



The Roles of Entrepreneurship Knowledge, Self-Efficacy, Family, Education, and Gender on Entrepreneurial Intention

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Keywords

Entrepreneurial Intention; Entrepreneurship Knowledge; Self-Efficacy

Abstract

This research aims to analyze whether knowledge of entrepreneurship, self-efficacy, family factors and educational background affect intention of student's entrepreneurship and roles of gender moderator on the influence of entrepreneurial knowledge on student's entrepreneurial intention. This research was conducted on students of Economics Faculty, Universitas Negeri Medan with a population of 2732 students in the odd semester of 2017. 349 students were analysed as sample and used simple random sampling technique, but the eligible sample were 319 students. It was measured by using Slovin Formula. 6 study programs of Economics Faculty i.e. Accounting, Management, Education Administration Office, Accounting Education, Economic Education, and Education of Commerce used as sample. Data collection of entrepreneurial knowledge, self-efficacy, and entrepreneurial intention were collected by using instruments; while data of family background, educational background, and gender were obtained from the identity of the respondents. Data analysis techniques used multiple regression and Moderated Regression Analysis (MRA). The research finding is entrepreneurial knowledge, self-efficacy, and family factor have a significant impact on student's entrepreneur intention respectively. The educational background variable does not affect the entrepreneurial intention. While gender is not as a moderating variable on the influence of entrepreneurial knowledge on entrepreneurial intention.

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INTRODUCTION

Based on BPS report in 2010-2015, the average national open unemployment rate is 6.43%. From that figure, it turns out that 7.12% is a university graduate. The unemployment rate of higher education in Indonesia tends to increase because the student's desire to open a new business is very low. The results of research conducted by Hidayat (2007) states that most students do not have plans to entrepreneurship and more likely to work on large companies. Moreover, they prefer to wait for jobs that they feel are appropriate to their education and refuse to work in other fields, especially if the offerings are below the standards they want (Andika & Madjid, 2012).

According to Indarti & Rostiani, (2008) student's entrepreneurship intention in Indonesia is low. It has an impact on the number of entrepreneurs in Indonesia which is only 1.65% of the total population (Republika.co.id, 2015). Meanwhile, according to Mc Clelland, one factor to make a developed country realized faster is when the number of entrepreneurs in the country amounted to at least 2% of total population. This condition differs considerably from Singapore where 7.2% of its citizens work as entrepreneurs. Malaysia has reached 5%, higher than in Indonesia.

The study of entrepreneurship is generally related to the lack of interest and courage to establish a new business (Linan, 2008; Linan & Santos, 2007). Researchers around the world are trying to examine why a person's intention to become entrepreneurs tend to be low. One of the most studied areas is the role of entrepreneurship education. According to (Roxas, 2014) entrepreneurship education is significantly increased. Entrepreneurial knowledge needs to be developed to keep students confident and willing to engage in entrepreneurship. Entrepreneurial knowledge includes the business establishment, business management, and character required by an entrepreneur. Entrepreneurial knowledge includes the business establishment, business management, and the character required by

an entrepreneur. Entrepreneurship education has played an important role in promoting the development of entrepreneurial intention. Because entrepreneurship education will provide entrepreneurial knowledge about how to plan, execute and develop the business and character required by an entrepreneur.

The contribution of entrepreneurial knowledge becomes more important, because according to (Hisrich, Peters, & Shepherd, 2008) individuals who have a strong intention to have a business when they feel capable of running the business and their desire to carry out the business activities. The level of knowledge that individuals owned will determine the intention of someone to entrepreneurship. According to West & Noel (2009) there are three types of knowledge that are considered important for new business: (1) about business positions where competing; (2) on the type of business approach being pursued, and (3) about creating, building and harvesting new ventures. Then according to (Hindle, 2007) student's entrepreneurial knowledge can be measured by indicators such as; knowledge of marketing, sales, behavior, strategy, business development, opportunity analysis, accounting and finance, creativity, and business planning. All of the indicators above are the knowledge that an entrepreneur needs.

The results of existing research have not consistently stated that entrepreneurship education can improve the intention of entrepreneurship. Research results (Liñán, Rodríguez-Cohard, & Rueda-Cantuche, 2011) entrepreneurship education can enhance entrepreneurial intention. Then the meta-analysis research (Bae, Qian, Miao, & Fiet, 2014); (Martin, McNally, & Kay, 2013) also states that entrepreneurship education can improve the entrepreneurial intention even if it small. While the research result (Roxas, 2014) states that entrepreneurship education has not significantly resulted in entrepreneurs, only producing "artisans" and thinkers only.

