is an extension of previous research models through need for achievement variables, locus of control, risk taking propensity, entrepreneurship education, entrepreneurial environment, subjective norms, with the attitude of entrepreneurship as a mediating variable and entrepreneurial intentions as endogenous variables.

The university is expected to be able to utilize the results of this research as a reference model of entrepreneurial intentions and provide input to university leaders in order to determine the right strategy in developing students' entrepreneurial interests and talents through existing and future entrepreneurship programs so that the program runs effectively and right on target. Therefore, that it can increase the growth of young entrepreneurs in Indonesia.

LITERATURE REVIEW

Since the beginning of the 21st century, the importance of entrepreneurship has begun to be recognized as an element to encourage economic growth so that research to discover how entrepreneurship contributes to growth has begun to emerge. The importance and impact of the field of entrepreneurship is increasing in academic and practical settings. The historical view of the development of the concept of entrepreneurial thinking seems to provide a lens for scholars and practitioners to interpret and explain their own entrepreneurial activities or research and formulate new questions. Many researchers recognize entrepreneurship as a fundamental interest for the economy. For both startups and existing companies, entrepreneurship drives business expansion, technological progress, and wealth creation.

Entrepreneurship Education

The results of Gerba's research (2012) identified that students who had attended entrepreneurship education tended to have better entrepreneurial intentions than those who did not take entrepreneurship courses. Entrepreneurship education has a strong measurable impact on student entrepreneurial intentions, has a positive but not too significant impact on their behavioral control or self-efficacy, then entrepreneurship education can affect student entrepreneurial attitudes and intentions / intentions (Fayolle et al., 2006).

So far, it seems relevant to conduct an analysis of the contribution of education to realize entrepreneurship. Entrepreneurship education based on solid learning theory can contribute to improving knowledge management and to promote the psychological attributes associated with entrepreneurship. ¹he results show the importance of entrepreneurship education in promoting entrepreneurship. For example, Ferreira et.al. (2007) and Raposo et.al. (2008) found that the most important effect on the tendency to start a company among students was education.

Research from Lorz (2011) concluded that entrepreneurship education has an influence on entrepreneurial intentions. However, Fayolle, et al. (2006) who found that entrepreneurship education did not have a significant effect on entrepreneurial intentions, shows different results.

Entrepreneurial environment

Gnyawali and Fogel (1994) define the entrepreneurial environment as a whole of socio-cultural and political economic factors that influence people's willingness and ability to carry out entrepreneurial activities. The entrepreneurial environment can be grouped into five broad categories: government policies and procedures, socioeconomic conditions, entrepreneurial and business skills, financial assistance, and non-financial assistance.

Gnyawali and Fogel's opinion is in line with research conducted by Wahjoedi (2003), which shows how important it is to get capital assistance, education training, and consultation in managing business development. The findings of this study also indicate that there is a need for public policy implementation in developing corporate and SME businesses by involving corporate participation from government businesses, universities, and local governments involving various related professionals.

Subjective Norms

In the research of Tkachev & Kolvereid (1999), subjective norms were found to be positively correlated with entrepreneurial intentions. Family background will also influence subjective norms in influencing entrepreneurial intentions. Heuer & Kolvereid (2014) found entrepreneurial intentions significantly and positively correlated with entrepreneurship attitudes, subjective norms and perceived behavioral control. In general, subjective norms tend to contribute weaker to intentions for individuals with strong internal locus of control. Family background will also influence subjective norms in influencing entrepreneurial intentions. His research showing that entrepreneurial intentions are significantly and positively correlated with entrepreneurship attitudes, subjective norms and perceived behavioral control.

From these conditions, it can be seen that there are many factors that will influence how subjective norms predict entrepreneurial intentions, therefore there is no clear answer about how the accuracy of subjective norms predicts intention to become entrepreneurs. Liñan (2004) states that future analysis is needed to resolve differences in subjective norms and entrepreneurial intentions. That is why subjective norms are included in this study.

Entrepreneurial attitude

According to the theory of planned behavior (Ajzen, 2005) entrepreneurship attitude is one of the factors forming one's intention to shape one's intentions and subsequently will directly affect behavior. Therefore, an understanding of one's intention to entrepreneurship (entrepreneurial intention) can reflect the tendency of people to establish a business in real terms.

