

The Effect of Need for Achievement dan Self Efficacy towards Interepenurial Intention

Cut Febi Mutiara Avaqhi✉, Nadia Fathurrahmi Lawita

DOI: 10.15294/eeaj.v13i1.2098

Department of Business Management, Managerial Accounting Study Program, Batam State Polytechnic, Batam, Indonesia

Article History

Received: 20 December 2023

Approved: 22 January 2024

Published: 28 February 2024

Keywords

Interepenurial Intention; Need for Achivement; Self Efficacy; Sosial Support

Abstract

This study describes a person's desire and determination to build an entrepreneurial spirit towards the relationship between the Theory of Planned Behaviour (TPB) and entrepreneurial intentions. The sample used was the entire population of 90 female students. Survey research data collection instrument using questionnaire. Interepenurial Intention either directly or indirectly through attitude as an intervening variable. The population in this study is Batam State Polytechnic Managerial Accounting Students with a sample of 90 respondents. Data was analyzed using SEM-PLS. The results showed that the results showed (1) Negative and insignificant influence between Need for Achivement and Interpenurial Intention; (2) Positive and significant effect between Self efficacy on Interpenurial Intention; (3) Positive and insignificant effect between Self efficacy on Need for Achivement; (4) Positive and insignificant effect between Social support and Interpenurial Intention; (5) Negative and significant effect between Social support and Need for Achivement on Interpenurial Intention; (6) there is a negative and significant influence between Social support and Self efficacy on the Interpenurial Intention of female students of D4 managerial accounting at Batam State Polytechnic. These results also encourage and succeed the Problem Based Learning program for the Entrepreneurship Course.

How to Cite

Avaqhi, C.F.M., & Lawita, N.F.(2024). The Effect of Need for Achievement dan Self Efficacy towards Interepenurial Intention. *Economic Education Analysis Journal*, 13 (1), 76-86.

© 2024 Universitas Negeri Semarang

✉ Correspondance Address:

Batam Centre, Jl. Ahmad Yani, Talk. Tering, Batam City District, Batam City, Riau Islands

Email: cutfebi28@gmail.com

p-ISSN 2252-6544

e-ISSN 2502-356X

INTRODUCTION

College graduates need to be directed and supported to not only be oriented as job seekers but can and are ready to become job creators as well (Badawi et al. 2019). Students are agents of change and drivers of change for the better through ideas, knowledge and skills possessed and obtained from studying at university. Students as young people who are the successors of the nation, and also drivers of entrepreneurship can start entrepreneurship by motivating and instilling attitudes to start a business in themselves.

One of the major problems faced by the Indonesian nation is the increasing number of unemployment because the existing workforce has not been fully accommodated optimally in the existing job fields. The number of job seekers is far more than the number of jobs available to them. Unemployment and poverty occur because the ratio between employment opportunities is not proportional to the number of workers. This gap between the amount of labor demand and supply needs to be considered, especially for uneducated, unskilled, and/or poorly educated labor. If they are not accommodated in formal employment, the only way is to equip them with skills, and entrepreneurial skills so that they can earn income and achieve prosperity.

Higher education is currently also experienced by many undergraduate alumni who are still unemployed due to graduate students who only want to become job seekers not job creators (Badawi et al. 2019). The Ministry of National Education stated that one of the efforts made by the government to create jobs is through the spirit of entrepreneurial intentions (Wiratno, 2012). Population and labor force growth are still the main problems, especially the problem of limited job vacancies and the uncontrolled increase in the number of labor force as reported by the Central Statistics Agency (BPS, 2021).

The world of higher education is also encouraged to continue to improve the education system in order to be able to create gra-

duates with entrepreneurial characteristics, which is one of the triggers of entrepreneurial activities in achieving the economic welfare of a nation (Diaz-Casero, Ferreira, Mogollon, and Raposo, 2009; Linan Rodriaguez-Cohard, Rueda-Cantuche, 2010; Indarti and Rosiani, 2008; Fayolle, Gailly, and Lassas-Clerc, 2006). Unemployment in Indonesia is still included in the category of basic problems faced. Entrepreneurial activity is one of the effective ways to reduce unemployment. Thus, any individual directly involved in entrepreneurial activity can itself train and encourage the transformation from intention to concrete action. In Jakarta, the phenomenon of new businesses is increasingly rife. It can be seen from the many new business units that have sprung up with the latest innovations and variations in all fields.

