

FROM STUDENTS TO ENTREPRENEURS: INTENTION DEVELOPMENT MODEL OF BECOMING ENTREPRENEUR AMONG STUDENTS

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DOI: 10.15294/jeec.v15i1.15417

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History Article

Received:
October 25, 2024
Accepted:
February 26, 2026
Published:
June 30, 2026

Keywords:

student involvement,
intention, perceived
behavioral control

Abstract

In the era of globalization and rapid technological development, entrepreneurship has become an important pillar in a dynamic economy. This research aims to explore the theory of planned behavior to explain the factors that influence the intention to become an entrepreneur. The population in this study were students at the Faculty of Economics, Universitas Negeri Semarang. The sampling technique uses a purposive sampling technique, namely students who have taken entrepreneurship courses as the criteria. The total research sample was 250 respondents. The analysis technique in this research uses path analysis with the help of the AMOS 26 analysis tool. The research results show that the intention to become an entrepreneur among FEB UNNES students is influenced by student engagement in entrepreneurship courses, perceived behavioral control, attitudes and subjective norms. In addition, attitude variables can be influenced by perceived behavioral control and subjective norms. The suggestion in this research is that students can actively participate in entrepreneurial organizations on campus to gain experience and relationships so that they can create a supportive environment to become entrepreneurs or entrepreneurs.

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p-ISSN 2301-7341
e-ISSN 2502-4485

INTRODUCTION

In the era of rapid globalization and digitalization, entrepreneurship has stood out as the primary pillar of economic development and creating job opportunities. One of the roles of entrepreneurship is to increase purchasing power and community prosperity, illustrating economic growth and business development (Khamimah, 2021; Du & O'Connor, 2018; Eguwatu, 2013). Nevertheless, as was stated by the General Chairperson of the Central Executive Board of the Indonesian Young Entrepreneur Association (BPP HIPMI) at the Plenary Council Meeting (SDP) on March 17-18, 2022, in Bali to enhance the Indonesian economy, the number of Indonesian entrepreneurs is only 3.4% of the total population of Indonesia. This suggests that Indonesia continues to require a program that can enhance entrepreneurship.

Since 2019, The Ministry of Education and Culture has provided entrepreneurship support, including the Indonesian Student Entrepreneurship Program (PKMI). Students are recognized for their creativity and innovative ideas, which have the potential to contribute to the nation's economy, particularly through technological advancements (Ministry of Education and Culture, 2021). One of the universities that support programs for entrepreneurship are Universitas Negeri Semarang, at the Faculty of Economics and Business.

Students with enterprises at the Faculty of Economics and Business between 2017 and 2022, totaling 18 out of 6,349 students. Based on these numbers, it is possible to conclude that the students' awareness of the Faculty of Economics and Business towards entrepreneurship development is still deficient. This is a highlight that stakeholders of the Faculty of Economics and Business Bureaucracy must pay closer attention to. Therefore, one of the efforts made by the Faculty of Economics and Business (FEB) in studying this is to support the Indonesian Student Entrepreneurship Program (PKMI) since 2021. This project plans and prepares students to become entrepreneurs and open employment opportunities for the public, which supports the Theory of Planned Behavior, or TPB.

Theory Planned Behavior (TPB), is an extension of Ajzen's Theory of Reason and Action (TRA), which includes perceived control behavior (Mahyarni, 2013). Conceptually, TPB explains that there are three determinants of intention or independent intention—attitudes toward behavior, subjective norms regarding behavior, and perceived behavioral control (Ajzen, 1991:206).

Previous research results have varied, with Agung et al. (2021); Costa et al. (2022); Bagis (2022); Tseng et al. (2022); González- Serrano et al. (2021); Zaremohzzabieh et al. (2019); Fayolle et al. (2006) stating that these three variables can influence the intention to become an entrepreneur, while Su et al. (2021); Chen dan Basbeth (2021); Adhikusuma dan Genoveva (2020); Handiman et al. (2022) stating the opposite, namely that they had no effect on intention. In this study, a new independent variable was added, namely student engagement in entrepreneurship courses, as an antecedent to influence the intention to become an entrepreneur in students. The purpose of this study was to reveal the results of the development of an entrepreneurial intention model for students using the Theory of Planned Behavior.