Krueger (2000) defines the attitude of entrepreneurship to act more specifically on a decision. The degree of propensity to act can influence the relative impact of life experiences on attitudes and attitudes on intention. Therefore, if the tendency to act is a real action it can be considered a desire and worthiness, and experience might have a greater effect on attitude. Therefore, entrepreneurial attitudes strongly refer to the level where individuals hold positive or negative personal judgments to become entrepreneurs through evaluative considerations (Liñan, 2009). Therefore, it can be concluded that the attitude of entrepreneurship is the tendency to act to

establish a real business that is measuring the expectations of individuals regarding actions before starting a business.

When viewed from the other side attitudes and behaviors have a close relationship, Ajzen (2005) systematically explains that behavior is preceded by conscious decisions to act that are contributed by attitudes to shape future behavior. So that attitude is used to measure one's expectations regarding actions before starting a business ((Leroy et al., 2009). Research of Autio et al. (2001), Lutjhe and Franke (2003), Schwarz et al. (2009), and Zampetakis et al. (2009) states that entrepreneurship attitudes are proven to contribute to the formation of entrepreneurial intentions.

Intention of Entrepreneurship

The theoretical framework of this study builds on Ajzen's (2002) Theory of Planned Behavior, which shows that the direct antecedent of behavior is the intention to conduct behavior. Intentions are a direct antecedent of real behavior; and the stronger the intention to behave, the greater the success in predicting the actual behavior or behavior. Entrepreneurial activity is very much determined by the intention of the individual himself. People will not become entrepreneurs suddenly without certain triggers. Usually, individuals do not start a business as a reflex; they do it intentionally rather than accidentally involved.

According to Krueger et al. (2000), intention serves as a mediating factor between entrepreneurial actions and potential exogenous influences (nature, demographics, and skills, social, cultural and financial support). Krueger said that having an entrepreneurial intention means being committed to starting a new business. Based on these definitions, it can be said that the intention of entrepreneurship is the drive for entrepreneurship by starting to do independent business. It can be concluded that the intention contains elements (1) encouragement (2) attraction and attention to objects and (3) beliefs.

METHOD

This research is a quantitative study with an explanatory design and uses structural equation analysis to test the relationship between variables through aggregate values for the variable equations studied simultaneously. When viewed from the relationship between variables, then there are six variables that are positioned as exogenous variables namely, need for achievement (X1), locus of control (X2), risk-taking propensity (X3), entrepreneurship education (X4), entrepreneurial environment (X5), subjective norms (X6) with entrepreneurial attitudes (Y1) and endogenous variables, namely entrepreneurship intentions (Y2).

Population and sample

The population in this study was 876 students of the Entrepreneurship Student Program in two universities in Indonesia, with the consideration that these students were those who had fulfilled the selection requirements, which included aspects of interest, entrepreneurship motivation, business feasibility and soft skills under the supervision of the university. The sample in this study is 210 students using purposive sampling.

Research Instruments

The type of research instrument used by researchers is a questionnaire. The questionnaire in this study was aimed at measuring entrepreneurship education, entrepreneurial environment, subjective norms, entrepreneurial attitudes, and entrepreneurial intentions.

The entrepreneurship education questionnaire variable was adapted from Tung, L.C. (2011) with the Cronbach Alpha value for the know what indicator of 0.852; know why .878; know who 0.890; know how .889. The entrepreneurial environment questionnaire variable was adapted from Gurbuz & Aykol (2008) with a Cronbach Alpha value of 0.73. The subjective norm questionnaire variable was adapted from Heuer & Kolvereid (2014) with a Cronbach Alpha value of 0.92. The entrepreneurship attitude questionnaire was adapted from Liñán & Chen (2009) with a Cronbach Alpha value of 0.897, and the entrepreneurial intention questionnaire variable was adapted from Liñán & Chen (2009) with a Cronbach Alpha value of 0.943. Measurement of variables for the questionnaire was done by Likert scale.