Many research topics on entrepreneurship focus on male entrepreneurs. But since the eighties, the number of career women and entrepreneurs began to grow rapidly. In line with the agenda of the G20 Presidency which carries the theme "Recover Together, Recover Stronger", Indonesia emphasizes the dimension of gender equality as one of the discussions. During this time we often hear successful entrepreneurs always from the male gender. Indeed, it is not wrong considering that various seminars more often present successful entrepreneurs from among men. In fact, there are also successful women entrepreneurs in Indonesia. Women entrepreneurs experience a little difficulty, especially from the banking and financial institutions. The difficulty experienced is getting a capital loan so that not many women set up their own businesses. But the indomitable spirit, they can prove that they are capable of becoming successful women entrepreneurs today.

The Theory of Planned Behavior (TPB) states that intention is assumed to be a culprit of motivational factors that influence behavior. Self-intention is a sign of how hard people are willing to try, how much they plan to perform a behavior. The higher the intention to engage in a behavior, the better the likeli-

hood of its performance. Behavioral intentions are influenced by attitude towards behavior variables, subjective norms, and perceived behavioral control. The determinants of entrepreneurial intentions combine three approaches, namely personality, environment and demographic factors.

Indarti and Rostiani (2008) also mentioned that personality factors related to self-efficacy and need for achievement. While Peng, Lu, and Kang (2012) explained that entrepreneurial intentions as mental orientations, such as desires, desires, and expectations that influence their choice for entrepreneurship. Another opinion in a research journal says that entrepreneurship through digital platforms has attracted the business interest of Gen-Z business people, especially in universities (Yaghoubi Farani, Karimi, and Motaghd 2017).

Research (Hutamaning 2010) entitled Need For Achievement in Business Entrepreneurship Students which describes the results of his research that the need for achievement or the need for achievement in student entrepreneurs lies in (1) the willingness and ability of these students to carry out entrepreneurial activities better and more efficiently with (2) different interpretations according to their respective business fields components in individuals which refer to the desire to perform certain behaviors.

Journal of Economic Education Research (Karen Hapuk, Suwatno, and Machmud 2020) The results showed that: (1) the level of self-efficacy, motivation and interest in entrepreneurship of students was in the very high category. (2) that entrepreneurship education has a positive relationship with entrepreneurial intention.

Research Farrukh, Ahmad Khan, Shahid Khan, Ramzani, Soladoye (2017) Structural equation modeling is used to investigate the relationship between SmartPLS used to run the analysis. The results showed that: (1) Family background was found to have a positive impact on students' Entrepreneurial

Intentions (EI). (2) The findings also showed a positive relationship between self-efficacy and entrepreneurial intention. Awareness, extroversion and openness to experience are positively associated with entrepreneurial intent whereas neuroticism and agreeableness do not show any relationship. The findings of this study drew the attention of academics to note the factors examined while training students of the art of entrepreneurship. This is because of these studies have revealed that if these factors are not present the student's intention to start a business venture may prove weak. To reduce unemployment, it is recommended that academics develop psychological plans and training to motivate students to turn their intentions into action.

This study is a replica of (Ferri et al. 2018) by using multiple regression analysis to analyze the Interpenuerial Intention of Italian female students according to the Theory of Planned Behavior (TPB) then this empirical study expands our knowledge of the factors that influence Italian female students in the involvement of potential entrepreneurial activities.

Based on the results of different studies that have been stated above, researchers are interested in conducting research again with a study entitled "The Effect of Need for Achievement and Self efficacy on the Interpersonal Intention of Women Accounting Students of Batam State Polytechnic".

Theory of Planned Behavior

The Theory of Planned Behavior (TPB) states that intention is assumed to be a culprit of motivational factors that influence behavior. Self-intention is a sign of how hard people are willing to try, how much they plan to perform a behavior. The higher the intention to engage in a behavior, the better the likelihood of its performance. Behavioral intentions are influenced by attitude towards behavior variables, subjective norms, and perceived behavioral control.

Need for achievement

The need for achievement (The need for achievement) an entrepreneur carrying out business activities is driven by the need to achieve, connect with others and to gain power both financially and socially, according to him the need for achievement will later provide positive energy to individuals in acting or behaving confidently in the situation to be faced. In addition, another definition by Pinder (Wahdah, 2013) says that need for achievement is an opportunity to compete with standards of excellence related to positive outcomes.

