

Entrepreneurial Intentions of Undergraduate Students: Mediating Role of Perceived Feasibility

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Abstract

This research aims to test several Krueger models that have not been carried out by Esfandiar. In this model, the variable perceived feasibility is a mediates but Esfandiar did not test the variable so that the feasibility variable was applied to the intermediary to update research. Google Forms are used by researchers for data collection which was given directly to undergraduate students at Sebelas Maret University. The research method used is PLS with questionnaire analysis using WarpPLS version 7.0. The results show that the mediation of feasibility perception plays a partial role in entrepreneurial intention (EI), meaning that students' perceptions of eligibility will directly influence entrepreneurial desires to become entrepreneurs. When students feel that the entrepreneurial profession is worthy of student perceptions, it will arouse students' entrepreneurial desires. In addition, when students see the entrepreneurial profession as feasible, it will increase students' self-efficacy and collective-efficacy which in turn can generate entrepreneurial desires.

Intensi Kewirausahaan Mahasiswa: Peran Memediasi Kelayakan

Abstrak

Penelitian ini bertujuan untuk menguji beberapa model Krueger yang belum dilakukan oleh Esfandiar. Dalam model tersebut, variabel persepsi kelayakan sebagai pemediasi tetapi Esfandiar tidak melakukan pengujian variabel tersebut sehingga variabel kelayakan digunakan sebagai pemediasi untuk memperbaharui penelitian. Google Formulir digunakan peneliti untuk pemungutan data diberikan ke mahasiswa S1 Universitas Sebelas Maret. Metode penelitian yang digunakan PLS dengan analisis kuesioner menggunakan alat WarpPLS versi 7.0. Hasil menunjukkan bahwa mediasi persepsi kelayakan berperan secara parsial terhadap intensi kewirausahaan artinya bahwa persepsi kelayakan mahasiswa akan bisa mempengaruhi keinginan berwirausaha secara langsung untuk menjadi wirausaha. Ketika mahasiswa merasa bahwa profesi wirausaha itu layak pada persepsi mahasiswa, hal itu akan membangkitkan keinginan berwirausaha mahasiswa. Disamping itu, ketika mahasiswa melihat profesi wirausaha itu layak maka akan meningkatkan efikasi diri dan efikasi kolektif mahasiswa yang pada akhirnya dapat membangkitkan keinginan berwirausaha.

JEL Classification: L26, O15, M2, M21

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INTRODUCTION

Currently, Indonesia is still experiencing difficulties in getting job opportunities. According to data from the Badan Pusat Statistik Indonesia (Badan Pusat Statistik, 2020) in February 2020 in the last year, 6.88 million people were unemployed (unemployment increased by 60 thousand people). In February 2020, the Unemployment Rate Open was 4.99% with the highest education TPT completed by the University at 5.73%.

Singh et al. (2008) said based on entrepreneur theory, there is a clear relationship between entrepreneurial education or knowledge and ideas and intentions to start a new business. Esfandiar et al. (2019) said to ensure the availability of sustainable entrepreneurs, academics and practitioners need to know how the origin of EI in the early stages and what factors encourage entrepreneurs. The thing that makes someone have an entrepreneurial spirit more than others is the intention or intention. Ajzen (1991)1985, Ajzen, 1987 said the Theory of Planned Behavior (TPB) states that a person's intention to perform a behavior is a variable that causes behavior to occur.

Krueger (2009) has created an integrative model to broaden his horizons in the field of the emerging EI model, which states that EI affects action (behavior), there is a significant difference between the purpose of the intention, namely the intention to perform the behavior, and what action takes. individuals will do in the future concerning those intentions. Esfandiar et al. (2019) has empirically tested the new model by taking part in the Krueger model that examines EI which states that desire is the main determinant of EI, followed by feasibility, self-efficacy, attitudes, opportunities, and collective efficacy, whereas social norms do not affect EI. In this model, the variable perceived feasibility is a mediates but Esfandiar did not test this variable. So that the feasibility variable is used as a mediates in this research update.