Another research that many researchers performed related to entrepreneurial intention is the role of self-efficacy. Self-efficacy is a

concept formulated by Albert Bandura (1997), professor of psychology at Stanford University and derived from social learning theory. According to (Bandura, 1977), Self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." Self-efficacy is a belief that encourages individuals to do and achieve something. Self-efficacy also builds the extent to which a person believes he has the knowledge, skills, and abilities to deal with adversity. Self-efficacy is only one small part of the whole complex picture of human life, but it can provide a better understanding regarding life in terms of human ability. Self-efficacy possessed by a person can form the desire to do accordingly because he has the knowledge, skills, and ability to deal with various problems. According to Myers (2012) self-efficacy directs us to a bunch of challenging targets and not giving up on them.

Until now there is a debate between researchers about the role of self-efficacy. Research result (Adnyana & Purnami, 2016); (Bullough, Renko, & Myatt, 2014); (Farruk, Khan, Khan, Ramzani, & Bakare Saladoye Akeem, 2017); (Rachmat, 2012); (Santoso, 2016); (Kurniawan, Khafid, & Pujiati, 2016); (Nursito, Julianto, & Nugroho, 2013); (Hmieleski & Baron, 2008); (Esnar, Flavius, T., 2010) and (Handaru, Parimita, Achmad, dan Nandiswara, 2014) stated that self-efficacy has a positive and significant impact towards entrepreneurial intention. While the research result (Rachmat, 2012); (Wijaya, 2008) states that self-efficacy has no positive effect on the intention of entrepreneurship. So further research is needed to prove it.

Family factors also affect the entrepreneurial intention. The family is the first environment to deal directly with and affect the people in it. Student families are working as entrepreneurs (owning a business) and not entrepreneurs (working with others such as civil servants, private employees). Parents as the head of the family will certainly affect the character of their children. If the parents work as entrepreneurs, it will affect the interest of

the child to entrepreneurship. Parents will generally expect their child to continue his profession. In addition, parents become a source of inspiration and will inspire their children. In this context, parents as entrepreneurs are models for family members. The model here is the person who has the knowledge and experience about managing a business. This is one of information source that makes up the self-efficacy described (Bandura, 1977), there are four sources of information that contribute significantly to the formation of self-efficacy: (1) the experience of personal success (enactive mastery experiences) or previous experiences, (2) vicarious experiences, (3) praise and social awards (verbal persuasion and other related social recognition) or Persuasion verbal, and (4) psychological and affective states (physiological feedback).

Research result (Muhammad et al., 2015) states that the entrepreneurial background of parents affects the intention to become entrepreneurs. This finding provides some theoretical implications with empirical evidence that the background of parents plays an important role in the intention of entrepreneurship. Then (Ayodele, 2014) also supports that family backgrounds have a significant impact towards entrepreneurial intention on college graduates, families as a source of peers who provide a positive experience and impact on the intention to entrepreneurship.

In order to improve entrepreneurial intention, researchers, teachers, and public/private institutions find it important to identify and understand the factors that influence entrepreneurial behavior and intention (Turker & Sonmez Selcuk, 2009). The factor is derived from an individual called individual characteristic. Individual characteristics according to (Indarti, 2004) including gender and education. The type of education a person undertakes will affect the knowledge and skills possessed and will affect the type of work later. This is reinforced (Wu & Wu, 2008) that educational backgrounds affect students' entrepreneurial intention in China. Previously (Indarti & Rostiani, 2008) also said the educational

background became the determining factor of entrepreneurship intention of Indonesian students.

Another research topic related to entrepreneurship intention is gender. The research result recent years suggest there is a difference in intention or entrepreneurial intention between men and women (Plan & Ren, 2010); (Pillis & Dewitt, 2008); (Sarwoko, 2011). The research results (Plan & Ren, 2010) found that the intention of male entrepreneurship in China is greater than women. Then according to (Pillis & Dewitt, 2008); (Sarwoko, 2011) found that the average level of women's entrepreneur intention is lower than the average intention of male's entrepreneurs. (Pillis & Dewitt, 2008) state that there are differences in entrepreneurial predictors for men and women. Research result (Indarti & Rostiani, 2008); (Ooi & Ahmad, 2012) specifically find that gender is significantly related towards entrepreneurial intention.