Self Efficacy

Self-efficacy is a sexual ability possessed by individuals including cognitive, social, and emotional. The individual abilities present in a person must be trained effectively to achieve certain goals. Self-efficacy affects several aspects of a person's cognition and behavior. Therefore, the behavior of one individual will be different from another individual Ghufon (2011). Self-efficacy is one of the most influential aspects of self-knowledge in everyday human life. This is because self-efficacy affects individuals in determining actions to be taken to achieve a goal, including estimates of various events that will be faced by Ghufon (2011). It should be realized that self-prowess beliefs are specific perceptions about a person's ability to perform certain behaviors.

Interepenuerial Intention

Interpersonal intention is the desire to start a new business and is defined as intention, representing a state of mind that can turn behavior into concrete action (Voda and Florea, 2019). On the other hand, entrepreneurial intention is further defined as the developable attitude of an individual or entrepreneur and his need to start an innovative business or generate some fundamental and profitable value

in today's economy (Ngoc Khuong and Huu An, 2016). So that the intention or intention in this context represents the thoughts of entrepreneurs who highlight the opportunity to start a business and end the threat of failure in entrepreneurial intentions can refer to the amount of effort made by an individual to show real behavior in starting a business by acquiring specific knowledge to carry out actions driven by intention (Akhtar et al. 2020).

Social Support

Social support is defined by Gottlieb (in Smet 1994) as verbal and non-verbal information, the subject's suggestions within his social environment or in the form of presence and influence on the behavior of the recipient. In this case the person who obtains social support feels relieved to be noticed, gets advice or impressions that support his wishes. One important factor in entrepreneurship is social support. Social support can come from social environments, including friends, family members, and members of groups or communities (Taylor. et al, 1994).

METHODS

The research data used quantitative explanatory survey design. The population in this study is female students of the D4 Managerial Accounting Study Program of Polybatam. The sample used was the total population of 90 female students. The survey method is the best method to obtain and collect original data (Sudaryono, 2017). Survey research data collection tools using questionnaires and data analysis techniques using Structural Equation Models-Partial Least Squares (SEM-PLS) with SmartPLS 4.0 software. SEM can estimate models at a moderate level to test theories more accurately (Solihin, 2013).

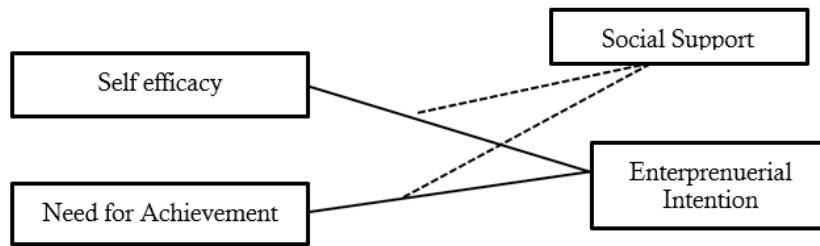


Figure 1. Research Model
Source: Processed Data, 2023

RESULTS AND DISCUSSION

The majority of respondents were from the age group of 20 to 23 years, with 100% of them women. All those surveyed have taken entrepreneurship courses and are undergoing semesters four, six, and eight of the Managerial Accounting Study Program in 2023. The results of this survey will then show that the sample of respondents are female students who will obtain a bachelor’s degree.

Evaluation of the Measurement Model (Outer Model)

Based on Table 1, that all loading factor values above 0.60 and only six indicators that have loading factor values below 0.60 namely Need for Achievement indicators (N3, N4, N5), Self efficacy (SE2, SE3, SE4) and Relation Experiences (RE4) are recommended to be discarded / outlier. It can be concluded that the variable has good convergent validity.

Table 1. Evaluation of Measurement Models

| Variable | Code | Indicator | Outer Loading | Information |
|-------------------------------|------|------------------------------------------------------------------------------------|---------------|-------------|
| Enterprenuerial Intention (Y) | EI1 | I intend to stablish a company in the future | 0.900 | Valid |
| | EI2 | I would choose a career as an entrepreneur | 0.900 | Valid |
| | EI3 | I would rather be an entrepreneur than be an employee in a company or organization | 0.903 | Valid |
| | EI4 | I will use the idea on me when I have my own business | 0.781 | Valid |
| | EI5 | I want the freedom to express myself in my own business | 0.858 | Valid |
| Need for Achievement | N1 | Do my best on difficult tasks related to my studies and work | 0.833 | Valid |
| | N2 | Strive to improve previous work performance | 0.843 | Valid |
| | N3 | Will not seek additional responsibility for the work assigned to me | 0.564 | Not Valid |
| | N4 | Don’t really believe in luck | -0.663 | Not Valid |
| | N5 | If you don’t succeed at a task, you will tend to give up | -0.384 | Not Valid |

| Variable | Code | Indicator | Outer Loading | Information |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------|---------------|-------------|
| Self Efficacy (X2) | SE1 | Always able to overcome difficult problems if I try hard enough | 0.895 | Valid |
| | SE2 | If there is someone opposed, will be able to find ways and ways to get what is desired | -0.152 | Not Valid |
| | SE3 | Confident in being able to handle unexpected events efficiently | 0.648 | Not Valid |
| | SE4 | Thanks to resourcefulness, it can know how to handle unexpected situations efficiently | 0.229 | Not Valid |
| | SE5 | Stay calm when facing difficulties because you can rely on your abilities | 0.775 | Valid |
| | SE6 | When faced with a problem, it can usually find several solutions | 0.831 | Valid |
| Social Support (Z) | SS1 | The people in my environment have always been a support system for me | 0.951 | Valid |
| | SS2 | If I decided to become an entrepreneur, the people in my neighborhood would approve of that decision | 0.917 | Valid |
| | SS3 | If I find it difficult to make a choice, people in my environment will help provide input for me | 0.875 | Valid |
| | SS4 | In my opinion, the people in my neighborhood will help me at the time of establishing the company in the future | 0.893 | Valid |

Source: Processed Primary Data, 2023

Table 2. AVE Value

| | AVE |
|---------------------------|-------|
| Entrepreneurial intention | 0.745 |
| Need for achievement | 0.845 |
| Self efficacy | 0.749 |
| Social support | 0.835 |

Source: Processed Primary Data, 2023

In Table 2 it can be concluded that all variables meet the convergent validity test be-

cause they are above the predetermined criteria.

Table 3. AVE Value and AVE Root

| | Akar AVE | AVE |
|---------------------------|----------|-------|
| Entrepreneurial intention | 0.936 | 0.745 |
| Need for achievement | 0.916 | 0.845 |
| Self efficacy | 0.899 | 0.749 |
| Social support | 0.953 | 0.835 |

Source: Processed Primary Data, 2023

Table 4. Let's Variable Correlation

| | EI | N | SE | SS |
|------------------------|-------|-------|-------|-------|
| Entrepreneur intention | | | | |
| Need for achievement | 0.568 | | | |
| Self efficacy | 0.492 | 0.605 | | |
| Social support | 0.302 | 0.112 | 0.820 | 1.000 |

Source: Processed Primary Data, 2023

By comparing the results of the AVE root value in Table 3 with the results of the correlation coefficient between variables in Table 4, it can be concluded that the criteria used in this study meet the discriminant value criteria because AVE is rooted in each variable greater than the correlation of variables.

Table 5. Cross Loading Value

| | EI | N | SE | SS |
|-----|-------|-------|-------|-------|
| EI1 | 0.169 | | | |
| EI2 | 0.227 | | | |
| EI3 | 0.126 | | | |
| EI4 | 0.330 | | | |
| EI5 | 0.305 | | | |
| N1 | | 0.473 | | |
| N2 | | 0.612 | | |
| SE1 | | | 0.424 | |
| SE5 | | | 0.301 | |
| SE6 | | | 0.422 | |
| SS1 | | | | 0.286 |
| SS2 | | | | 0.365 |
| SS3 | | | | 0.169 |
| SS4 | | | | 0.273 |

Source: Processed Primary Data, 2023

The results of the cross loading value in table 5 of all indicators in the variables of ent-

repreneurial intention, TPB and intention are concluded that each indicator in the latent variable has differences with indicators in other variables which are indicated by a higher loading score value on the variable itself, greater than 0.60. . that the results of the discriminant validity test are met.

Table 6. Cronbach's Alpha Value and Composite Reliability

| | Cronbach's Alpha | Composite Reliability |
|---------------------------|------------------|-----------------------|
| Entrepreneurial intention | 0.919 | 0.967 |
| Need for achievement | 0.819 | 0.857 |
| Self efficacy | 0.830 | 0.860 |
| Social support | 0.923 | 0.980 |

Source: Processed Primary Data, 2023

Each variable has good reliability and is said to be met if the value of composite reliability and Cronbach's alpha is greater than 0.70. Table 6 shows that Cronbach's alpha value and the combined reliability of each variable are above 0.70, so it can be said that the variables used in this study were all reliable.

Structural Model Evaluation (Inner Model)

Table 7. R Square Value

| | R-square | R-square Adjusted |
|---------------------------|----------|-------------------|
| Entrepreneurial intention | 0.241 | 0.196 |
| Need for achievement | 0.227 | 0.219 |

Source: Processed Primary Data, 2023

In table 7 it is explained that Need for Achievement, self efficacy, social support in explaining Interpenurial Intention, self efficacy, social support is 24.1%. Interpenurial Intention in explaining Need for Achievement was 22.7%.

Table 8. Path Coefficients Value (Mean, STDEV, T-value, P-value)

| | Original Sample (O) | Mean (M) | Std. Deviation (STDEV) | T Statistics (O/STDEV) | P-Values |
|--------------------------------------------------------------------------|------------------------|-------------|---------------------------|----------------------------|----------|
| Need for achievement -. Entre- preneurial intention | 0.027 | 0.025 | 0.123 | 0.223 | 0.823 |
| Self efficacy -> Entrepreneurial intention | 0.249 | 0.253 | 0.124 | 2.006 | 0.045 |
| Self efficacy -> Need for achievement | 0.477 | 0.479 | 0.088 | 5.406 | 0.000 |
| Social support -> Entrepre- neurial intention | 0.330 | 0.346 | 0.115 | 2.871 | 0.004 |
| Social support x Need for achievement -> Entrepreneurial intention | 0.033 | 0.039 | 0.120 | 0.278 | 0.781 |
| Social support x Self efficacy -> Entrepreneurial intention | 0.065 | 0.066 | 0.115 | 0.561 | 0.575 |

Source: Processed Primary Data, 2023

The effect of Need for Achievement on Interpenurial Intention in internship students of the D4 Managerial Accounting Study Program, Department of Business Management, Polybatam. This is according to research conducted by Leon. et al, (2007). The measurement results show that there is a negative and insignificant influence between Need for Achivement on Interpenurial Intention because the path coefficient is 0.027 and the statistical T count of 0.823 is smaller than 1.96 Hair et al (2021). These results show that entrepreneurship can be done by all circles, including those who do not have academic achievements.

There is a significant positive effect of Self efficacy on Interpenurial Intention can be seen from the path coefficient value of 0.249 and the statistical T value of 4.045 is greater than 1.96. This means that Self efficacy has a strong influence on Interpenurial Intention in the sense that through this, Self efficacy is important in determining whether someone has determined the Interpenurial Intention variable in his career. To achieve the desired goals, a person can train his abilities effectively.

There is no positive effect of self efficacy on Need for Achivement because the

path coefficient of 0.477 and the statistical T of 0.818 is smaller than 1.96. Entrepreneurial intentions owned by female students related to the variable Self efficacy have a positive influence, it's just still relatively low on Need for Achivement.

There is a significant positive influence of Social support on Interpenurial Intention as seen from the path coefficient value of 0.241 and the statistical T value of 8.462 greater than 1.96. Social support obtained by female students to the surrounding environment has a strong positive contribution to Interpenurial Intention This condition shows that during the reference group (spouse, parents, and siblings) and the group they are members of (friends, teachers, and lecturers) become an important role in female students to start the intention to become entrepreneurs.

There is a negative and insignificant influence between Social support and Need for Achivement on Interpenurial Intention because the path coefficient of -0.227 and the statistical T of 0.913 is greater than 1.96. This means that Social support and Need for Achivement have a negative influence on Interpenurial Intention, in this case it shows that the intention of a female student in entrepreneurship. If

Need for Achievement is a factor for students in running an entrepreneur, then there will be many women who do not choose to become entrepreneurs, because of these factors. This is in accordance with research conducted by Rola F (2006) in (Tobing., et al., 2015).

The influence of Social support and Self efficacy on entrepreneurial intentions in internship students of the D4 Managerial Accounting Study Program, Department of Business Management, Polybatam. There is a significant negative influence of Social support and Self efficacy on career intentions as accountants in internship students of the D4 Managerial Accounting Study Program Department of Business Management Poli-batam, supported by research conducted by Zain, Akram and Ghani (2010) seen from the value of the path coefficient of 0.027 and the statistical T value of 8.823 greater than 1.96. This condition shows that self-efficacy directly affects the social support of female students depends on themselves to decide what is right or wrong and related to business success to achieve the desired goals, a person can exercise his abilities effectively.

CONCLUSION

This study concluded that there are several factors that influence the entrepreneurial preferences of female students, namely self-efficacy, social support and need for achievement. self-efficacy has a significant effect on D4 Managerial Accounting students of Batam State Polytechnic for entrepreneurship. Many female students are found who lack confidence to do entrepreneurship, this is because of the gap between gender, women often get a low view compared to men. Students' confidence in the success achieved increases students' interest in entrepreneurship. Self efficacy also has a significant effect on the need for achievement of D4 Managerial Accounting students of Batam State Polytechnic. Student self-confidence is able to encourage female students to overcome the difficulties encountered, able to provide encouragement to be opposite to ot-

hers. Social support greatly affects the interest of female students in entrepreneurship. Help from the surrounding environment can increase one's desire for entrepreneurship. Social support of female students affects the need for achievement. With high social support, she encourages female students to be more successful. Need for achievement has a significant impact on entrepreneurial interest. Students with a desire to succeed strive to achieve their goals through the use of their skills, which influences students' interest in entrepreneurship.

Research on the effect of self-efficacy, social support, and need for achievement on entrepreneurial intentions was only conducted on D4 Managerial Accounting students of Batam State Polytechnic. Therefore, it is expected that this research will be carried out at other universities so that the results are more accurate. Based on the results of research conducted with PLS, it was found that the variable need for achievement mediates the effects of self-efficacy and social support on entrepreneurial intentions, therefore, can produce better results if done around the role. about the need to act as a mediator of interest of D4 Managerial Accounting students of Batam State Polytechnic in entrepreneurship.

In addition, the results of this study can help increase the entrepreneurial intentions of female students, the entrepreneurial intentions of female students can be measured through factors of self-efficacy, social support and need for achievement. Increasing the entrepreneurial intentions of female students can be done by implementing the learning process in D4 Managerial Accounting Batam State Polytechnic by motivating students to be entrepreneurial from an early age in the learning process using learning models such as collaborative learning and problem-based learning. You can also raise awareness of entrepreneurship by visiting successful entrepreneurship websites and conducting seminars and training courses on entrepreneurship. This makes female students more interested in entrepreneurship than office workers.