Data collection

In this study the questionnaire was used to obtain data about need for achievement (X1), locus of control (X2), risk taking propensity (X3), entrepreneurship education (X4), entrepreneurial environment (X5), subjective norms (X6), entrepreneurial attitudes (Y1) and entrepreneurial intentions (Y2).

Data analysis

Based on the pattern of relationships between the variables to be studied is a causal relationship of one or several independent variables to one or several dependent variables, then Structural Equation Modeling (SEM) is used to test the research hypothesis. SEM is able to analyze the relationship between variables that are more complex than the regression analysis and factor analysis.

RESULT

Table 1: Goodness of Fit in Full Model Structural

No	Goodness of Fit Index	Coefficient	Cut-off Value	Decision
1	Chi Square (X^2)	72,58	small	fit
2	Significance Probability (p)	0,32946	$\geq 0,05$	fit
3	RMSEA	0,018	$\leq 0,08$	fit
4	GFI	0,95	$\geq 0,90$	fit
5	AGFI	0,93	$\geq 0,90$	fit
6	CMIN/DF	1,07	$\leq 2,00$	fit
7	TLI	0,95	$\geq 0,90$	fit
8	CFI	1	$\geq 0,90$	fit

Table 2: Loading Factor and Reliability of Full Model

Variable	Factor Loading		Reliability		Decision
	$\geq 0,50$		CR $\geq 0,70$	AVE $\geq 0,50$	
EED			0,80	0,50	Reliable
	EED1	0,69			Valid
	EED2	0,78			Valid
	EED3	0,70			Valid

	EED4	0,66			Valid
EEV			0,72	0,57	Reliable
	EEV3	0,58			Valid
	EEV4	0,90			Valid
SN			0,79	0,56	Reliable
	SN1	0,68			Valid
	SN2	0,83			Valid
	SN3	0,73			Valid
ATT			0,73	0,50	Reliable
	ATT1	0,64			Valid
	ATT2	0,67			Valid
	ATT3	0,74			Valid
INT			0,70	0,52	Reliable
	INT2	0,62			Valid
	INT3	0,81			Valid

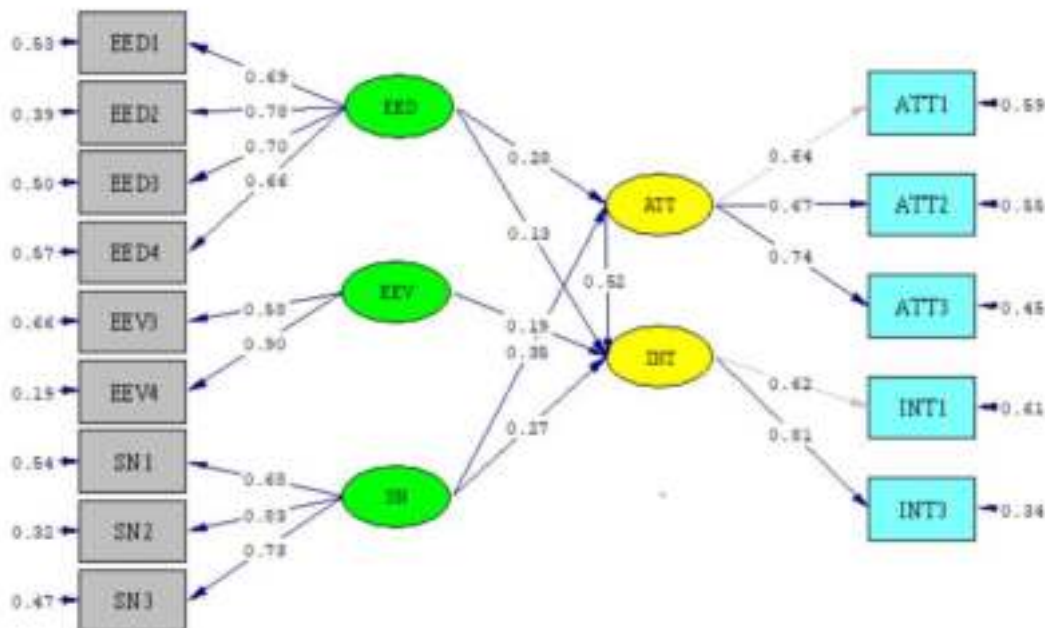
Table 3: Direct, Indirect and Total Effect

No	Testing			Coefficient			T-Value	Decision
				Direct	indirect	Total		
1	EED	→	ATT	0,28		0,28	2,97	significant
2	EED	→	INT	0,13		0,13	1,43	not significant
3	EED	ATT	INT	0,13	0,14	0,27	2,83	significant <i>full mediation</i>
4	EEV	→	INT	0,19		0,19	2,11	significant
5	SN	→	ATT	0,35		0,35	3,62	significant
6	SN	→	INT	0,27		0,27	2,53	significant
7	SN	ATT	INT	0,27	0,18	0,45	4,03	significant; <i>partial mediation</i>
8	ATT	→	INT	0,52		0,52	4,32	significant

Table 4: Summary of Hypothesis Testing

No	Hypothesis	Decision
1	Entrepreneurship education directly affects the entrepreneurial attitude	supported
2	Entrepreneurship education directly affects entrepreneurial intentions.	Not supported
3	Entrepreneurship education affects entrepreneurial intentions through entrepreneurship attitudes.	supported
4	The entrepreneurial environment directly affects the intentions of entrepreneurship.	supported
5	Subjective norms directly affects the attitude of entrepreneurship.	supported

6	Subjective norms directly affect the intentions of entrepreneurship.	supported
7	Subjective norms affect the intentions of entrepreneurship through entrepreneurial attitudes.	supported
8	Entrepreneurial attitude directly affect entrepreneurial intentions.	supported



Chi-Square=72.58, df=68, P-value=0.32946, RMSEA=0.018

DISCUSSION

4

1. The effect of entrepreneurship education on entrepreneurial attitudes.

The first hypothesis states "entrepreneurship education directly affects the entrepreneurial attitude". There is a positive relationship between entrepreneurship education with entrepreneurial attitudes of 0.28 with a t-value of 2.97. Statistically it can be stated that the relationship is significant because t-value is greater than t-table (1.96). This means that the better the entrepreneurship education received, the higher the entrepreneurial attitude of students. The findings of this study support the results of previous studies.

Previous studies such as those conducted by Lorz (2011), Tung (2011), Gerba (2012), Van der Zwan et al. (2013), has shown the relationship between entrepreneurship education and entrepreneurial attitudes and entrepreneurial intentions. Tam (2009) and Dell (2008) prove that entrepreneurship education and changes in entrepreneurship attitudes have a significant relationship. Participation in entrepreneurship education has positively increased students' attitudes towards entrepreneurship.

4

The entrepreneurship education variable is formed from four indicators namely, know-what (entrepreneurial knowledge), know-why (values and motives), know-who (social interaction), and know-how (entrepreneurial skills and abilities). The effect of entrepreneurship

education on entrepreneurial attitude is 0.28. Entrepreneurship education enhances student skills in developing business plans, handling entrepreneurship projects, allocating resources and the ability to identify business opportunities. Thus it can be concluded that entrepreneurship education is a predictor of student entrepreneurship attitudes.

4 **2. The effect of entrepreneurship education on entrepreneurial intentions.**

The second hypothesis states "entrepreneurship education directly influences entrepreneurial intentions". Based on the results of the study, there was no significant relationship between entrepreneurship education with entrepreneurial intentions, seen from the t-value 1.43 smaller than the t-table value (1.96). The effect is only 0.13. This means that student entrepreneurship intentions cannot be driven directly from entrepreneurship education. This finding is in line with the results of Karimi et al. (2012) who found that entrepreneurship education variables did not have a significant effect on entrepreneurial intentions.

Nonetheless, this finding does not support the results of Gerba's study (2012) which identified that students who had attended entrepreneurship education tended to have better entrepreneurial intentions than those who did not take entrepreneurship courses, as well as the results of the empirical study of Fayolle et al. (2006), Lorz (2011), Tung (2011), Van der Zwan et al. (2013), which states that entrepreneurship education has a strong measurable impact on student entrepreneurial intentions.

From the findings it can be said that entrepreneurship education received by students is more to the formation / building of entrepreneurial attitudes and does not directly affect the intentions of student entrepreneurship.

5 **3. The effect of entrepreneurship education on entrepreneurial intentions through entrepreneurial attitudes.**

The third hypothesis states "entrepreneurship education influences entrepreneurial intentions through entrepreneurial attitudes". The direct effect of entrepreneurship education on entrepreneurial intentions is 0.13 (t-value = 1.02) and is insignificant. The indirect effect of entrepreneurship education on entrepreneurship intentions through entrepreneurship attitudes is 0.14 (t-value = 2.56) and significant. Because the indirect effect is greater than the direct effect, then entrepreneurial attitude becomes an intervening variable for the relationship between entrepreneurship education and entrepreneurial intentions. This shows that entrepreneurship intentions can be driven from entrepreneurship education through entrepreneurship attitudes.

This means that the higher the entrepreneurship education that is understood, the attitude of entrepreneurship will increase and ultimately increase student entrepreneurship intentions. It can be concluded that the four indicators of entrepreneurship education do not directly provide an understanding for students to have an impetus in entrepreneurship, but students seeking information in advance in building entrepreneurial attitudes do not directly affect the intentions of entrepreneurship.

This finding is in line with the results of Kusumojanto's research (2017) which proves that entrepreneurial attitudes mediate the effect of entrepreneurship education on student entrepreneurship intentions. Furthermore, this research is in line with the research of Tam (2009) and Dell (2008) which prove that entrepreneurship education and changes in entrepreneurial attitudes have a significant relationship. Participation in entrepreneurship education has positively increased students' attitudes towards entrepreneurship because entrepreneurship education has enriched them with skills and knowledge in the real world, thus the attitude of entrepreneurship increases their entrepreneurial intentions.

4. The Effect of the entrepreneurial environment on entrepreneurial intentions.

The fourth hypothesis states "the entrepreneurial environment directly influences the intentions of entrepreneurship". Based on the results of the study there is a positive relationship between the entrepreneurial environment with entrepreneurial intentions of 0.19 with a t-value of 2.02. Statistically it can be stated that the relationship is significant because t-value is greater than t-table (1.96). This means that the better the environmental conditions of entrepreneurship, the higher the intention of student entrepreneurship.

The findings of this study support the results of previous studies from Lee (2010) who examined the relationship between the five environmental conditions for entrepreneurship and entrepreneurial intentions. A significant relationship was found between all environmental factors and this entrepreneurial intention. Gurbuz & Aykol (2008) in their research revealed that the environment for entrepreneurship has the highest and most positive contribution to entrepreneurship opportunities. There is a significant positive correlation between entrepreneurial environmental variables with motivational variables to start a business and provide a higher evaluation of the importance of the entrepreneurial environment in Taormina & Lao's research (2007), as well as Kristiansen & Indarti's (2004) research, which in their study of environmental variables entrepreneurship is a combination of access to capital, access to information and social networking as a measure of "instrumental readiness" that has a significant impact on student entrepreneurial intentions.

The entrepreneurial environment variable is formed from four indicators namely, financial assistance, the quality of government policies and procedures, entrepreneurial and business talent, and socioeconomic conditions. Students are optimistic about the current socio-economic conditions able to make a positive contribution to entrepreneurship opportunities. This means that student entrepreneurship intentions increase because students feel the environment for entrepreneurs as support. Thus it can be concluded that the environment of entrepreneurship is a predictor of student entrepreneurial intentions.

5. The Effect of subjective norms on entrepreneurial attitudes

The fifth hypothesis states "subjective norms directly affect the attitude of entrepreneurship". There is a positive relationship between subjective norms with an entrepreneurial attitude of 0.35 with a t-value of 3.62. Statistically it can be stated that the relationship is significant because t-value is greater than t-table (1.96). This means that the better subjective norms that are believed, the higher entrepreneurship attitudes of students.

The results of this study are in line with empirical studies conducted by Liñán (2004) who examined the intention-based entrepreneurship education model, he stated that the influence of subjective norms on entrepreneurial attitudes was significant. Liñán & Chen (2009) who identified subjective norms from various demographic samples, showed a positive and significant effect on entrepreneurial attitudes, as well as the results of research from Ferreira et al. (2012) which states that subjective norms have a positive and significant influence on entrepreneurial attitudes.

Measurement of subjective norm variables based on three indicators namely, close family, friends, and colleagues. Sociable friends can influence the formation of student attitudes in achieving the ideals of becoming an entrepreneur. Having friends who have been in the business world also indirectly influences the attitude of students because gradually the habit of interacting with friends who are entrepreneurs can build entrepreneurial attitudes on students. From these

findings it can be concluded that subjective norms are able to be predictors of student entrepreneurship attitudes.

6. The Effect of subjective norms on the entrepreneurial intentions.

The sixth hypothesis states "subjective norms directly affect the intention of entrepreneurship". The results showed a positive relationship between subjective norms with entrepreneurial intentions of 0.28 with a t-value of 2.40. Statistically it can be stated that the relationship is significant because t-value is greater than t-table (1.96). This means that the better the subjective norms that are believed, the higher student entrepreneurship intentions.

This finding supports the empirical study of Kolvereid (1996) which states that subjective norms have a significant direct relationship with entrepreneurs by testing first-year undergraduate business students in Norway. Tkachev & Kolvereid's (1999) study further examined a sample of Russian university students from various classes and subjective norms that were found to be positively correlated with entrepreneurial intentions. Family background will also influence subjective norms in influencing entrepreneurial intentions (Kolvereid, 1996). Heuer & Kolvereid (2014) in his research showed that entrepreneurial intentions were significantly and positively correlated with entrepreneurship attitudes, subjective norms and perceived behavioral control.

In this study there is a positive relationship between subjective norms with entrepreneurial intentions. That is, students' perceptions of family and friends in approving or decision to become entrepreneurs have been well believed. This means that subjective norms that are well believed have encouraged student entrepreneurship intentions.

7. The Effect of subjective norms on entrepreneurial intentions through entrepreneurial attitudes.

The seventh hypothesis states "subjective norms affect the intentions of entrepreneurship through entrepreneurship attitude". The magnitude of the indirect effect of subjective norms on entrepreneurial intentions through entrepreneurship attitudes is 0.18 (t-value = 3.04) and significant, but the magnitude of the direct effect of subjective norms on student entrepreneurship intentions is greater (0.27) than its indirect effect it can also be seen that subjective norms also directly influence entrepreneurial intentions. Based on this, entrepreneurship attitude is an intervening variable for the relationship between subjective norms and entrepreneurial intentions with partial mediation. This means that the higher the subjective norms that are believed then the attitude of entrepreneurship is increasing and ultimately increasing student entrepreneurial intentions.

This finding supports Liñán & Chen's (2009) study which states that subjective norms have an effect but are not directly significant on entrepreneurial intentions but mediated by entrepreneurial attitudes first. It can be concluded that the dominant indicators form the construct of subjective norms, namely the indicators of friends, the view of friends that students are able to become entrepreneurs directly building student attitudes in entrepreneurship which in turn encourages students to start their own business.

8. Effect of entrepreneurship attitude on entrepreneurial intentions.

The eighth hypothesis states "entrepreneurship attitude directly influences entrepreneurial intentions". From the results of the study there is a positive relationship between entrepreneurship attitudes with entrepreneurial intentions of 0.52 with a t-value of 4.29. Statistically it can be stated that the relationship is significant because t-value is greater than t-table (1.96). This means that the better the attitude of entrepreneurship the higher entrepreneurship intentions. The entrepreneurship

attitude variable is formed from three indicators namely attitudes towards achievement, attitudes about challenges, and attitudes towards autonomy. Students are challenged to choose a career as an entrepreneur because for them career choices as an entrepreneur are very interesting. The entrepreneurship intention variable is measured based on three indicators namely, planning to start a business, desire to start a business, and entrepreneurial career.

The results of this study support the opinion of Ajzen, (2005) which states that entrepreneurial attitude is one of the factors forming a person's intentions and subsequently will directly affect behavior, therefore understanding of one's intentions for entrepreneurship (entrepreneurial intention) can reflect people's tendencies to establishing a business in real terms. Research (Autio et al., 2001), Lüthje & Franke (2003), Schwarz et al. (2009), and Zampetakis et al. (2009) states that entrepreneurship attitudes are proven to contribute to the formation of entrepreneurial intentions.