The role of gender in society is influenced by the kinship system adopted between Patrilineal and Matrilineal. In the patrilineal system, Male has a more dominant position in its share of inheritance than in the status of

women so that only boys will become heirs. In contrast, in the matrilineal system, women's position is more dominant than male status in inheritance rights. Ethnic that adherents patrilineal in Indonesia, among others, Batak, Rejang, and Gayo, while those that adhere to the matrilineal tradition is Minang. Based on the tradition system adopted, it will affect the family in giving the role to their children, for example, Batak tribe of patrilineal adherents, the son is more be noticed because he will be the successor of family ancestry and the recipient of a family inheritance. This will give psychologically different effects between men and women. Boys must be ready to accept family leadership relay, so he should be more visionary and have a desire to manage family inheritance later. Community-based kinship system allegedly related towards the readiness to become entrepreneurs.

This study aims to analyze the influence of entrepreneurial knowledge and self-efficacy toward entrepreneurial intention. Then, research on family differences (whether it has business background or not) still needs to be strengthened whether it affects student entrepreneurial intention. In addition, this research

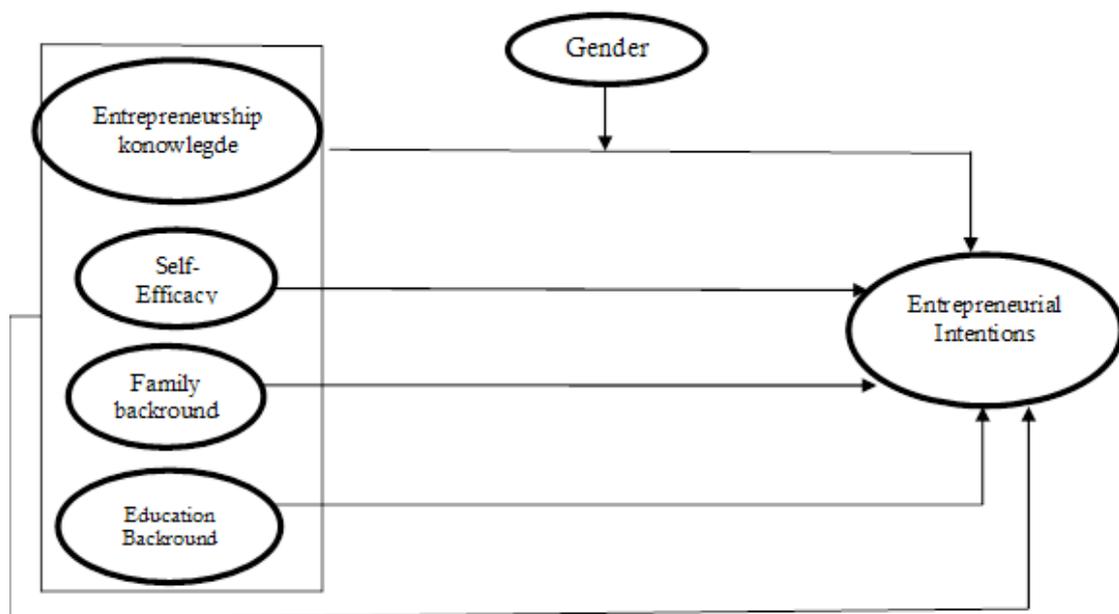


Figure 1. Research Conceptual Model

tries to analyze the role of education (between teacher education and non-teacher education) on entrepreneurial intention. Furthermore, gender will be tested whether it acts as a moderating variable or not.

Based on the background of the problems, the study of theory and empirical evidence then constructed the conceptual model of research such as Figure 1 and the following hypothesis: 1) entrepreneurial knowledge has a significant positive effect towards entrepreneurial intention; 2) self-efficacy has a significant positive effect towards entrepreneurial intention; 3) family factor has a significant positive effect towards entrepreneurial intention; 4) educational background affects the intention of entrepreneurship; 5) Entrepreneurial knowledge, self-efficacy, family factor, and educational background have significant positive effect simultaneously toward entrepreneurial intention; 6) gender moderates the influence of entrepreneurial knowledge towards entrepreneurial intention.

METHODS

Data collection techniques in this study was instruments, which consists of instruments of entrepreneurial knowledge scale 1-7 (adapted from(Roxas, 2014)), self-efficacy (modified from(Scholz, Doña, Sud, & Schwarzer, 2002) scale 1-7, and entrepreneurial intention (adopted from(Liñán & Chen, 2009); (Liñán et al., 2011)) scale 1-7. Family background data (entrepreneur =1, non-entrepreneur = 0), educational background (non-education) =1, educaion = 0) and gender (male=1, female = 0) is a variable category or dummy variable. The population was 2732 students of Bachelor’s degree (S1) Faculty of Economics, Universitas Negeri Medan, in the year 2017. The sample analysed 349 students by using Slovin formula. The sample was taken proportionally from each department in the Faculty of Economics i.e Accounting, Management, Office Administration Education, Accounting Education, Economic Education, and Business Education. The final sample was 319 res-

pondents because some instruments were not filled completely or not qualified.

Data analysis techniques used multiple regression and Moderated Regression Analysis (MRA). The moderation regression equation as the appropriate technique used moderator variable testing (Aguinis, 1995). Multiple regression was used to examine the effect of entrepreneurial knowledge, self efficacy, family background, and educational background toward the entrepreneurial intention partially and simultaneously. While the MRA tested the role of gender moderation variables. To determine the quality of research data, firstly it performed classical assumption test such as; normality, linearity, and heteroscedasticity. The multiple regression equations are used as follows;

$$\hat{Y} = a + b1X1 + b2X2 + b3D1 + b4D2 + e \dots\dots\dots(1)$$

Description:

a = Constants

b1, b2, b3 = Regression coefficients

Y = Entrepreneurial intention score

X1 = Entrepreneurial knowledge score

X2 = Self efficacy score

D1 = Family background score (dummy variable)

D2 = Educational background score (dummy variable)

e = Standard Error

The MRA used the residual method. The residual method is better than the other three methods because it is free from multicollinearity interference because it uses only one independent variable (Suliyanto, 2011). Residual analysis is to test the effect of deviation from a model. The focus is the lack of fit resulting from the deviation of the linear relationship between independent variables and moderation. Lack of fit is indicated by the residual value in the regression. The residual test steps in this study can be described by the following regression equation.

$$Z(\text{Gender}) = a + b1EK + e \dots\dots\dots(2)$$

$$| e | = a + b1EK \dots\dots\dots(3)$$

Description:
 Z (Gender = moderating variables
 $|e|$ = absolute residual value for the
 equation (2 & 3)

The criterion of moderation test, if the regression coefficient of the dependent variable (Entrepreneurial Intention) to the absolute value of the residual from the regeneration equation of the independent variable to the hypothesized variable as the moderation variable ($Z = \text{Gender}$) or $|e|$ significant and negative, the null hypothesis (H_0) is rejected, which means that gender moderation variables are said to moderate the influence of Entrepreneurial Knowledge towards entrepreneurial intention.

RESULT AND DISCUSSION

Research respondents were 25% male and 75% female. The percentage of female respondents is greater than male, especially in educational programs. In the educational program, the percentage of males is only 17.41% while in non-educational programs the percentage of men is 70%. This difference is due to the graduate of the educational program expected will be a teacher. At this time the profession of teachers tends to be more attractive to women than men. While in non-educational programs, the graduates are expected not

to be teachers so that the demand is relatively balanced between male and female.

Table 1. Sex Distribution of Gender

No	Department	Sex		Amount
		Male	Female	
1	Accounting	11	27	38
2	Management	18	27	45
3	Office Administration Education	11	42	53
4	Accounting Education	7	45	52
5	Economic Education	7	51	58
6	Business Education	10	63	73
Total		64	255	319

Source: Processed Data (2017)

To get good data, firstly it tests Validity and Reliability Instruments. The results are presented in Table 2 below. All of the instrument of three variables which is entrepreneurial knowledge, self-efficacy, and entrepreneurial intention is valid and reliable.

After the classical assumption test has done and normality, linearity, multicollinearity and heteroscedasticity data is eligible, then the

Table 2. Results of Validity Test and Instrument Reliability

Variable	No of questions	Validity		Information	Reliability		Information
		Corrected Item-Total Correlation	Criteria		Coefficient	Criteria	
Entrepreneurship Knowledge	6	0,391 – 0,810	0,30	Valid	0,851	0,6	reliabel
Self Efficacy	8	0,386 – 0,803	0,30	Valid	0,880	0,6	reliabel
Entrepreneurial intention	6	0,681 – 0,824	0,30	Valid	0,912	0,6	reliabel

Source: Processed Data (2017)

next step is hypothesis testing. The results of statistical calculation of the influence of the knowledge of entrepreneurship, self-efficacy, family background, and educational background partially toward the entrepreneurial intention can be seen in Table 3. For entrepreneurship knowledge variables, the sig value is 0,000 smaller than α (0,05) or sig <0.05, then the null hypothesis (H_0) is rejected. Thus, the variable of entrepreneurial knowledge has a positive and significant impact towards entrepreneurial intention.

The results of this study are in line with (Anggraeni & Harnanik, 2015) state that entrepreneurial knowledge positively affects entrepreneurial intention. Then, the findings (Hisrich et al., 2008), that entrepreneurial knowledge is the basis of the entrepreneurial resources contained within the individual. According to Hindle (2007) entrepreneurial knowledge includes sales, behavior, strategy, commercial development, opportunity evaluation, accounting and finance, creative, and business planning. According to Suryana & Bayu, (2010), knowledge that an entrepreneur must have are knowledge of the business to be pioneered and knowledge of the surrounding business environment that will affect enter-

preneurial activities; knowledge of roles and responsibilities; knowledge of personality and responsibility; and the last knowledge is knowledge of management and business organizations.

Knowledge of entrepreneurship increases the ability of students to run a business. When he feels able to show the intention to run the business. Entrepreneurial knowledge can be improved through entrepreneurship education. According to (Küttim, Kallaste, Venesaar, & Kiis, 2014) entrepreneurship education has a positive impact towards entrepreneurship. Then (Roxas, 2014) states entrepreneurship education significantly increases entrepreneurial knowledge and needs to be developed to keep students confident and willing to engage in entrepreneurship.

According to Kaijun & Sholihah (2015) the effect of entrepreneurship education is not always the same, to students in China have a significant direct influence on entrepreneurial intention, while not having a significant direct effect on students in Indonesia. Previous research (Turker & Sonmez Selcuk, 2009) entrepreneurship education has a key role in developing entrepreneurial intention; (Liñán et al., 2011) that entrepreneurship education

Table 3. Influence of Entrepreneurship Knowledge, Self-efficacy, family and education Background towards Entrepreneurial Intention

Model	B	Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Beta			
1	(Constant)	14,206	1,538		9,239	,000
	Entrepreneurship Knowledg	,212	,054	,220	3,949	,000
	Self Efficacy	,346	,043	,452	8,100	,000
	Family Background	1,305	,639	,094	2,041	,042
	Education background	-1,197	,668	-,084	-1,792	,074
	R Square	= ,356				
	Adjusted R Square	= ,348				
	F	= 43,467				

a. Dependent Variable: Entrepreneurial Intension

Source: Processed Data (2017)

as one of the key instruments to improve entrepreneurial attitude. Then the results of meta-analysis (Bae et al., 2014); (Martin et al., 2013) also mentioned there is a relationship of entrepreneurship education with the intention of entrepreneur eventhough it is small. Then (Nowiński et al., 2017) also proves significant entrepreneurship education helps improve student entrepreneurship intention. Their findings explain the importance of entrepreneurship education given to learners, the form can be in providing entrepreneurship or special education courses that focus on entrepreneurship development.

Furthermore, the effect of self-efficacy towards entrepreneurial intention, based on the results of statistical calculations obtained sig value of 0.000 smaller than α (0.05) or sig <0.05 , then the null hypothesis (H_0) rejected. Thus, it can be concluded that the self-efficacy variable has a positive and significant impact towards entrepreneurial intention.

The results of this study support previous research conducted by (Adnyana & Purnami, 2016); (Bullough, Renko, & Myatt, 2014); (Farruk, Khan, Khan, Ramzani, & Bakare Saladoye Akeem, 2017); (Rachmat, 2012); (Santoso, 2016); (Kurniawan, Khafid, & Pujiati, 2016); (Nursito, Julianto, & Nugroho, 2013), that self-efficacy has a positive and significant relationship with the intention of entrepreneurship. Then reinforced by other research, (Liñán & Chen, 2009); (Peng, Lu, & Kang, 2012), that Entrepreneurial Self-Efficacy or Self Efficacy entrepreneurship affects the entrepreneurial intention. But according to (Rachmat, 2012); (Wijaya, 2008) self-efficacy has no positive effect on the intention of entrepreneurship. Self-efficacy has a positive effect towards entrepreneurship behavior if through the intention of entrepreneurship. Furthermore (Handaru, Parimita, Achmad, & Nandiswara, 2014) adding self-efficacy controlled by age has been shown to have a significant effect towards the intention of entrepreneurship. These findings reinforce that self-efficacy is needed by a prospective entrepreneur so that later they able to become an

entrepreneur.

In addition, this study enriched Theory Plan Behavior (TPB) that self-efficacy can predict future desires. According to (Ajzen, 2012); (Ajzen, 1991) the intention is a cognitive representation of a person's readiness to carry out certain behaviors and is seen as the closest antecedent behavior. Furthermore, intention can accurately predict behavioral suitability. The higher the individual intention to perform a behavior, the more likely the individual displays the behavior. TPB has indeed been shown to affect the entrepreneurial intention such as findings (Robledo, Arán, Sanchez, & Molina, 2015) that behavioral control and perceived attitudes affect students entrepreneurial intention, although subjective norms are not proven.