REFERENCES

- Akhtar, N., Nadeem Akhtar, M., Usman, M., Ali, M., Iqbal Siddiqi, U., (2020). COVID-19 restrictions and consumers' psychological reactance toward offline shopping freedom restoration. *Serv. Ind. J.* 40,891–913. <https://doi.org/10.1080/02642069.2020.1790535>.
- Ajzen, Icek. (1991). "The Theory of Planned Behavior." *Organizational Behavior and Human Decision Processes* 50(2): 179–211.
- Ajzen, I. &. (2005). Theory Based Behavior Change Interventions: Comments on Hobbs and Sutton. *Journal of Health Psychology*, 27-31.
- Ajzen, I. (1991). Theory of Planned Behavior. *Organizational Behavior And Human Decision Processes* , 179-211.
- Arum, A. K. (2017). The influence of internship experience on students' entrepreneurial intentions. *Journal of Business and Economic Education*.
- Abdullah, Dudung, and Fiska Rahmah Septiany. (2019). "The Influence of Entrepreneurial Motivation and Knowledge on Entrepreneurial Interest (Study on Students of the Faculty of Economics and Business, University of Majalengka)." *Journal of Co-Management* 1(3): 316–31. <https://journal.ikopin.ac.id/index.php/co-management/article/view/124>.
- Badawi, Sherine et al. (2019). Business Education and Entrepreneurial Skills: Evidence from Arab Universities. *Journal of Education for Business* 94(5):314–23. <https://doi.org/10.1080/08832323.2018.1534799>
- Betz, N. E., & Hackett, G. (1981). The relationship of career-related self-efficacy expectations to perceived career options in college women and men. *Journal of Counseling Psychology*, 28(5), 399–410. <https://doi.org/10.1037/0022-0167.28.5.399>
- Central Bureau of Statistics (BPS). (2021). REVISION as of 09/11/2021 August 2021: Open Unemployment Rate (TPT) of 6.49 percent. In the <https://www.bps.go.id/pressrelease/2021/11/05/1816/agustus-2021--tingkatpengangguran-terbuka--tpt--sebesar-6-49-persen.html> page
- Choo, S., dan M. Wong, (2006). Entrepreneurial intention: triggers and barriers to new venture creations in Singapore". *Singapore Management Review*.
- Diaz-Casero, J, Ferreira, J., Mogollon, R.H., and Raposo, M.B., (2009). "Influence of institutional environment on entrepreneurial intention: a comparative study of two countries university students." *International Entrepreneurship and Management Journal*. <https://doi.org/10.1007/s11365-009-0134>.
- Ferri et al. (2019). Exploring the Entrepreneurial Intention of Female Students in Italy. *Journal of Open Innovation Technology Market and Complexity* 4(3):27 <https://doi.org/10.3390/joitmc4030027>
- Ghufron, Nur, M., Risnawati, Rini. (2011). *Theorist-theories Psikologits*. Yogyakarta: Ar-Ruzz Media.
- Indarti, N., and Rostiani, N. (2008). Student entrepreneurial intentions: a comparative study between Indonesia, Japan and Norway. *Indonesian Journal of Economics and Business*. 23(4), 369-384. <https://doi.org/10.22146/jieb.6316>
- Karen Hapuk, M. S., Suwatno, S., & Machmud, A. (2020). Self-efficacy and motivation: as a mediation of the influence of entrepreneurship education on entrepreneurial interest. *Journal of Economic Education Research*, 5(2), 59–69. <https://doi.org/10.21067/jrpe.v5i2.4577> Ministry of Education and Culture. (2019). High School Entrepreneurship Program Guidelines. 57.
- León, O.G. and Montero, I. (2007). *Research Methods in Psychology and Education* (4th ed.). Madrid: McGraw-Hill
- McClelland, D. C., J.W. Atkinson, R.A. Clark & E.L. Lowell. (1953). *The Achievement Motive*, Princeton, NJ: Van Nostrand.
- Muhammad Farrukh, Azeem Ahmad Khan, Muhammad Shahid Khan and Sara Ravan Ramzani, dan Bakare Soladoye Akeem Soladoye,. (2017). "Entrepreneurial intentions: the role of family factors, personality traits and self-efficacy" *World Journal of Entrepreneurship, Management and*

- Sustainable Development* Vol. 13 . No. 4, 2017 pp. 303-317.
- Srivastava, S. K. (1987). Achievement motivation among urban and rural school students. *Journal of Education and Psychology*, 44(2-3), 105-108.
- Smet, Bart. (1994). *Health Psychology*. Jakarta:PT. Gramedia Widiasarana Indonesia
- Tobing Jhl, Suwitono Mr, Sihotang A, Biology J, Mathematics F, Adventist U, Unai I, Colonel J. (2018). The ability to grow tomato plants (*Solanum lycopersicum L.*). *J Science and Technology Indonesia*.1(2):1–6
- Tong, Tong, dan Loy. (2011). Factor Influencing Entrepreneurial Intention Among University Students. *International Journal of Social Sciences and Humanity Studies*, Vol. 3, No. 1, ISSN: 1309-8063 (Online): 487-496
- Uma Sekaran. (2006). *Research Methods For Business*, Edition 4, Book 2, Jakarta: Salemba Empat.
- Ngoc Khuong, M., & Huu An, N. (2016). The Factors Affecting Entrepreneurial Intention of the Students of Vietnam National University — A Mediation Analysis of Perception toward Entrepreneurship. *Journal of Economics, Business and Management*, 4(2), 104–111. <https://doi.org/10.7763/JOEBM.2016.V4.375>
- Wiratno, S. (2012). The implementation of entrepreneurship education in the higher education. *Journal of Education and Culture*. 18(4), 453-466
- Hutamaning, M. A. (2010). Need for achievement in students who are business entrepreneurs. 123dok.com
- Voda, A.I., & Florea, N. (2019). Impact of personality traits and entrepreneurship education on entrepreneurial intentions of business and engineering students. *Sustainability*, 11(4), 1192.
- Zain, zahariah mohd, & Akram, amanli. (2010). Entrepreneurship intention among Malaysian business students. *Canadian Social Science*.<https://doi.org/10.3968/g1090>