The Ministry of Education and Culture publishes a guidebook on the guidelines for Key

Performance Indicators (KPI) in the transformation of higher education, explain in detail all KPI points those who are included in the 8 KPIs are graduates who get decent jobs. The first indicator of achievement of educational institutions or state universities in the independent learning policy is that graduates get decent jobs. so that graduates or alumni of a campus affect the achievement of the campus. More and more alumni have succeeded in getting decent jobs or pursuing entrepreneurship and continuing their studies. So, the achievement of the first KPI has been said to be successful. The second KPI is for students to gain off-campus experience. Includes work internships, research, village projects, student exchanges, entrepreneurship, also through teaching activities.

Through this IKU, the campus is expected to provide more facilities for students to develop themselves. Not only passive in class, but carrying out learning activities with varied models, and able to provide qualified skills. The third KPI is for lecturers to have activities outside the campus so that the activities of lecturers are not only on the campus itself, but also off-campus, such as seeking industrial experience while teaching at other campuses. The next IKU is a practitioner teaching on campus so that the lecturers are among lecturers and practitioners. Namely recruiting lecturers who are experienced in a field so that the knowledge shared is more complex because they have been directly involved in the field. The fifth KPI is the work of lecturers used by the community. That is related to the results of research conducted should provide great benefits for the surrounding community. The next KPI is the running of a study program in collaboration with world-class partners. So that the PTN will collaborate with partners to perfect the study program. Such as internships, absorption of graduates, and others. The seventh KPI is a collaborative and participatory class so that the campus and the lecturers can create a qualified class. Can involve students and stimulate their involvement in the learning process in the classroom. The last or eighth KPI is an international standard study program,

and this is related to international accreditation. So that PTN is expected to be able to achieve international accreditation to be widely known by the world. Through this calculation with the KPI, the government and PTN themselves can more easily see the development of educational institutions. So that it is easier to pursue targets as well as easier to get incentive funds provided by the Ministry of Education and Culture.

Sebelas Maret University (UNS) students in Surakarta, Central Java are the target population for this research. UNS has 6 work cultures, one of which is entrepreneurship. Entrepreneurship has become a subject and must be taken by all students. The background of making entrepreneurship a compulsory subject is to be able to develop the entrepreneurial spirit of UNS students. The entrepreneurial spirit of entrepreneurship is very beneficial for students, both when they are still in the process of completing their studies and especially when they have finished their studies and decided to work. The university offers Education as a motivating factor for students to become entrepreneurs by changing intentions and attitudes (Wang & Wong, 2004)

Hypothesis Development

Shepherd and Krueger (2002) conducted theoretical research on entrepreneurship designing those beliefs about high efficacy, group or individual, high perceived worthiness can be driven for EI. Perceived self-efficacy has a straight effect on the perceived feasibility (Barbosa et al., 2007; Esfandiar et al., 2016, 2019; Peng et al., 2015).

H1: There is a unidirectional influence between perceived self-efficacy and perceived feasibility.

Esfandiar et al. (2016, 2019) in their research explains the perceived collective efficacy has a straight effect on the perceived feasibility. Perceived Collective Efficacy becomes important when individuals as social beings depend on each other to improve the quality of life by solving relevant problems (Chen, 2015).

H2: There is a unidirectional influence between perceived collective efficacy and perceived feasibility.

Self-efficacy is a person's belief in his ability to shape business behavior (Indarti & Krinstiansen, 2003; Ramayah & Harun, 2005). Self-efficacy is considered a motivational construct that has been shown to affect a persistence, person's performance, goal level, and activity (Zhao et al., 2005). A person's perceived self-efficacy has a strong influence on how a person will act and how his knowledge and skills can be utilized (Shook & Bratianu, 2010). The higher a person's confidence in his ability to perform a certain behavior, the more likely he is to perform that behavior. People who have low self-efficacy tend to expect high job salaries. Meanwhile, people who have high self-efficacy prefer to have their businesses (Steffens et al., 2006).

Research from Esfandiar et al. (2019); Indarti & Krinstiansen (2003); Primandaru (2019); Ramayah & Harun (2005); Steffens et al. (2006); Zhao et al. (2005) states that there is a relationship between EI and self-efficacy.

H3: There is a unidirectional influence between perceived self-efficacy and EI.

Research from Chen (2015) states that there is a relationship between perceptions of EI and collective efficacy. Humans as strong individuals also need other people, which can provide benefits for prospective entrepreneurs to succeed. This is supported by research from Esfandiar et al. (2016, 2019) which states that the perceived collective efficacy has a direct influence on EI.

H4: There is a unidirectional influence between perceived collective efficacy and EI.

Research by (Astriani & Mukharomah, 2017; Esfandiar et al., 2016, 2019; Peng et al., 2015; Shook & Bratianu, 2010; Widawati & Astuti, 2012) state that a significant connection between EI and perceived feasibility. While research by Shook & Bratianu (2010) discussed

EI in Romanian state that perceived feasibility can influence EI is defined as the degree to which people think they are capable of starting a business successfully. If someone does not find the perceived feasibility in creating a business, then the EI that is in a person will also be below.
H5: There is a unidirectional influence between perceived feasibility and EI.

Research by (Esfandiar et al., 2019; Peng et al., 2015; Shelly, 2018) states that perceived feasibility has a partial mediating effect on the relationship between self-efficacy on farmers' EI.
H6: Perceived feasibility mediates the relationship between self-efficacy on EI.

Research by (Chen, 2015; Esfandiar et al., 2016, 2019; Shelly, 2018) states that perceived collective efficacy has a direct influence on perceived feasibility. While, Esfandiar et al. (2016, 2019) state that perceived collective efficacy has a direct influence on EI.
H7: Perceived feasibility mediates the relationship between perceived collective efficacy on EI.

METHOD

This research was designed using the method of causality. Sanusi (2011) states that the type of research is causality research which is a research design designed to examine the possibility of a cause-and-effect relationship between variables. The type of research is quantitative research, which is research that emphasizes the theories of measuring research variables with numbers that test the hypothesis. Meanwhile, based on the type of research, this research includes survey research, because the information or research data is obtained through a series of questions that can be applied by respondents or participants (Sekaran & Bougie, 2009).

The research variables consist of perceived self-efficacy, perceived collective efficacy, perceived feasibility, and entrepreneurial intentions. The perceived self-efficacy variable is how well a person performs a behavior to

cope with certain situations (Shook & Bratiianu, 2010). Self-efficacy is measured based on 6 items, namely tolerance for changes in business, reacting quickly in taking advantage of opportunities, ability to create new business ideas and products, ability to create products that meet customer needs, ownership of skills and abilities as entrepreneurs, and being able to present proposals. business to investors. An example of a perceived self-efficacy item is I can tolerate unexpected changes in business conditions.

Taking from the previous research conducted by (Chen, 2015), the collective efficacy variable is the more powerful variable for dealing with human problems and the self-reported pro-environmental behavior of respondents in collectivist cultures. For collective efficacy here is measured by 3 items, namely trust, belief, and team-oriented activities can be successful. An example of a perceived collective efficacy item is I believe that by doing activities together, we can do a lot to launch a business.

The perceived feasibility variable shows the extent to which a person believes he or she has the ability to collect resources (human, social and financial) to build their own new business (Krueger et al., 2000; Segal et al., 2005; Shapero & Sokol, 1982). There are 2 items used to measure which is that it will be very practical and easy to start your own business. An example of a perceived feasibility item is I believe that by doing activities together, we can do a lot to launch a business. It is very practical for me to start a business alone or with other people. While an example of an EI item is One of my professional goals is to become an entrepreneur.

Research Jogiyanto (2014) states that the Likert scale is a tool to measure the subject into 5 points or 7 points scale with the same interval. So, this research uses a 7 points Likert scale. Munshi (2014) states that the 7 points Likert scale can minimize measurement errors and be more precise. Research Howell (2010) states that an example of a Likert scale is: Strongly Disagree to Strongly Agree.

Data were collected from December 2020 to February 2021 using a questionnaire that was

administered directly and google forms. The reason behind considering this level of education is that entrepreneurship has become a subject and must be taken by all students. Following the hypothesis that has been formulated, in this research, the statistical data analysis was measured using the WarpPLS 7.0 software which is the latest version and was released in 2020. Research by (Fornell & Bookstein, 1982; Gefen et al., 2000) state that the advantages of PLS are its ability to map all paths to many dependent variables in the same research model and analyze all paths in a structural model simultaneously.

PLS according to Ghozali and Latan (2015) states that an alternative approach that shifts from a covariance-based Structural Equation Modeling (SEM) approach to a variant-based approach. Covariance-based SEM generally tests causality/theory while PLS is more of a predictive model. PLS is a powerful analytical method, it does not have to meet the requirements of data normality assumptions and the

sample size does not have to be large. Besides being able to be used as theoretical confirmation, PLS can also be used to build relationships where there is no theoretical basis or for proposition testing.

RESULT AND DISCUSSION

The questionnaire was created using Google Sheets and Indonesian. 190 respondents who collected data for 3 months (three months). After analyzing the data, there are 5 data containing outliers, so the data available for further analysis in this research is 185 respondents. The respondents are students of Sebelas Maret University, accounting for 96.32% of the total, while other jobs, accounting for 3.68% of the total, were students engaged in other occupations, namely entrepreneurs, private employees, and content creators. Among them, male respondents accounted for 29.47% and female respondents accounted for 70.53%. Most of the

Table 1. Model Measurement

Item, Source, Construct	Factor Loading	CR	CA	AVE
Self-efficacy (Shook & Bratianu, 2010)		.937	.918	.844
PED_1	.735			
PED_2	.866			
PED_3	.859			
PED_4	.865			
PED_5	.874			
PED_6	.856			
Collective-efficacy (Chen, 2015)		.911	.851	.880
PEK_1	.780			
PEK_2	.923			
PEK_3	.927			
Feasibility (Shook & Bratianu, 2010)		.914	.813	.918
PK_1	.918			
PK_2	.918			
E-goal-intention (Botsaris & Vamvaka, 2016; A. Carsrud et al., 2017; N. Krueger, 2009; Liñán & Chen, 2009)		.871	.802	.794
ITK_1	.793			
ITK_2	.843			
ITK_3	.826			
ITK_4	.705			

respondents, 62.63% have never participated in entrepreneurial activities, and 37.37% of the respondents have not conducted entrepreneurial activities. Based on the background of family work, there are 54.21% as private employees / civil servants / state-owned enterprises. followed by the background of family work as an entrepreneur by 24.74%, others 11.05% as (Laborers, Doctors, Lecturers, Kindergarten Teachers, Housewives, Retirees, Pastors, Village Officials, POLRI, odd jobs, drivers), and as a farmer 10.00%.

Based on convergent validity testing with the loading factor approach in Table 1, it is found that all indicators have a factor loading above 0.70 and it can be said that they have met the convergent validity because they have a factor loading above 0.70 so that it can be considered that the indicator is valid. Discriminant validation has been met and can be continued for further processing. Composite reliability results obtained from all indicators have composite reliability above 0.70 and can be said to have met composite reliability because it has composite reliability above 0.70 so it can be considered that the indicator is reliable. Cronbach's alpha (CA) results obtained from all indicators have a CA of more than 0.50 and it can be said to have met CA because it has a CA is more than 0.50 so that it can be considered that the indicator is reliable.

The results of the fit indicators in this research are: the APC value is 0.290 and the sig value is less than 0.01, the ARS value is 0.370 and the sig value is less than 0.01, the AVIF value is 1.436 has been fulfilled because it is below 5, the AARS value is 0.362 and the sig less than 0.01, the AFVIF value of 1.555 has been met because it is below 5, the GoF value of 0.523 is in a large category, the value of Simpson's Paradox Ratio (SPR) is greater than 0.7 which is 1.00, the RSCR which is 1.00 greater than 0.9, value SSR is greater than 0.7, namely 1,000 and value NLBCDR is greater than 0.7, namely, 1.00 has met the requirements to be able to proceed to the next test.

As presented in Table 2 and Table 3, as much as 42.0% of the perceived feasibility va-

riables were influenced by perceived self-efficacy and perceived collective efficacy while the remaining 58.0% were influenced by other factors outside of the study. As many as 32.1% of the EI variables were influenced by collective efficacy, perceived feasibility, and self-efficacy where 67.9% were influenced by other factors outside of the study.

Table 2. Path Coefficients

Variable	PED	PEK	PK	ITK
PK	.45	.32		
ITK	.23	.19	.27	

Table 3. P values

Variable	PED	PEK	PK	ITK
PK	<.01	<.01		
ITK	<.01	.02	<.01	

Notes:

- PED = Perceived Self-Efficacy
- PEK = Perceived Collective Efficacy
- PK = Perceived Feasibility
- ITK = Entrepreneurial Intention

Based on Table 2 and Table 3, the first hypothesis is supported, it can be seen that self-efficacy of perceived feasibility has a significant effect, this can be seen from the path coefficient value (PCV) of 0.45 and the P-Value (P-V) of less than 0.01. The second hypothesis is supported, it can be seen that the perceived collective-efficacy of perceived feasibility has a unidirectional influence, this can be seen from the PCV of 0.32 and the P-V of less than 0.01. The third hypothesis is supported, it can be seen that the perceived self-efficacy of EI has a unidirectional influence, this can be seen from the PCV of 0.23 and the P-V of less than 0.01. The fourth hypothesis is supported, it can be seen that the perceived collective efficacy of EI has a unidirectional influence, this can be seen from the PCV of 0.19 and the P-V of 0.02. The fifth hypothesis is supported, it can be seen that the perceived collective-efficacy of EI has a unidirectional influence, this can be seen from

the PCV of 0.27 and the P-V of less than 0.01. The sixth hypothesis is supported, which is felt to partially mediate the relationship between perceived self-efficacy on EI. It can be seen that the perceived feasibility mediates between the perceived self-efficacy of EI and has a unidirectional influence, this can be seen from the PCV of 0.12 and the P-V of 0.02. The seventh hypothesis is supported, the perceived feasibility partially mediates the relationship between the perceived self-efficacy of EI. It can be seen that the perceived feasibility mediates between the perceived self-efficacy of EI and has a unidirectional influence, this can be seen from the PCV of 0.09 and the P-V of less than 0.01.

The results of the first hypothesis in this research from Table 2 and Table 3, it is known that the variable perceived self-efficacy has a unidirectional influence on the perceived feasibility, meaning that the higher the perceived self-efficacy in groups or individually, the more it will encourage the perceived feasibility of students doing entrepreneurship. Supported by theoretical research on corporate entrepreneurship by Shepherd & Krueger (2002) states that beliefs about high self-efficacy, both at the individual or group level can encourage high perceived feasibility of corporate entrepreneurial action. Research from Esfandiar et al. (2019) explained that Perceived Self-efficacy has a direct influence on the perceived feasibility. Based on the research conducted by Barbosa et al. (2007), it is explained that self-efficacy has a unidirectional influence on perceived feasibility.

The results of the second hypothesis in this research, it is known that the variable perceived collective-efficacy has a unidirectional influence on the perceived feasibility, meaning that the higher the perceived collective-efficacy, the more it will encourage the perceived feasibility of students doing entrepreneurship. Supported by research from Esfandiar et al., (2019) explains that perceived collective efficacy has a direct influence on perceived feasibility. While Chen (2015) explained that the perceived collective efficacy is considered important because

individuals as social beings have a dependence on each other in finding solutions to problems that are relevant to improving the quality of life.

The results of the third hypothesis in this research, it is known that the perceived self-efficacy variable has a unidirectional influence on EI, meaning that the higher the perceived self-efficacy, the more it will encourage student EI to do entrepreneurship. The results of this research are supported by research from Esfandiar et al., (2019) showing a relationship between perceived EI and self-efficacy. While Steffens et al. (2006) explained that people who have low perceived self-efficacy tend to expect high job salaries. Meanwhile, people who have high perceived self-efficacy prefer to have their own business.

The results of the fourth hypothesis in this research, it is known that the collective-efficacy variable is felt to have a unidirectional influence on EI, meaning that the higher the collective-efficacy that is felt, the more it will encourage students' EI to do entrepreneurship. Supported by research from Chen (2015) which states that there is a relationship between perceived collective-efficacy and EI. Humans as strong individuals also need other people, providing benefits for aspiring entrepreneurs to succeed. Research from Esfandiar et al. (2019) states that the perceived collective efficacy has a direct effect on EI.

The results of the fifth hypothesis in this research, it is known that the perceived feasibility variable has a unidirectional influence on EI, meaning that the higher the perceived feasibility, the more it will encourage student EI to do entrepreneurship. Supported by (Esfandiar et al., 2019; Shook & Bratianu, (2010) shows that a relationship between perceived feasibility and EI. Perceived feasibility is a determinant of EI, defined as the degree to which people think they are capable of starting a business successfully. If a person does not find the perceived feasibility of creating a business, then the EI that is in a person will also be below.

The results of the sixth hypothesis in this research, it is known that perceived feasibility

partially mediates the relationship between perceived self-efficacy at EI, meaning that perceived self-efficacy has a unidirectional influence on perceived feasibility, and perceived feasibility has a unidirectional influence on EI.

The results of the seventh hypothesis in this research, it is known that the perceived feasibility partially mediates the relationship between the perceived collective efficacy at EI. This means that the perceived collective efficacy has a unidirectional influence on perceived feasibility, and the perceived feasibility has a unidirectional influence on EI.

CONCLUSION AND RECOMMENDATION

Conclusion of this research, it can be concluded that the mediation of feasibility perceptions partially plays a role in EI, meaning that students' perceptions of eligibility will be able to directly influence entrepreneurial desires to become entrepreneurs. When students feel that the entrepreneurial profession is worthy of student perceptions, it will arouse students' entrepreneurial desires. In addition, when students see the entrepreneurial profession as feasible, it will increase students' self-efficacy and collective efficacy which in turn can generate entrepreneurial desires.

This research implies that perceived self-efficacy has a significant and unidirectional influence on the perceived feasibility. High student self-efficacy results in an increased sense of eligibility for entrepreneurship. So that students can easily start a business. The perceived collective efficacy has a significant and unidirectional influence on the perceived feasibility. The increasing sense of feasibility for entrepreneurship is influenced by the collectivity of students so that students have trust, confidence, and team-oriented activities can be successful when starting a business. Perceived self-efficacy has a significant and unidirectional influence on EI. High student self-efficacy results in increased EI. So that students have a desire to build a business in the future. The perceived collective efficacy has a significant and unidirectional influen-

ce on EI. Increased EI is influenced by the high collectivity of students. So that students can start a collective business. Perceived feasibility has a significant and unidirectional influence on EI. High perceived feasibility tends to lead to high student EI as well.

The limitations of this research are the perceived variables of self-efficacy, collective efficacy, feasibility, and EI so that further research can use other variables. The sample of this research amounted to 185 respondents. Therefore, further research can use a larger sample. This research examines students who are not yet entrepreneurs so that further research can be carried out by comparing students who are not yet entrepreneurs and those who are already entrepreneurs.

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