Then the result of statistical calculation of family factor influence towards entrepreneurial intention presented in Table 3 obtained sig value equal to 0,042 less than α (0,05) or sig $<0,05$, hence hypothesis nul (H_0) rejected. Thus, it can be concluded that family factor has a positive and significant impact towards student entrepreneurial intention although the contribution is small.

The results of this study are in line with (Farrukh, Khan, Khan, Ramzani, & Akeem, 2017) that the family background was found to have a positive impact towards student's entrepreneurial intention. As well as Denanyoh, Adjei, & Nyemekye, (2015) claim that family factors have an impact towards student's entrepreneurial intention. Furthermore (Oktaviani, 2017) states that family and social education influence simultaneously and partially to the characteristics of students. In addition, the family environment will also be correlated with the intention of entrepreneurship owned. Family entrepreneurs, for example, will always talk about business. Attitudes and ways of acting are also always business-oriented. This condition will slowly affect other family members.

Furthermore according to (Ooi & Ahmad, 2012) family is an effective and efficient place to develop entrepreneurs if there has an

entrepreneur as a model. Then, from the study of Gerry, Marques, & Nogueira (2008) and Nishanta, (2009) stated that the kind of work that their parents have are one factor that can encourage the emergence of intent to entrepreneurship. The same thing delivered (Sarwoko, 2011) that students with family background or relatives who have business turn out to have a greater degree of entrepreneurial intention than students who come from families or relatives who have no business. Moreover, Dogan, (2015) stated that students' entrepreneurial intention are higher if his father is an entrepreneur as well; (Powell & Eddleston, 2013) states there are advantages and guarantees of success if the business is related to family business especially for women and different from men. Women entrepreneurs may benefit from lack of access to other resources such as human, social and financial capital. In contrast, male entrepreneurs fail to capitalize on synergies with families because of the abundance of other available resources and they are reluctant to synergize with families in running the business.

Then if seen from the influence of educational background. Based on research data presented in Table 3 is known sig value $0.074 > 0.05$, meaning that the educational background does not affect the student entrepreneurial intention. The results of this study are in line with (Barba-Sánchez & Atienza-Sahuquillo, 2017) that there is no difference in entrepreneurial intention of computer engineering students with industrial engineering, but by incorporating the moderate effect of entrepreneurship training there is a difference, the entrepreneurial intent of computer engineering students is higher than that of industrial engineering.

Student entrepreneurship intention can be improved through training. Barba-Sánchez & Atienza-Sahuquillo (2017) said that there is an increase in entrepreneurial intention of industrial engineering students by 31.8% and computer engineering by 28.5% because of training. Camelo-Ordaz, Diáñez-González, & Ruiz-Navarro (2016) suggest that educational

institutions and government agencies encourage entrepreneurial training and programs to address women's differences in experience, the socialization process, to influence their perceptions about entrepreneurship.

Entrepreneurship education is important to help improve entrepreneurial intention (Nowiński et al., 2017). These findings explain the importance of entrepreneurship education given to learners because it provides knowledge and can change someone's mindset. According to (Robledo et al., 2015) entrepreneurship education can influence the attitude and aspirations of youth towards entrepreneurship. Research of (Dogan, 2015) states a significant positive correlation between student achievement in the classroom with the intention of entrepreneurship. Then, Wu & Wu (2008) said that the educational background relates to differences in student's entrepreneurial intention in China. Beforehand (Indarti & Rostiani, 2008) also said the educational background becomes the determinant factor of entrepreneurship intention of Indonesian students. Thus higher education institutions should develop a more flexible approach to their educational background.

Furthermore, (Ismail et al., 2009) (Tessema Gerba, 2012); (Premand, Brodmann, Almeida, Grun, & Barouni, 2016) state that entrepreneurship education influences entrepreneurial intention. Then (Martin et al., 2013) found a significant relationship between Entrepreneurship Education and Training (EET) with the establishment of human capital related to entrepreneurship. Furthermore, Nursito et al., (2013) state that entrepreneurship education shapes the entrepreneurship knowledge of students and positively and significantly influences the entrepreneurial intention. Moreover, Barba-Sánchez & Atienza-Sahuquillo, (2017) suggest that integrating entrepreneurship education into engineering education to improve entrepreneurial intention. The priority of entrepreneurship education is to develop entrepreneurial attitudes, entrepreneurial skills and behaviors (Dogan & Ebru, 2015). Then, Zhang, Duysters, & Cloudt (2014) ex-

plains that entrepreneurship education has a greater impact towards entrepreneurial intention for men than for women.

Whereupon (Wu & Wu, 2008) adding that the level of education also affects the entrepreneurial intention through personal attitudes. Entrepreneurship seems less attractive to postgraduate students than those who are diploma and baccalaureate. According to them, there are two possible reasons for this phenomenon. First, in diploma and baccalaureate students, they are full of enthusiasm for starting a new business; Second, postgraduate students consider the high opportunity cost and along time to achieve stable cash flow.

The cause of the educational background was not proven to support the entrepreneurial intention in this study, presumably because, firstly, the imbalance of the number of students in teacher program with non-teacher program respondents was 74% versus 26%, secondly, the entrepreneurial intention scores of teaching students program did not differ significantly with non-teaching students program, thirdly, there is really no difference between the students of the economic faculty between teacher and non-teacher training programs. All faculty of economics students takes compulsory faculty courses such as; mathematical economics, microeconomics, macro-economics, introduction to management, introduction to accounting, introduction to business and entrepreneurship. All these subjects provide a basic understanding of the business world, and how to run the business. So there is no significant difference between non-teaching education and teaching education students. Perhaps its content will be different when the research object of other faculty students who do not get the courses related to business management.

Another factor in the cause of non-proven educational background is the non-teaching education entrepreneurship intention score lower 33.06 than 33.58 teacher teachers (see Table 4). Non- education students who are expected to become entrepreneurs turn out their lower entrepreneurial intention, while the edu-

cation students prepared to become teachers have a higher entrepreneurial intention.

Furthermore, the influence of entrepreneurship knowledge, self-efficacy, family background, and educational background toward entrepreneurial intention simultaneously are presented in Table 3. The results obtained by regression equation obtained $\hat{Y} = 12,206 + 0,212X_1 + 0,346X_2 + 1,305D_1 - 1,107D_2$. The amount of influence of each variable is the amount of coefficient obtained. For example, if the influence of entrepreneurship knowledge (X_1) on the intention of entrepreneurship is equal to 0.212, meaning that if there is an increase or decrease of entrepreneurial knowledge for one unit it will increase or decrease the entrepreneurial intention of 0.212. For self-efficacy variables (X_2) and family background variables (D_1) the magnitude of the effect on the entrepreneurial intention is determined in the same way. While for the educational background variable (D_2), the magnitude of its influence on the intention of entrepreneurship cannot be interpreted because the coefficient is negative and the significance value is greater than 0.05. The magnitude of the influence of the four variables together seen in the value of R Square or the coefficient of determination of 0.356 which means that variation of entrepreneurial intention can be explained by the variation of knowledge of entrepreneurship, self-efficacy, family background, and educational background has 35.60 %. Meanwhile, 64.4% is explained by variables outside the model.

The final part of this study is to look at the role of gender moderation on the influence of entrepreneurial knowledge on entrepreneurial intention. The result of moderation test obtained by Unstandardized Coefficients 0,004 (positive) and sig value 0,074 bigger than α (0,05) or sig > α 0,05. The results of this statistical test indicate that gender is not a moderating variable on the influence of entrepreneurial knowledge on entrepreneurial intention. The presence of gender moderation variables can not strengthen the influence of entrepreneurial knowledge on student entrep-

Table 4. Gender Moderation on the Influence of Entrepreneurship Knowledge towards Entrepreneurial Intention

Model	Coefficients			
	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
B	Std. Error	Beta		
1 (Constant)	-,148	,137	-1,087	,278
Entrepreneurial intention	,004	,004	,062	1,106

a. Dependent Variable: Abres

Source: Processed Data (2017)

reneurial intention. The moderation test results are presented in Table 4.

The role of gender moderation on the influence of entrepreneurial knowledge towards entrepreneurial intention so far has not found research evidence. So the findings of this study have not been able to support or reject previous research. However, when tested for gender roles on the influence of commitment to loyalty, it is proven significantly. Women's moderation role is stronger than men (Sanchez-Franco, Ramos, & Velicia, 2009). While according to (Kim, Murrmann, & Lee, 2006) the role of gender moderation (male) is higher than women in the influence of job stress with job satisfaction. Furthermore, gender is proven to moderate the relationship between job stress role with job satisfaction. Then (Robledo et al., 2015) reveals that the effect of gender moderation has a positive effect on women in the relationship between subjective norms and behavioral control over the entrepreneurial intention.