Based on these findings it can be concluded that the desire of students to become an entrepreneur is motivated by the development of entrepreneurial attitudes based on the perception that careers as entrepreneurs are attractive to them, students prefer becoming entrepreneurs as career choices. The professional aim of becoming an entrepreneur has encouraged students to seriously think about starting a business. So that it can be said that the attitude of entrepreneurship has pushed the intention of University student entrepreneurship to make every effort in starting and running their own company.

CONCLUSION

Based on the analysis of the results of research and discussion that has been presented in the previous section, it can be concluded as follows:

1. Entrepreneurship education has a positive and significant effect on entrepreneurial attitudes. The results of the study show that the better the entrepreneurship education received, the higher the entrepreneurship attitude of students.
2. Entrepreneurship education has no effect on entrepreneurial intentions.
3. Entrepreneurship education has a positive and significant effect on entrepreneurial intentions through entrepreneurship attitudes. Entrepreneurial attitude becomes an intervening variable for the relationship between entrepreneurship education and entrepreneurial intentions with full mediation. Entrepreneurship education does not directly provide an understanding for students to have an impetus in entrepreneurship, but students get information in advance in building an entrepreneurial attitude that does not directly affect the intentions of entrepreneurship.
4. Entrepreneurial environment is positively and significantly related to the entrepreneurship intentions.
5. Subjective norms have a positive and significant effect on entrepreneurial attitudes.
6. Subjective norms have a positive and significant relationship with entrepreneurial intentions.
7. Subjective norms have a positive and significant effect on entrepreneurial intentions through entrepreneurial attitudes. Entrepreneurial attitude becomes an intervening variable for the relationship between subjective norms and entrepreneurial intentions with partial mediation.
8. Entrepreneurial attitude has a positive and significant impact on entrepreneurial intentions.

RECOMMENDATION

Based on the research findings and practical implications described in the previous section, and based on the conclusions above, some suggestions can be given as follows:

1. For the university, this research as input and consideration for designing effective learning strategies in entrepreneurial learning, which is not only based on theory alone, but also oriented to the practice of entrepreneurship itself. Promoting entrepreneurship seminars and entrepreneurship training by presenting speakers from the community of successful entrepreneurs, and creating an entrepreneurial social network that aims to share information and experiences in entrepreneurship. A continuous system is needed in the recruitment process of Entrepreneur Student Program participants, for example the provision of venture capital is given for the following year for business fields that meet the requirements, and to keep existing businesses maintained, there is a need for regeneration to continue the management baton for managing a business that has formed. Likewise, personality tests that refer to personality traits indicators are needed for prospective student recipients of the Entrepreneurial Student Program assistance.
2. For students, to be more active in participating in entrepreneurship programs that have been provided by the government and educational institutions, and can take part in entrepreneurship training and entrepreneurship programs specifically for the younger generation.
3. For the government, socialization about the importance of entrepreneurship as an alternative choice of work other than being an employee needs to be done continuously, accompanied by consultation in managing business development. Capital support is also needed for start-up entrepreneurs (nascent entrepreneurs), one of which is by providing collateral-free loans with little interest; simplify administrative procedures for establishing a business; creating a conducive economic climate.
4. For further researchers, in order to be able to analyze broader characteristics that can reflect entrepreneurial intentions in Indonesian universities in general. In addition, further research is recommended to include other variables such as demographic factors, technological progress factors, and variables that do not directly affect student entrepreneurial intentions in this study, namely the need for achievement, locus of control and risk taking propensity specifically elaborated on entrepreneurial intentions and examines their direct and indirect effects on entrepreneurial intentions through mediating entrepreneurial attitudes.

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THE EFFECT OF ENTREPRENEURSHIP EDUCATION, ENTREPRENEURIAL ENVIRONMENT, SUBJECTIVE NORM AND ENTREPRENEURIAL ATTITUDE ON ENTREPRENEURIAL INTENTIONS

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