METHODS

This study uses a quantitative research approach (Wahyudin, 2015). The population used in this study consists of active FEB UNNES students. This study's sample was

determined using purposive sampling, which included only students who had taken entrepreneurship courses (Sugiyono, 2019). The analysis technique used is path analysis with the AMOS 26 analysis tool. This study has four independent variables: student engagement in entrepreneurship courses, perceived behavioral control, attitudes, and subjective norms. Furthermore, the variable of intention to become an entrepreneur is the dependent variable. Data collection in this study used a questionnaire with a 5-Likert scale, which was then tested for validity and reliability using SPSS 26 (Sugiyono, 2019). Figure 1.1 is the hypothesis model in this study.

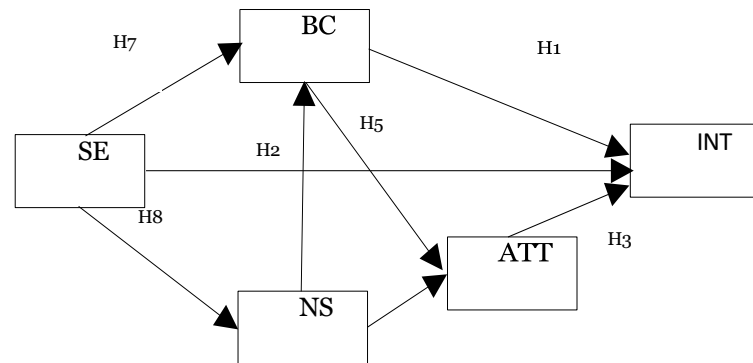


Figure 1. Hypothesis Model

Where,

SE : Student Engagement
 BC : Perceived Behavioral Control
 NS : Subjective Norms
 ATT : Attitudes
 INT : Intention to become an entrepreneur

RESULT AND DISCUSSION

The validity and reliability tests in this study used Item-Total Correlation Correction, or CITC, to measure the validity of the questionnaire data. The variable construct is valid if it is worth more than 0.3 (De Vaus, 2013). The reliability test uses Cronbach's alpha value as a benchmark. The variable construct can be said to be reliable if the Cronbach alpha value exceeds 0.7. Table 1 presents the results of the validity and reliability tests.

Table 1. Validity and Reliability Test

Student Engagement		Perceived Behavioral Control		Attitudes		Subjective Norms		Intention to become an entrepreneur	
Item	CITC	Item	CITC	Item	CITC	Item	CITC	Item	CITC
SE01	0,588	BC1	0,446	ATT1	0,493	NS1	0,737	INT01	0,641
SE02	0,514	BC2	0,440	ATT2	0,503	NS2	0,601	INT02	0,533
SE03	0,364	BC3	0,700	ATT3	0,622	NS3	0,806	INT03	0,751

SE04	0,612	BC4	0,683	ATT4	0,623	NS4	0,748	INT04	0,730
SE05	0,605	BC5	0,665	ATT5	0,656	-	-	INT05	0,693
SE06	0,673	BC6	0,777	ATT6	0,434	-	-	INT06	0,759
SE07	0,636	BC7	0,696	-	-	-	-	INT07	0,630
SE08	0,532	BC8	0,633	-	-	-	-	INT08	0,645
SE10	0,535	BC9	0,377	-	-	-	-	INT09	0,505
SE11	0,673	-	-	-	-	-	-	-	-
SE12	0,707	-	-	-	-	-	-	-	-
SE13	0,629	-	-	-	-	-	-	-	-
SE14	0,456	-	-	-	-	-	-	-	-
SE16	0,374	-	-	-	-	-	-	-	-
SE17	0,366	-	-	-	-	-	-	-	-
SE18	0,479	-	-	-	-	-	-	-	-
Cronbach's Alpha 0,889		Cronbach's Alpha 0,866		Cronbach's Alpha 0,798		Cronbach's Alpha 0,868		Cronbach's Alpha 0,893	

Source: Research Data, 2024

Based on the results of the Tabel 1, validity and reliability tests, it is possible to conclude that from the questionnaire items distributed to respondents, all items were considered valid because the CITC value exceeded 0.3, while the reliability test produced reliable items because the value was greater than 0.7.