This research data explains the intention of male entrepreneurship is slightly higher than women (score 33.53 versus score 33.45) (see Table 5). This finding is in line with (Sarwoko, 2011); (Haus. Inga; Steinmetz, Holger; Isidor, 2013) that the average intention of male entrepreneurship is higher than women. Gender in this study has not been having a role in moderating or strengthening the influence of entrepreneurial knowledge to create an entrepreneurial intention. However, gender is one of the factors that can

affect entrepreneurial intention (Chaudhary, 2017); (Y. A. Samuel., K. Ernest., 2013); (Ooi & Ahmad, 2012). Then (Camelo-Ordaz et al., 2016) said that gender has a significant effect on the low level of entrepreneurship especially for women who are not entrepreneurs. Further, they think the fear of failure is an obstacle to the intention of entrepreneurship of women who not entrepreneurs. Research result from (Koellinger, Minniti, & Schade, 2013) in 17 countries, women's business ownership is lower, mainly due to the ability to start a business. Women lack confidence in entrepreneurial skills, social networks they have and have a fear of failure higher than men. While (Santoso, 2016) said women and men have the intention to start a business in the same way. However, women have lower entrepreneurial intention, as they consider this option to be less attractive and fewer women's worth to do.

Table 5. Differences in Student Entrepreneurship Intention

Department /Sex	Entrepreneurial intention (average score)	Number of students	%
Non- Education	33,06	83	26
education	33,58	236	74
Male	33,53	64	20
Female	33,45	255	80

Source: Processed Data (2017)

The cause of gender is not proven by

moderation variables in this study, presumably due to an imbalance of male to female respondents which is 20% versus 80%. In addition, the score of male entrepreneurship intention is also not significantly different from women.

It is seen from the scores of entrepreneurial intention, the results of this study are not similar to such studies. Paço, Ferreira, Raposo, Rodrigues, & Dinis (2013) found that entrepreneurial intention of male students are significantly higher than for women, in line with other studies (Díaz-García & Jiménez-Moreno, 2010) also found differences in entrepreneurial intention between male and female entrepreneurs (Gedik, Miman, & Kesici, 2015). Afterward (Reyes Recio, Pinillos Costa, & Soriano Pinar, 2014) found there were significant differences in inter-gender entrepreneurship behavior. In addition, Díaz-García & Jiménez-Moreno (2010) say that gender plays a role in entrepreneurial intention, men think more about creating a company and doing it. However, according to them, there is no gender difference in entrepreneurial intention.

Furthermore (Gupta, Turban, Wasti, & Sikdar, 2009) reinforce that gender characteristic, in the form of gender-stereotyped roles, are related to perceptions and intention to become entrepreneurs. According to Shastri & Rao (2014) women are able to innovate business and maintain to achieve the success. However, Marlow & McAdam, (2013) states that differently that women's performance is lower, indicating that women fail to increase their entrepreneurial potential, therefore, require encouragement, education, support, and advice to achieve their entrepreneurship norms.

CONCLUSION

The research findings are: firstly, entrepreneurial knowledge has a positive and significant impact towards entrepreneurial intention. Secondly, family factors have a positive and significant impact towards entrepreneurial intention. Third, educational background does not affect entrepreneurial intention. Fourth, entrepreneurship knowled-

ge, self-efficacy, family background, and educational background simultaneously affect the entrepreneurial intention. Fifth, Gender is not proven as a moderating variable in influencing entrepreneurial knowledge towards entrepreneurial intention.

This study reinforces and enriches the theory of Plan Behavior Theory that self-efficacy is one factor that can predict future desires. In addition, this study supports the Human Capital Schultz theory that discusses the relationship of education with productivity. That to increase productivity can be done by creating people who have high entrepreneurial intention. The intention of entrepreneurship can be enhanced through entrepreneurship education (Human capital) because it can increase entrepreneurial knowledge.

To improve student entrepreneurial intention is by enhancing entrepreneurial knowledge through entrepreneurship education. Entrepreneurship education is designed to develop entrepreneurial attitudes, entrepreneurial skills, and entrepreneurial behavior. Furthermore, self-efficacy still needs to be improved by designing entrepreneurship lecture materials that are able to provide knowledge and skills to manage the business in the future.

This research is limited to one knowledge family, namely the faculty of economics, so it can not map whether the different intention of entrepreneurship faculty of economics students with non-faculty of economics. Further research needs to be extended beyond the faculty of economics. Furthermore, studies of the impact of entrepreneurship education on students entrepreneurship intention are still needed. It can be implemented in formal education, training, and other community educations.

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