



Analyzing Students' Entrepreneurial Intention Based on the Theory of Planned Behavior (TPB) With Internship as The Moderating Variable

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Abstrak

Indonesia membutuhkan calon wirausaha yang mampu menekan angka pengangguran. Perguruan tinggi tidak hanya dituntut untuk menyiapkan alumni yang terampil; tetapi juga untuk menciptakan calon pengusaha. UNNES melakukannya dengan melakukan perubahan kurikulum. Kemudian, diberikan mata kuliah Kewirausahaan, Inkubator Perusahaan, dan magang. Tujuan dari penelitian ini adalah untuk mengetahui niat berwirausaha siswa dengan magang sebagai variabel moderasi melalui Teori TPB. Penelitian ini merupakan penelitian kuantitatif dengan populasi 228 siswa dan sampel penelitian 145 siswa. Pengumpulan data dilakukan dengan menyebarkan kuesioner dan menelitinya dengan SPSS. Hasil penelitian menunjukkan bahwa pengaruh sikap, norma subyektif dan persepsi pengendalian perilaku berpengaruh positif dan signifikan terhadap niat. Magang berhasil menjadi variabel moderasi untuk sikap, norma subyektif, dan persepsi kontrol perilaku terhadap niat berwirausaha. Sikap pengaruh langsung terhadap niat wirausaha adalah 34,5% dan naik menjadi 42,3% dimoderatori oleh magang. Pengaruh langsung norma subyektif terhadap niat berwirausaha adalah 25,9% dan naik menjadi 32,8% dimoderatori oleh magang. Kemudian, pengaruh langsung persepsi kontrol perilaku terhadap niat berwirausaha adalah 48,8% dan meningkat menjadi 51,5% dimoderatori oleh magang. Disimpulkan bahwa dengan magang mampu memperkuat minat wirausaha mahasiswa untuk berwirausaha. Karena itu; Program magang perlu dilanjutkan agar mahasiswa memahami bahwa kerja mandiri lebih menyenangkan daripada bekerja untuk orang lain.

Abstract

Abstract: Indonesia needs prospective entrepreneurs who can reduce the unemployment rate. Universities are required not only to get ready skillful alumni; but also to create prospective entrepreneurs. UNNES commits it by making curriculum changes. Then, it provides an Entrepreneurship subject, Enterprise Incubator, and internship. The objective of the study is to investigate the students' entrepreneurial intentions with an internship as the moderating variable through TPB Theory. It was a quantitative research with 228 students as population and 145 students as the samples of the study. Data were collected by distributing questionnaires and investigated them by SPSS. The results showed that the effect of attitude, subjective norms and perceived behavioral control was positive and significant on intention. Internship successfully became the moderating variable for attitude, subjective norms, and perceived behavioral control on entrepreneurial intention. The direct effect attitude on entrepreneurial intention was 34.5% and went up to 42.3% moderated by internship. The direct effect subjective norm on entrepreneurial intention was 25.9% and went up to 32.8% moderated by internship. Then, the direct effect perceived behavioral control on entrepreneurial intention was 48.8% and increased to 51.5% moderated by internship. It is concluded that the internship was able to strengthen the students' entrepreneurial intention to be entrepreneurs. Therefore; the internship program needs to be continued so students understand that independent work is more fun than working for others.

How to Cite

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PENDAHULUAN

We need more entrepreneurs for a more prosperous society. Wood (2019) reports Working for a small or medium-sized enterprise (SME) is less attractive than in previous years, although these enterprises form the backbone of many of the region's economies. This change in attitude could create recruitment challenges for the sector in the coming years. It is important to foster entrepreneurship in creating jobs and improving national economic conditions. The more entrepreneurs, the more employment is created to increase national income. Therefore, research is needed to investigate the intention of students to be entrepreneurs.

The intention is the main capital for someone to do a job. If someone has the intention to be an entrepreneur, then someone will try to be an entrepreneur. Many variables influence the intention to be an entrepreneur. Internal variables are variables found in the individual such as interests, motivations, talents, and others. While external variables are variables that exist outside the individual, including family environment, formal education, work experience, field practice experience, and other previous experiences.

This research focuses on implementing the TPB theory in analyzing it. This theory has 4 variables; they are belief, then this belief will encourage attitude, subjective norm, and perceived behavioral control. Then, those three variables will create entrepreneurial intentions.

The research adopted TPB done by Gird and Bagraim (2008). TPB was used as a predictor of entrepreneurial intention amongst final-year commerce students at two universities in the Western Cape. The results indicate that the TPB significantly explains 27% of the variance in students' entrepreneurial intentions.

Universities are required not only to get ready skillful alumni; but also to create prospective entrepreneurs. UNNES commits it by making curriculum changes. It provides

Entrepreneurship subject, Enterprise Incubator and or internship Program for Non-Educational Program Students, and many more. The study took the internship as a moderating variable between attitude, subjective norms, and perceived behavioral control on entrepreneurial intention.

The internship variable is chosen because the internship is a compulsory program for non-educational students. The internship is an opportunity given to students to have work experience. The internship is usually carried out in a company or place of the enterprise according to the faculty field taken with a range of times, between three months to six months. For FE UNNES management students, the internship is conducted for three months. This internship can provide a real experience of the real world of work. Sunyoto, Nugroho, & Ulum (2017, March) researched an internship at Engineering Faculty. They found that the internship and entrepreneurship are at a very good level with the averages are 87.08% and 85.61%. However, the effect of internship on students' interest is low level with the average is only 7.9%.

Then, Botha & Bignotti (2016) performed research in South Africa. They got the empirical support for the positive effect of internships on both entrepreneurial intention (EI) and entrepreneurial self-efficacy (ESE).

The internship is expected to be able to provide a good contribution for students when they work later. The next issue is whether this internship strengthens or weakens the intention to be an entrepreneur. Logically the internship can weaken the intention of becoming an entrepreneur if the internship experience is pleasant and satisfying. But an internship can also strengthen the intention of entrepreneurship if the internship experience is unpleasant or it opens the inspiration to be an entrepreneur.

Therefore, the researchers are interested in analyzing the intention to be entrepreneurs with an internship as a moderating variable adopting TPB Theory.

LITERATURE REVIEW

The theory of Planned Behavior is a theoretical framework for studying behavior developed from the theory of Reasoned Action. According to the theory of Reasoned Action, the intention of an individual to perform a behavior is a combination of attitudes to perform such behavior and subjective norms (Ajzen, 2011).

The theory of planned behavior assumes that the relative importance of attitudes, subjective norms and perceived behavioral control depends on one's desires or goals when experiencing moments/situations.

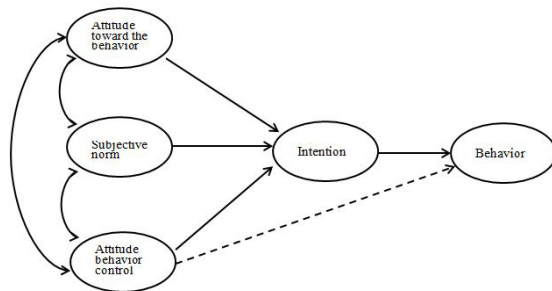


Figure 1: Theory of Planned Behavior

Hartono (2007: 64) explained that belief is the base of attitude, subjective norm, and perceived behavioral control. Belief can support or inhibit someone to intend and behave a certain act. Here they are the thinking framework of each hypothesis.

1. The Effect of Attitude on Intention

Attitude is the extent to which a person has a favorable or unfavorable evaluation of the behavior of interest. (La Morte, 2016). Attitudes are formed from the belief that individuals who believe that doing certain behaviors will bring the most positive results will have good attitudes in carrying out these behaviors, while individuals who believe that doing behavior will bring mostly negative results will have negative attitudes. attitude (Bakar, Shahwahid & Eksan 2018). While the behavioral intention is an indication of an individual's readiness to carry out a certain behavior. This

is assumed to be a direct antecedent of behavior (Ajzen, 2010).

Theory of Planned Behavior (TPB) began as the Theory of Reasoned Action in 1980 to predict a person's intention to engage in a behavior at a certain time and place. This theory is intended to explain all behaviors in which people can control themselves.

Arianto's research results (2018) show that attitude has a positive effect on intention. In line with this, Wangwiboolkij (2011) and Isaid and Faisal (2015) who use the TRA variable construct also reveal that attitude has a positive effect on intention. Meanwhile, Abdul-Muhmin (2011) using the determinant of the TPB variable also found that attitude was not only positive but also had a significant positive effect on repurchase intention. Akroush, etc. (2019) in his research said that attitude has the strongest influence on intention. However, contrasting results are shown from the results of research by Kazemi et al., (2013) which states that attitude has no positive effect on repurchase intention.

Based on the above explanation and previous researches; thus the first hypothesis is:

H1: There is a positive and significant effect of attitude on intention.

2. The Effect of Subjective Norm on Intention

Subjective norms refer to beliefs about whether most people approve or disapprove of the behavior. It has to do with a person's beliefs about whether peers and important people think he should be involved in the behavior. Then, behavioral intention refers to a motivational factor influencing a particular behavior where the stronger the intention to perform the behavior, the more likely the behavior is to be carried out. The theory of planned behavior explains that attitude towards behavior is an important subject that can predict an action, however, it is necessary to consider a person's attitude in norm testing and measure that person's control behavior.

Then, several researchers also conducted research. Wan, C., Shen, G. Q., & Choi, S.

(2017) revealed that norms have a positive effect on intention. Furthermore, Pratana, J. A. J. (2014) showed that subjective norms have a significant influence on intention. Subjective norms to what extent consumers have the motivation to follow people's views on the behavior to be based (normative beliefs). In research conducted among Indonesian students, social influence was found to have a significant influence on behavioral intention (Yakasai & Jusoh, 2015). Subjective norms integrate a person's beliefs to the extent that other people feel that individuals should or should not follow these behaviors (Yakasai & Jusoh, 2015). Mohammed, Fethi & Djaoued (2017) also show that career intentions among college students can be significant by subjective norms in Algeria

Based on the above explanation and previous researches; thus the first hypothesis is:

H2: There is a positive and significant effect of subjective norms on the intention.

3. The Effect of Perceived Behavioral Control on Intention

Perceived behavior control is a person's belief no matter how simple or complex it is to act (Hogg and Vaughan, 2005). According to Hardin-Fanning & Ricks (2016), the more resources, and the fewer barriers that individuals feel, the greater their perceived behavioral control and the stronger their intention to perform certain behaviors. Individuals tend to make decisions to take or not take action by assuming a reflection of their past experiences to anticipate events (Utami, 2017). Tan, Johari & Sukery (2015) further stated that perceptions of behavioral control can also be conceptualized as an individual's ability to have control over his behavior and the level of self-confidence towards acting to acting or not acting. Therefore, a person's belief will influence the intention to behave and influence him to carry out the target behavior.

It refers to a person's perception of the ease or difficulty of engaging in attractive behavior. Perceived behavioral control is different in each situation and action, which results

in a person having different perceptions about behavior control depending on the situation. This theoretical construct was added later and created a shift from the Theory of Reasoned Action to the Theory of Planned Behavior.

Then, several researchers also conducted researches. First; Wen et al. (2018) in their research conducted in China found that perceived behavioral control (measured by using difficulty) received the highest score among the many factors that will affect career intentions in an accounting firm. Furthermore, