



## A Measure of Entrepreneurial Behavior of University Students: A Theory of Planned Behavior Approach

Khasan Setiaji✉

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Department of Economics Education, Faculty of Economics, Universitas Negeri Semarang, Indonesia

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### Abstract

Higher education institutions should be able to change the mindset of students who are not only as job seekers, but also job creators especially when educated unemployment in Indonesia increases every year. Entrepreneurship is one solution in tackling unemployment and poverty which will encourage national economic growth. This study examines the effect of self-efficacy and contextual environment on entrepreneurial behavior with entrepreneurial intention as an intervening variable using Theory of Planned Behavior. The subjects of this study were Semarang State University students who owned a business and joined the UNNES Student Entrepreneurship Center (UNSEC) and Himpunan Pengusaha Muda Indonesia Perguruan Tinggi (HIPMI PT) Semarang State University totaling 310 students. The results showed a direct relationship between self-efficacy and contextual environment towards entrepreneurial behavior and indirect relationships through entrepreneurial intentions. It was proved by the moderating role of entrepreneurial intention in facilitating the relationship of self-efficacy and contextual environment to student entrepreneurial behavior in accordance with the Theory of Planned Behavior. Future studies can use elements of social and demographic psychology that are more complete and involve a wider population.

### How to Cite

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✉ Correspondence Author:

Jl. Sekaran Raya, Sekaran, Gunungpati, Kota Semarang, Jawa Tengah 50229  
Email: [setiaji@mail.unnes.ac.id](mailto:setiaji@mail.unnes.ac.id)

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## INTRODUCTION

The gap between the number of jobs and the number of university graduates is quite large so that the number of educated unemployment increases every year and creates fierce competition in the world of work. In tackling unemployment and poverty, it is necessary to grow new creative and innovative entrepreneurs who will encourage national economic growth (Sudrajat, 2012).

**Table 1.** Data on the Number of Unemployment Based on Diploma and University Graduates in 2016

No	Education Level	Central Java	Semarang City
1.	Academic/ Diploma	22.839	923
2.	University	30.173	3.758
	Total	53.012	4.681

Source : BPS Jateng (2017)

Indonesia in general must have at least 2% entrepreneurs. This is reinforced by McClelland (1961) stating that a country will be able to build its country if it has 2% entrepreneurs of its population. According to the Ministry of Cooperatives and SMEs, the number of entrepreneurs in Indonesia is around 1.65% of the total population, and it is still behind the neighboring countries. For example Singapore is 7%, Malaysia is 5%, and Thailand is 3%. Meanwhile, according to the Indonesian Central Bureau of Statistics, the number of entrepreneurs in Indonesia in 2016 was 18.45% of the total population. This number is different because the specific criteria for entrepreneurship set by the Ministry of Cooperatives and SMEs must be at least 42 months' survival, while the Indonesian Central Bureau of Statistics only categorizes entrepreneurs as people who have businesses, not asking how long the business is operating.

Entrepreneurship is identical with the ability of someone who is creative, innovati-

ve to create something new and different and look for opportunities through their potential (Suryana, 2013). The entrepreneurship that is carried out will achieve success if an entrepreneur has an entrepreneurial attitude. Entrepreneurial attitude is the readiness of a person to respond consistently to the characteristics possessed by an entrepreneur (Meredith, 1996). Entrepreneurial attitude factors are also believed to form entrepreneurial intentions (Gurbuz & Aykol, 2008) and entrepreneurial behavior (Green, 1972).

Theory of Planned Behavior states that intention is an intervening variable that causes the behavior of an attitude and other variables (Ajzen, 1988). Entrepreneurial intention is the will to do something and direct individual behavior to develop and implement new business concepts (Katz & Gartner, 1988; Krueger, 2000). Previous research has proven that attitude factors have a positive and significant effect on entrepreneurial intentions (Suharti & Sirine, 2011; Krueger, 2000).

Theory of Planned Behavior also explains that intentions can influence a person's behavior (Ajzen, 1988). A person's behavior is referred to as overt behavior. Elements of behavior that appear are to be behaviors (Walgito, 2003). But according to Green (1972) the factors that influence behaviors are attitudes as predisposing factors. Research (Mulyadi, 2010) has proven that attitudes influence behavior. However Fishbein, M., & Ajzen (1975) argued that attitudes are not certain enough to give rise to behavior because there is someone's intention to be mediated. Krueger's research, (2000) proved that attitudes can indirectly influence a person's behavior through intention. So intention is a predictor of each person's behavior.

Universities as one of the educational institutions should change the mindset of students who are not only as job seekers, but also as job creators. Therefore, it is necessary to instill entrepreneurial spirit to students with various program schemes, either directly including in entrepreneurship education or concrete entrepreneurship programs to equip stu-

dents with knowledge and experience in order to encourage students' enthusiasm to entrepreneurship (Yohson, 2003; Wu & Wu, 2008). Research on the impact of entrepreneurship education is still growing (Gorman, G., Hanlon, D. and King, 1997). Some researchers have proposed a positive relationship between entrepreneurial education and entrepreneurial attitudes, intentions or actions, but the evidence is not strong (Weber, 2011).

Entrepreneurship education in higher education has been facilitated by Ministry of Research, Technology and Higher Education of the Republic of Indonesia since 1997 with an entrepreneurship development program in universities that offers various activities namely *Kuliah Kewirausahaan* (KWU), *Magang Kewirausahaan* (MKU), *Kuliah Kerja Usaha* (KKU), *Konsultasi Bisnis dan Penempatan Kerja* (KBPK), and *Inkubator Wirausaha Baru* (INWUB). In its development, Ministry of Research, Technology and Higher Education offered a program that was packaged as a student creativity program or *Program Kreativitas Mahasiswa* (PKM) which facilitated students to be creative in various fields including the fields of research, community service, and application of technology, scientific articles, written ideas, creativity, and entrepreneurship. The year 2009 provided a scheme for students who were interested as job creators through an entrepreneurial student program or *Program Mahasiswa Wirausaha* (PMW). Furthermore, starting in 2017 until now, the Indonesian Student Business Competition or *Kompetisi Bisnis Mahasiswa Indonesia* (KBMI) was developed.

All of these policies are implemented in an effort to improve the quality of higher education graduates by implementing capabilities, expertise, and responsibility, building teamwork and developing self-reliance and developing business through creative activities in the field of study. Entrepreneurship courses in higher education in Indonesia are also highly expected to bring entrepreneurs from creative and competent students who can create jobs and can help reduce increasing unemployment. So that when graduating from col-

lege, they are not only is ready to work, but by being equipped with knowledge and entrepreneurial skills, they can create jobs and become competent entrepreneurs, and have high competitiveness so as to reduce the number of unemployment in Indonesia. In creating an entrepreneur, it can be started through entrepreneurship education taught in universities, but it will be faster if entrepreneurship education also starts to be applied from families, communities and educational institutions (Budy, 2017).

Semarang State University (UNNES) is a university that prioritizes the creation of new entrepreneurs for graduation. Some places for students to become entrepreneurs are the UNNES Student Entrepreneurship Center (UNSEC), *Himpunan Pengusaha Muda Indonesia Perguruan Tinggi* (HIPMI PT) Universitas Negeri Semarang, *Inkubator Unit Bisnis Lembaga Penelitian dan Pengabdian Masyarakat* (LP2M), *Koperasi Mahasiswa* (KOPMA), *Lembaga Kemahasiswaan Bidang Kewirausahaan* and various programs at the faculty level. However, based on observations from UNNES students, it was found that there were still few students who opened businesses as shown in Table 2.

Table 2 shows that Semarang State University students who have a business (entrepreneurship) are still few, on average only 1.07% of all students totaling 28815 students. This indicates that the motivating factors of entrepreneurship have not been maximized. Problems that often occur in the field include lack of confidence in students, lack of support from the environment, and lack of courage to face risks. Failure to build a business can be due to a lack of serious attitude in trying, resulting in a failed attempt (Zimmerer & Scarborough, 2005). This lack of earnest attitude can be eroded from the beginning where students have received various courses or entrepreneurial programs, like a research (Sarwoko, 2011) which states that entrepreneurial education/ experience is important to be given to business building knowledge and skills. Entrepreneurship education in higher education is needed in any field without regard to the

**Table 2.** Number of Student Entrepreneurs in Semarang State University

No	Faculty	Student Entrepreneurs	Number of Students	Percentage
1	Educational Sciences	11	4641	0,24
2	Language and art	59	5197	1,13
3	Social Sciences	11	2761	0,40
4	Mathematics and natural science	18	3448	0,52
5	Engineering	79	3599	2,19
6	Sports science	15	3555	0,42
7	Economy	103	4070	2,53
8	Law	14	1544	0,91
Total		310	28815	1,07

Source: data.unnes.ac.id, UNSEC, HIPMI PT UNNES (2017)

involved fields or one's profession (Morris, M.H, Lewis, P.S. & Sexton, 1994; Susilaning-sih, 2015).

There are several factors that influence entrepreneurial intentions, as stated by Indarti (2003) that entrepreneurial intentions are influenced by three things: demographic factors and individual backgrounds, personality factors, and finally contextual element factors. Whereas Wijaya (2007) stated that the factors that influence entrepreneurial intentions are five, namely family environment, education, personal values, age, and gender.

Another factor that is thought to have a strong influence on entrepreneurial intentions is self-efficacy. Self-efficacy is a person's belief in his ability to complete a job (Bandura, 1977). Thomas, Mulyono, & Setiaji, (2016) in his research positioned self-efficacy as a predictor of the formation of one's literacy. Self-efficacy affects the intention of entrepreneurship, such as research conducted by Nursito & Nugroho (2013). Self-confidence is needed to build a person who always thinks positively. Being positive is needed on everyone when facing problems. This is also the case with the desire to entrepreneurship, where someone who decides to become an entrepreneur must be able to think positively when facing vario-

us problems, because being an entrepreneur is not easy and there are many challenges that must be faced. Without positive thinking someone can stop in the middle of the process of becoming an entrepreneur.

Another factor that is thought to have an influence on entrepreneurial intentions is the contextual environment. The environment has a big influence on a development. If the environment is positive then the individuals in the environment will be positive, and vice versa. In the context of entrepreneurship the environment also influences one's intention in entrepreneurship, where when a student is in an environment that has opened a lot of business and is given an encouragement in entrepreneurship, it is likely that he will do entrepreneurship. One contextual environment in the form of entrepreneurship education is where entrepreneurship education is expected to foster the desires and intentions of students to become entrepreneurs (Turker & Selcuk, 2008).

Studies show that entrepreneurship education in higher education can generate impetus for entrepreneurial activity. However, the findings are often criticized for methodological shortcomings (Gorman, G., Hanlon, D. and King, 1997; Souitaris, V., Zerbiuati, S. and AI-Laham, 2007). A better way to look at the

entrepreneurial process is by applying a behavioral approach using intention models (Bird, 1988). In social psychology, it is shown that intention proved to be a strong predictor of planned behavior such as starting a business (Ajzen, 1991; Bird, 1988; Krueger, N. F. and Brazeal, 1994).

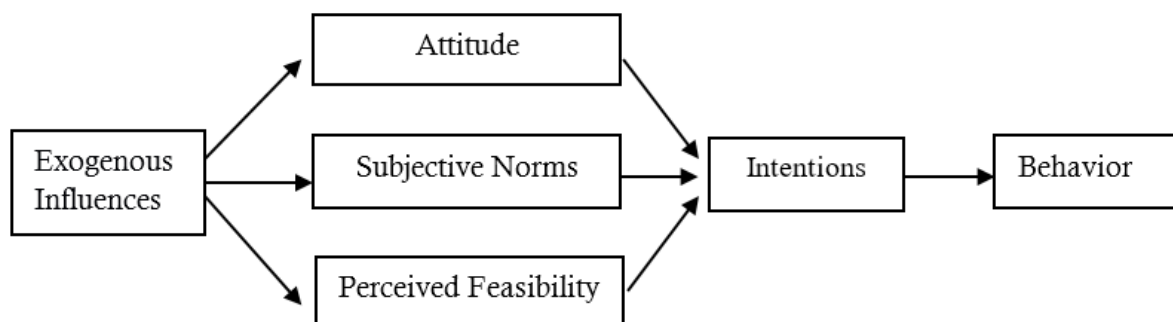
The theory of planned behavior is a theory developed by Ajzen which is a refinement of Reason Action Theory proposed by Fishbein and Ajzen. The main focus of the theory of planned behavior is the same as reason action theory, namely the intention of individuals to carry out certain behaviors. Intention is considered to be able to see motivational factors that influence behavior. Intention is an indication of how hard someone wants to try and how much effort an individual will make to carry out a behavior.

Reason action theory says there are two determinants of intention, namely personal attitudes and subjective norms. Attitude is an evaluation of positive or negative individuals towards certain behaviors. While subjective norms are a person's perception of social pressure to do or not to do certain behaviors (Fishbein, M., & Ajzen, 1975). But Ajzen argued that the theory of reason action has not been able to explain behavior that is not completely under someone's control. Therefore, in the theory of planned behavior, Ajzen adds one factor that determines intention, namely perceived behavioral control. Perceived behavioral control is an individual's perception of the control that he has in relation to certain behaviors (Ajzen, 2005). This factor according

to Ajzen refers to individual perceptions about easy or difficult to bring up certain behaviors and is assumed to be a reflection of past experience and anticipated obstacles.

Entrepreneurial behavior is difficult to explore and measure Auteri (2003) & Brown, T.E., Davidsson, P. and Wiklund (2001) and is generally seen as a behavior with a specific purpose. Robbins, S. and Coulter, (2007) defined behavior as "how people act." According to Mair (2002) entrepreneurial behavior is "a set of activities and practices by individuals at multiple levels, autonomously generate and use innovative resource combinations to identify and pursue opportunities" while others refer to entrepreneurial behavior as an entrepreneurial act (Bateman, T. and Crant, 1993; He'bert, R.F. and Link, 1988). Entrepreneurial behavior is as the interaction of entrepreneurs with the external environment and its response to existing conditions (Cope, 2005).

Entrepreneurial intention can be interpreted as a process of finding information that can be used to achieve the goals of forming a business (Katz & Gartner, 1988). Entrepreneurial intention is the ability to take courage in fulfilling life needs and solving life problems, advancing business or creating new businesses with strengths. Entrepreneurial intention is the tendency of individuals to take entrepreneurial actions by creating new products through business opportunities and risk taking. Entrepreneurial intention is measured by the scale of entrepreneurial intention (Ramayah, T., & Harun, 2005).



**Figure 1.** Model of Theory of Planned Behavior (Ajzen, 1991)

This theory states that intention is a function of three basic determinants, namely: attitude toward the behavior, subjective norms, and perceived behavioral control (Ajzen, 2005). Attitude toward the behavior becomes the basis for the formation of intention. According to (Azwar, 2011), attitudes toward a behavior are influenced by the belief that the behavior will bring desired or undesirable results. There are two main aspects in attitudes toward behavior, namely the individual belief that displaying or not displaying certain behaviors will produce certain results, this is also an aspect of individual knowledge about the object of attitude can also be individual opinions of things that are not necessarily appropriate with reality. The more positive the individual's belief about the results of an object attitude is, the more positive the individual's attitude towards the object of the attitude is, and vice versa.

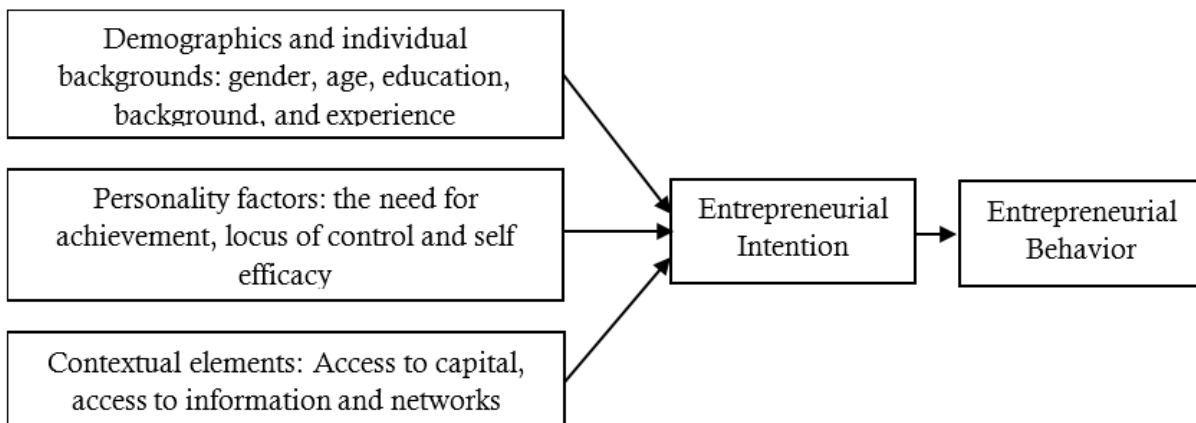
Subjective norms are determined by the existence of norm belief and the desire to follow. Normative beliefs are related to expectations of people and groups that influence them both individuals such as parents, partners, close friends, coworkers or others depending on the involved behavior.

Perceived behavioral control describes the feeling of one's ability to perform a behavior. A person's behavior is not only controlled by himself, but also requires control, for example in the form of availability of resour-

ces and opportunities and even certain skills.

Entrepreneurial intention is influenced by three things, namely demographic factors and individual background; personality factors; and finally contextual element factors (Lambing, 2007; N. Indarti & Rostiani, 2008). Research conducted by (Wijaya, 2007) stated that the factors that influence the intense entrepreneurship are five, namely the family environment, education, personal values, age and gender. These factors are illustrated in the chart as follows.

Bandura (1977) defined self-efficacy as a person's belief in his ability to complete a job. Or, the condition of one's motivation is more based on what they believe than what is objectively true. Personal perception like this plays an important role in developing one's intention. In line with this, Cromie (2000) explained that self-efficacy influences a person's belief in whether or not goals have been set. More specifically, Bandura (1986) described four ways to achieve self-efficacy. First, success experiences occur repeatedly. This method is seen as a very effective way to develop a strong sense of self-efficacy. Second, learning through direct observation. In this way, someone will estimate relevant skills and behaviors for example in doing a task. An assessment of his expertise is also carried out to determine the amount of effort that must be spent in order to achieve the required expertise. Third, social persuasion such as persuasive discussion and specific



**Figure 2.** Factors Affecting Entrepreneurial Intention

performance feedback. With this method, it is possible to present information related to a person's ability to complete a job. Fourth, an assessment of the psychological status. This means that someone should increase emotional and physical abilities and reduce stress levels.

Self-efficacy is not only a global concept such as self-esteem or self-confidence. People can have high self-efficacy in one situation and have low self-efficacy in other situations. High and low self-efficacy combines with a responsive and unresponsive environment to produce four predictive variables (Bandura, 1977). When self-efficacy is high and the environment is responsive, the results will most likely be achieved.

The contextual environment is a context where individuals have access to capital, information and social networks. Access readiness is the readiness of the instrument as a predictor of the environment. Difficulties in gaining access to capital are seen as the main obstacles to business success according to prospective entrepreneurs in developing countries. Furthermore Indarti & Rostiani (2008) stated that access to capital is a classic obstacle for a person to start a business. If someone has access to sufficient capital, the intention or tendency to open a new business will be higher. Priyanto (2008) in his research found that access to capital is one of the determinants of entrepreneurial intention. Capital access greatly affects the intensity of doing business.

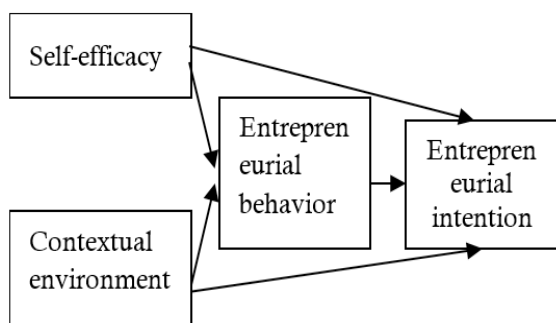
Previous empirical studies suggested that difficulties in gaining access to capital, credit schemes and financial system constraints are seen as the main obstacles to business success according to prospective entrepreneurs in developing countries (Marsden, 1992; Meier & Pilgrim, 1994; Steel, 1994). In developed countries where financial infrastructure is very efficient, access to capital is also perceived as an obstacle to become an entrepreneurial cho-

ice because of the high barriers to entry to get large capital to the ratio of labor in many existing industries.

While the second instrument in this contextual element is access to information. Information retrieval refers to the frequency of contacts made by someone with various sources of information. The results of these activities often depend on the availability of information, either through self-employment or as part of social and network resources (Indarti & Rostiani, 2008). The results of the study by Priyanto (2008) found that accessibility to information is able to improve their attitudes towards entrepreneurs. The availability of business information is an important factor that encourages someone to open a new business and critical factors for business growth and sustainability (Indarti, 2004; Duh, 2003; Swierczek & T. T. Ha., 2003). Research conducted by Singh & Krishna (1994) in India proved that a strong desire to obtain information helps encourage someone to open a business.

Access to social networks is the third instrument. Network is a tool to reduce risk and improve business ideas and access to capital. Mazzarol, T. (1999) stated that social networks influence entrepreneurial intentions. Social networks are defined as the relationship between two people which includes (a) communication or delivery of information from one party to another; (b) the exchange of goods and services from two parties; and (c) the normative charge or expectation that a person has towards another person because of the special characters or attributes that exist. For entrepreneurs, networking is a tool to reduce risk and transaction costs and improve access to business ideas, information and capital (Aldrich & Zimmer, 1986).

Based on the theories, opinions and results of the research, the theoretical framework of the study is as follows.



**Figure 3.** Theoretical Framework

This study aims (1) to know direct effect of self-efficacy on entrepreneurial behavior, (2) to know direct effect of the contextual environment on entrepreneurial behavior, (3) to know direct effect of entrepreneurial intentions on entrepreneurial behavior, (4) to know indirect effect of self-efficacy on entrepreneurial behavior through entrepreneurial intentions, (5) to know indirect effect of the contextual environment on entrepreneurial behavior through entrepreneurial intentions.

**METHODS**

This research is explanatory research with a quantitative approach. This study examines the effect of self-efficacy and contextual

environment on entrepreneurial behavior with entrepreneurial intention as an intervening variable using Theory of Planned Behavior (Ajzen, 1988).

The subjects of this study were Semarang State University entrepreneurial students, namely students who have businesses that are members of the UNNES Student Entrepreneurship Center (UNSEC) and *Himpunan Pengusaha Muda Indonesia Perguruan Tinggi* (HIPMI PT) Semarang State University totaling 310 students. UNSEC and the HIPMI PT are formal institutions at Semarang State University in which it is a shelter for students who have businesses. Determination of the sample was done by proportional random sampling technique like the following table.

The questionnaire measurement scale in this study used a likert scale. Before the data was analyzed using descriptive analysis, path analysis and single test, the questionnaire validity and reliability tests had been carried out first and analysis prerequisite tests were conducted. In this study the exogenous variables are self-efficacy (X1), contextual environment (X2), and entrepreneurial intensity (X3). While entrepreneurial behavior (Y) is an endogenous variable.

**Table 3.** Research Population and Samples

No	Faculty	Student Entrepreneurs	Calculation	Number of students
1	Educational sciences	11	11x100/310	4
2	Language and art	59	59x100/310	19
3	Social sciences	11	11x100/310	4
4	Mathematics and atural science	18	18x100/310	6
5	Engineering	79	79x100/310	25
6	Sports science	15	15x100/310	5
7	Economy	103	103x100/310	33
8	Law	14	14x100/310	4
Total		310		100

Source: Processed Primary Data (2018)



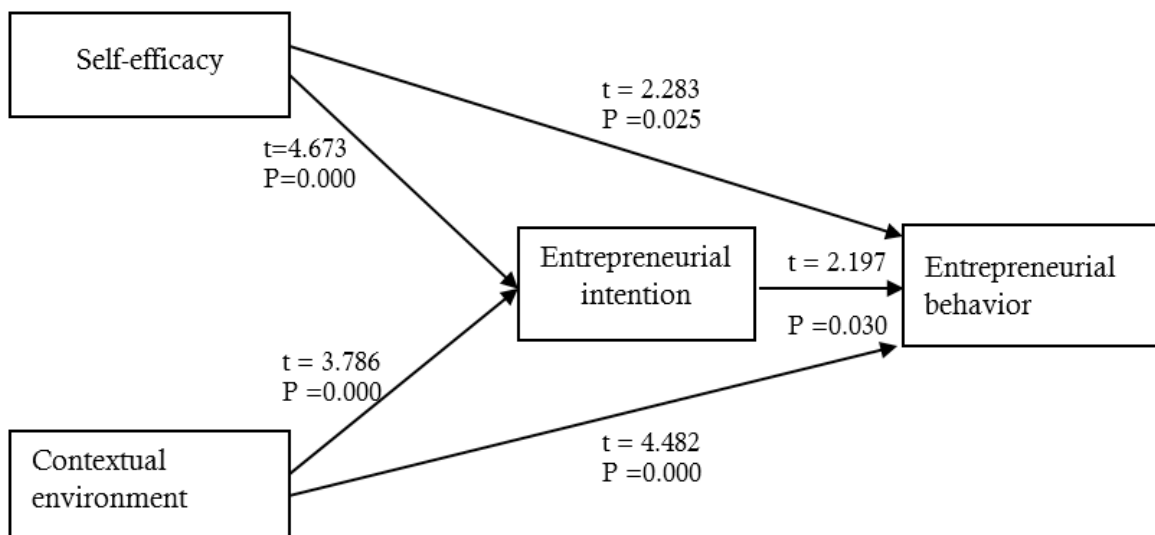
Self-efficacy is measured by indicators (a) repeated success experiences; (b) learning through direct observation; (c) social persuasion such as discussion and persuasion; (d) assessment of psychological status; (e) human resource leadership. The contextual environment is measured by indicators (a) their access to capital, (b) availability of information, and (c) social networks. Entrepreneurial intention measured by indicators (a) choosing a business path rather than working for others, (b) choosing a career as an entrepreneur, (c) making a plan to start a business, (d) increasing social status as an entrepreneur, and (e) earning income better. Entrepreneurial behavior is measured by indicator (a) purposeful, (b) persuasive, (c) persistent, (d) presumptuous, and (e) perceptive.

**RESULT AND DISCUSSION**

The results of this study are illustrated in Figure 4, Table 4 and Table 5. Figure 4 shows a significant relationship of all variables and forms a complete model. Adjusted R Square value for the first regression model is 0.381 (P = 0.000) and Adjusted R Square for the second regression model is 0.440 (P = 0.000).

If referring to Table 5, the exogenous variable of self-efficacy has a significant and positive effect on the endogenous variable of entrepreneurial behavior with a significant (0.025) and the value of Standarized Coefficient / Beta 0.210. The high condition of self-efficacy will affect the condition of high entrepreneurial behavior. The contextual environment has a positive and significant effect on entrepreneurial behavior variables. The better contextual environment of a person will make higher entrepreneurial behavior with a significant (0.000) and the value of Standarized Coefficient / Beta 0.400. The entrepreneurial intention has a positive and significant effect on entrepreneurial behavior variables. the higher intention in entrepreneurial activity will make hinger entrepreneurial behavior with a significant (0.030) and the value of Standarized Coefficient / Beta 0.212.

To measure the indirect relationship used the sobel test with the following results (Table 6). Entrepreneurship efficacy has a positive and significant indirect effect on entrepreneurial behavior through entrepreneurial intention with a significant (0.0013). The magnitude of indirect influence can be known through value (0.2669). This proves that



**Figure 4.** Results of the Pathway to the Entrepreneurial Behavior Model

Note: Overall Regression Statistics:

- Adjusted R Square of entrepreneurial intention 0.381 (P= 0.000)
- Adjusted R Square of entrepreneurial behavior 0.440 (P = 0.000)

**Table 4.** Results of the Pearson Correlation Coefficients of Entrepreneurial Intention Model

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	14.810	4.496		3.294	.001
1 Contextual	.197	.052	.331	3.786	.000*
Efficacy	.382	.082	.409	4.673	.000*

a. Dependent Variable: Intensi

b. Note: \*Correlation is significant at the sig. < 0.05 level

Source: Processed Primary Data (2018)

**Table 5.** Results of the Pearson Correlation Coefficients of Entrepreneurial Behavior Model

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-14.700	6.364		-2.310	.023
1 Contextual	.336	.075	.400	4.482	.000*
Efficacy	.277	.121	.210	2.283	.025*
Intention	.299	.136	.212	2.197	.030*

a. Dependent Variable: Perilaku

b. Note: \*Correlation is significant at the sig. < 0.05 level

Source: Processed Primary Data (2018)

entrepreneurial intention variables can be a moderating variable between entrepreneurial efficacy on entrepreneurial behavior in accordance with the theory of Planned Behavior (Ajzen, 1988).

The indirect relationship of contextual environment to entrepreneurial behavior through entrepreneurial intention is known from the following Sobel test (Table 7). The entrepreneurial contextual environment has a positive and significant indirect effect on entrepreneurial behavior through entrepreneurial intention with a significant (0.0034). The magnitude of the indirect effect can be known through value (0.1306). This proves that entrepreneurial intention variable is able to be a moderating variable between entrepreneurial contextual environment and entrepreneurial behavior in accordance with the theory of Planned Behavior (Ajzen, 1988; Fishbein, M., & Ajzen, 1975). Strengthening research

Davidsson & Marie (2017); Krueger, (2000) proved that attitudes can indirectly influence a person's behavior through intention.

Understanding the factors that determine the behavior of an entrepreneur is very important to support the success of a business. One important factor for the formation of entrepreneurial behavior is self-efficacy, contextual environment, and entrepreneurial intentions (Lambing, 2007; Ajzen, 2005). Five indicators and fifteen questions to explore self efficacy showed 76% in the good category. This indicates that entrepreneurial students have the confidence to manage their business successfully, such as research (Cromie, 2000).

Entrepreneurial contextual environment variables measured from three indicators and fourteen questions showed that 50% of the contextual environment was good and 30% was sufficient. The student entrepreneurial contextual environment is around Semarang

**Table 6.** Indirect Effect of Self-Efficacy on Entrepreneurship Behavior

	Value	s.e.	LL95CI	UL95CI	Z	Sig(two)
Effect	.2669	.0832	.1039	.4299	3.2100	.0013*

Note: \*Correlation is significant at the sig. < 0.05 level

Source: Processed Primary Data (2018)

**Table 7.** Indirect Effect of the Contextual Environment on Entrepreneurship Behavior

	Value	s.e.	LL95CI	UL95CI	Z	Sig(two)
Effect	.1306	.0446	.0433	.2180	2.9307	.0034*

Note: \*Correlation is significant at the sig. < 0.05 level

Source: Processed Primary Data (2018)

State University because most businesses managed by entrepreneurial students are on campus. This condition shows that the entrepreneurial environment which consists of their access to capital, the availability of information, and social networks is still an obstacle and needs to be optimized by all stakeholders. Environmental aspects are important according to prospective entrepreneurs in developing countries (Marsden, 1992; Meier & Pilgrim, 1994; Steel, 1994).

Entrepreneurial student intentions after being measured with five indicators and fifteen questions showed 80% in sufficient category. This illustrates the condition of the lack of intention or desire of Semarang State University entrepreneurial students to carry out entrepreneurial actions by creating new products through business opportunities and risk taking.

Entrepreneurial behavior is measured by five indicators and nine questions. The results showed that students' entrepreneurial behavior was 46% in the good category, 27% in the sufficient category and 23% in the very good category. This shows that actions as an entrepreneur are not optimal from the aspect of having a vision and dream, can influence others, can achieve goals, dare to act and take risks, and evaluate choice of actions to achieve the entrepreneurial goals that they run.

The variables of self-efficacy and ent-

repreneurial contextual environment have become predictive for entrepreneurial behavioral variables. This study also succeeded in empirically testing the role of moderating entrepreneurial intentions, facilitating the relationship of self-efficacy and entrepreneurial contextual environment to entrepreneurial behavior. Entrepreneurship efficacy variables and entrepreneurial contextual environments are positively related to entrepreneurial behavior for entrepreneurial students who have entrepreneurial intentions. This shows that individuals who have strong self-efficacy and a supportive entrepreneurial contextual environment will have high entrepreneurial intentions that have an impact on the good student entrepreneurial behavior in building and managing business.

## CONCLUSION

The findings in this research are: (1) there is a direct effect of self-efficacy on entrepreneurial behavior, (2) there is a direct effect of contextual environment on entrepreneurial behavior, (3) there is a direct effect of entrepreneurial intention on entrepreneurial behavior, (4) there is an indirect effect of self-efficacy on entrepreneurial behavior through entrepreneurial intentions, (5) there is indirect effect of contextual environment on entrepreneurial behavior through entrepreneurial intentions, (6) the moderating role of entrepreneurial

intentions is proven in facilitating the relationship of entrepreneurial efficacy and entrepreneurial environment to entrepreneurial behavior in accordance with the Theory of Planned Behavior.

In order to get more promising results from measuring the impact of entrepreneurship education on entrepreneurial behavior in the university, further research can use more complete elements of social psychology and demography from the Theory of Planned Behavior which will involve bigger population by exploring more extensive data outside the data from univities.

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