Afterwards, to find out whether the data values fulfil the structural equation model's assumptions—by looking at the Goodness of Fit Test. Assessing GOF involves determining if the data to be-processed fulfils the structural equation model's assumptions. In this study, to measure the goodness of fit of the developed model, eight (8) indexes were used by Yanto et al. (2022).

Chi-square is said to be significant if the p value is less than 0.05 ($p < 0.05$) (Ghozali 2016). The CMIN/DF value must be less than 2, and the following indexes; GFI, AGFI, NFI, TLI, and CFI must have values more than 0.9. Lastly, the RMSEA value must be less than 0.08 (Ghozali 2016). The results of the Goodness of Fit in this study can be seen in Table 2.

Table 2. Goodness of Fit Test Result

Index	Cut of Value	Nilai GOF	Note
Probability	$\leq 0,05$	0,263	Not Fit
CMIN/DF	$< 2,0$	1,336	Good Fit
RMSEA	$< 0,08$	0,037	Good Fit
GFI	$> 0,90$	0,996	Good Fit

AGFI	> 0,90	0,968	Good Fit
TLI	> 0,95	0,995	Good Fit
CFI	> 0,95	0,999	Good Fit
NFI	> 0,90	0,996	Good Fit

Based on the table of goodness of fit results, it is possible to conclude that in this study the structural equation model's assumptions are met. Only the Chi-square value, out of the eight indexes used, is considered unfit because the p-value is over 0.05. Additionally, the CMIN/DF index is categorized as a good fit since its value is less than 2, and RMSEA is in the good fit category as its value is less than 0.08, which is 0.037. Meanwhile, the GFI, AGFI, TLI, CFI, and NFI indexes are also categorized as good fit because their values are above 0.996, 0.968, 0.995, 0.999, and 0.90 respectively.

Following the instrument trial and goodness of fit testing, the next phase is path analysis. Path analysis is a further development of multiple and bivariate regression analysis. Path analysis is used to test the regression equation of several exogenous and endogenous variables. Path analysis is used in this study to determine the direct influence between exogenous variables on endogenous variables. This study includes four exogenous latent variables: attitudes, perceived behavioral control, subjective norms, and student engagement in entrepreneurship courses, as well as one endogenous variable: the goal to become an entrepreneur. The criteria for determining whether to accept or reject it if the p-value < 0.05, then reject H0 and accept H1, otherwise, reject H1 and accept H0 if the p-value > 0.05 (Ghozali, 2016). The following are the results of the path analysis which can be seen in Table 3.

Table 3. Path Analysis Result

Hypothesis	Est.	S.E.	C.R.	P	Note
NS <--- SE	,139	,019	7,259	***	Accepted
BC <--- SE	,197	,025	7,921	***	Accepted
BC <--- NS	,894	,075	11,979	***	Accepted
ATT <--- NS	,347	,074	4,716	***	Accepted
ATT <--- BC	,256	,044	5,750	***	Accepted
INT <--- BC	,469	,054	8,674	***	Accepted
INT <--- SE	,074	,025	2,960	,003	Accepted
INT <--- ATT	,852	,069	12,325	***	Accepted

Source: Research Data, 2024

Perceived Behavioral Control May Influence Intention to Become an Entrepreneur

The results of the study indicate that perceived behavioral control may have a significant effect on students' intentions to become entrepreneurs at the Faculty of

Economics and Business, UNNES. As a result, the better the student's perceived behavioral control in entrepreneurship, the higher the intention of students to become entrepreneurs. Mehtap et al. (2017) state that intention is one of the best predictors of an event due to its rarity and difficulty in measuring. Perceived behavioral control, according to the Theory of Planned Behavior (TPB), is an individual's perception of the ease or difficulty of performing the intended conduct, and it is considered to reflect experiences as well as anticipated obstacles and barriers.

Moreover, behavioral control is closely linked to the level of self-confidence, with stronger individual self-confidence resulting in better perceived behavioral control (Mahyarni, 2013). Perceived behavioral control refers to the level of an individual's belief that they have the ability and control to perform specific behavior, such as becoming an entrepreneur. Perceived behavioral control, which involves ability, confidence, and risk management, is expected to increase an individual's motivation to take the essential steps in entrepreneurship.

According to Tenkasi & Zhang, (2018) perceived behavioral control can be linked to new behavioral changes rather than established past behaviors. One form of realization used to support students in becoming entrepreneurs is entrepreneurship courses. Entrepreneurship education influences the entrepreneurial intentions of students at Faculty of Economics and Business Universitas Tarumanegara (Blegur & Handoyo, 2020). The results of this study are supported by research conducted by Mensah et al. (2021); Otchengco Jr. dan Akiate (2021); Lim et al. (2021); González- Serrano et al. (2021); Turra dan Melinda (2021).

Student Engagement in Entrepreneurship Courses may Influence Intention to Become an Entrepreneur

The results of the study indicate that student engagement in entrepreneurship courses may have a significant effect on FEB UNNES students' intentions to become entrepreneurs. It implies that the more active students are in attending entrepreneurship courses, the higher their intention to become entrepreneurs. Student engagement is a student's willingness to participate in behavior, emotions, and cognition during the learning process (Fredricks et al., 2013). A student with a high level of engagement will have more commitment to their academic experience (Yanto et al., 2018). Student engagement in entrepreneurship courses means student's active engagement during the entrepreneurship course learning process (Ani, 2013).

Entrepreneurship courses commonly embrace knowledge about business bases, marketing strategies, financial management, and other aspects of entrepreneurship (Tung, 2011). This knowledge provides students with the skills required to start and run a business. The cooperative and active learning model conducted by the lecturer in this course also provides great opportunities for students to contribute to the learning process such as case study-based learning and group discussions.

Entrepreneurship courses serve to build entrepreneurial attitudes and mindsets such as resilience, innovation, and risk-taking skills. The more knowledge and skills about entrepreneurship that students have, the more their intention to become entrepreneurs will increase. Intention points out how hard someone can strive or how much effort they put into showing a behavior (Mulyono, 2021). It may be concluded that students' engagement in entrepreneurship courses increases their intention to become entrepreneurs. Darmawan, (2016) conducted supporting research that states that employee work

engagement can increase the intention to become an entrepreneur. Although the researcher is not in an educational environment, this can help explain this research.

Attitude may have a Significant Influence on Intention to Become an Entrepreneur

According to the study's results, the attitude variable may have significant effects on FEB UNNES students' intentions to become entrepreneurs. The results of the study mean that the more positive a student's attitude regards entrepreneurship, the more likely the student is to have the intention to become an entrepreneur. According to the Theory of Planned Behavior (TPB), one of the factors that can determine an individual's decision to behave is attitude (Ajzen, 1991). In the context of being an entrepreneur, attitude refers to an individual's views or beliefs regarding entrepreneurship and the activities involved in starting and running a firm.

Students with an instrumental attitude are generally outcome-oriented, viewing entrepreneurship to achieve certain goals such as financial gain. They will choose entrepreneurship as the most effective conduct for achieving their goals. Furthermore, affective attitude refers to an individual's emotional aspect; in the context of entrepreneurship, students who are thrilled about and enjoy entrepreneurial activities tend to have a stronger intention to engage in the business world. The excitement of designing business ideas, developing products, or running a business may be the main motive in their decision to start businesses.

A positive attitude toward entrepreneurship allows an entrepreneurial mindset, which supports individuals in taking steps towards starting and managing their businesses. With an appropriate attitude, students will have a strong intention and commitment to becoming successful entrepreneurs (Anggraini & Patricia, 2018). This result is consistent with research conducted by Pranata & Margunani, (2019), which found that entrepreneurial attitudes had a significant 31.81% effect on entrepreneurial intentions. This is supported by previous research by Tseng et al. (2022); Turra dan Melinda (2021); Dao et al. (2021); González-Serrano et al. (2021); Otchengco Jr. dan Akiate (2021); Loria dan Rodhiah (2020).

Subjective Norms have a Significant Influence on Attitudes

Based on the study's results, subjective norm variables are possible to influence FEB UNNES students' attitudes. The results of this study imply that if students have positive subjective norms, it will influence the attitudes of students who are also improving. According to the Theory of Planned Behavior (TPB) put forward by Ajzen, (1991:188), subjective norms are an individual's decision to do something or not, which is determined by social factors such as family and other close associates. According to Setiaji, (2018:148), subjective norms coincide with the expectations of people and groups which influence them, including parents, partners, close companions, colleagues, and others depending on the behavior involved. Subjective norms can provide a powerful push to adopt behaviors and attitudes due to an individual's desire to meet the standards of those they value.

Subjective norms perform an essential role in influencing student's attitudes. Subjective norms refer to an individual's beliefs and thoughts about what is expected by important people around them, such as family, friends, or social groups. Like social pressure, pressure from a social group will have an impact on pressure from friends or

family encouraging students to have a particular attitude, such as an entrepreneurial attitude, and then the student feels compelled to follow that attitude to maintain good social relationships.

Added to that, the expectations of those closest to them; such as family or friends who have expectations of a student, will also determine the student's attitude. Similarly, in a family that expects them to become entrepreneurs, the student will be encouraged to adopt an entrepreneurial attitude. This study lines up with research conducted by Kurjono & Setiawan (2020), which stated that perceived behavioral control has significant effects on entrepreneurial attitudes in students at the Indonesian Education University in Bandung, class of 2017. Other studies which support the results of this study are carried out by Yurtkoru et al. (2014); Byabashaija dan Katono (2011).

Perceived Behavioral Control has a Significant Effect on Attitude

According to the results of the study, perceived behavioral control is likely to have significant effects on the attitudes of FEB UNNES students. This indicates that the better student's perceived behavioral control, the greater the likelihood of attitudes that will be carried out. Theory Planned Behavior (TPB) performs a crucial role in influencing individual attitudes towards actions that have been developed by Ajzen. The theory explains that a person's attitude toward behavior is not only influenced by their intention but also by their perceived control towards the behavior.

When someone feels capable and in control of the action they are going to conduct, they tend to have a more positive attitude toward the action. In contrast, if someone feels less capable or limited by external factors, their perceived behavioral control drop off, that could lower their positive attitude toward the behavior. Likewise, in the context of college student's entrepreneurship, the level of perceived control affects how students assess and respond to behavior and ultimately impacts the actions they conduct.

Perceived behavioral control and attitudes have casualty, which is a factor influencing entrepreneurial intention. When students feel they have adequate control over a role in entrepreneurship, they tend to develop that action, resulting in a positive attitude toward entrepreneurial behavior. High control provides a sense of confidence and belief that students can overcome any obstacles that may appear which eventually increase their positive attitudes. Contrarily, if perceived control is low, students may feel anxious or helpless, leading to negative or apathetic attitudes towards entrepreneurial views.

Hence, perceived behavioral control plays a crucial role in forming attitudes and can influence decisions and behavioural conduct. This study fits in with the results of Kurjono & Setiawan, (2020), which stated that perceived behavioral control had a positive and significant effect on entrepreneurial attitudes among students of 2017 at Universitas Pendidikan Indonesia.

Subjective Norms have a significant effect on Perceived Behavioral Control

In accordance with the results of the study, shows that the subjective norm variable is likely to have a significant effect on perceived behavioral control in FEB UNNES students. Consequently, subjective norms have positive effects on perceived behavioral control, which means that the greater the subjective norm a person receives, the better their perceived behavioral control (Chrismardani, 2016). Within the Theory of Planned

Behavior (TPB) framework, subjective norms can influence a person's perceived behavioral control. Subjective norms refer to an individual's beliefs about social pressure and expectations from important people around them regarding an action (Kore dan Prajogo, 2020 dan Susilowati et al., 2020).

In the context of student entrepreneurship, subjective norms serve an essential role in influencing perceived behavioral control. When students sense that their social environment, such as family, friends, or mentors, encourages and expects them to engage in entrepreneurship, they tend to feel more confident and capable of overcoming current challenges. Positive experiences in entrepreneurship can also be formed in the environment of family, friends, and the environment around students. Support and positive expectations from significant others can strengthen their belief that they have sufficient control to start and manage a business. By contrast, if social norms tend to be skeptical or hostile to entrepreneurship, students may feel less control and have a harder time committing to their business initiatives. Hence, the subjective norms of a student's social environment directly influence how capable and in control the student feels in pursuing entrepreneurial goals.

Student Engagement in Entrepreneurship Courses has a Significant Influence on Perceived Behavioral Control

Regarding the study's results, student engagement in entrepreneurship courses can influence FEB UNNES students perceived behavioral control. These results imply that the more actively students engage in entrepreneurship courses, the greater their perceived behavioral control. According to Astin (1984), student engagement in entrepreneurship courses is all efforts made by students, both physically and psychologically, to actively participate in entrepreneurship courses to obtain experience, skills, and entrepreneurial knowledge, to achieve their learning objectives. This is like Furlong (2015), who defines student engagement as the process of developing their thoughts, feelings, beliefs, and behavior. Student engagement in entrepreneurship courses can have a significant influence on their perceived behavioral control.

All the efforts made by students, both physically and psychologically, to actively participate in entrepreneurship courses to obtain experience, skills, and entrepreneurial knowledge, to achieve their learning objectives, are called engagement. Active engagement in entrepreneurship courses, to a greater or lesser extent, can provide students with entrepreneurial experience, one example of which is through the learning provided. This lines up with the explanation of the perceived behavioral control, as a key component of the Theory of Planned Behavior introduced by Ajzen (1991), where an individual's belief about how easy or hard it is to accomplish anything is determined by previous experience.

Deep engagement in entrepreneurship courses can enhance student's perceived behavioral control by providing them with the knowledge, skills, support, and experience they need to feel better prepared and able to take on the challenges of entrepreneurship. The results of this study are supported by research conducted by Nurfirdaus & Sutisna, (2021), which states that there is an influence of student engagement in schools on student behavior, where there is control over this behavior.

Student Engagement in Entrepreneurship Courses has a Significant Influence on Subjective Norms

According to the study's results, student engagement in entrepreneurship courses may influence subjective norms among FEB UNNES students. This indicates if students are engaged in entrepreneurship courses, subjective norms will be getting better. Subjective norms, in the context of the Theory of Planned Behavior introduced by Ajzen (Ajzen, 1991), refers to an individual's belief in what is considered essential to others around them, such as family, friends, or social groups. Engaging in entrepreneurship courses can introduce students to new values and perspectives on entrepreneurship. This can affect how individuals perceive the hopes and expectations of those who matter around them, which in turn influence their subjective norms.

In entrepreneurship classes, lecturers serve as student mentors, providing support and encouragement that influences students' perceptions of applicable norms. Further, the role of the family in giving support for entrepreneurship courses also plays an essential role in increasing student's subjective norms. If students feel encouraged or appreciated by those closest to them, they will be more confident in making decisions. Active and in-depth engagement in entrepreneurship courses can influence student's subjective norms by introducing them to new ideas, providing social support, and forming experiences and identities which influence their perspectives on entrepreneurship in their social context. The results of this study are supported by a study conducted by Stimac et al. (2017), which stated that unethical student behavior happens because of the involvement of parents and peers who approve of such behavior.

CONCLUSION

According to the results of this study, the variable of intention to become an entrepreneur in students of the Faculty of Economics and Business UNNES can be influenced by the variable of student engagement in entrepreneurship courses, perceived behavioral control and attitude variables. The perceived behavioral control variable can be influenced by the variable of student engagement in entrepreneurship courses and subjective norms. Following, the attitude variable is influenced by the variable of perceived behavioral control and subjective norms. The variable of student engagement in entrepreneurship courses can influence the variable of subjective norms.

The suggestion from this research for students is to actively participate in campus entrepreneurship organizations to acquire experience and networks to build a supportive environment to become entrepreneurs or businessmen. The presence of positive entrepreneurial experience among students will boost their self-confidence in running a business and with entrepreneurial experience; the hardships experienced by students can be resolved properly. This will encourage students to become entrepreneurs. For lecturers, it is recommended to integrate the concept of entrepreneurial mindset in teaching, teach students to be willing to take risks, think creatively, and find innovative solutions to the hardships they face by creating a learning model based on case studies and direct business practices. Learning in entrepreneurship courses that focus on students makes students directly engaged and actively participate so that knowledge and experience about entrepreneurship can be well received by students.

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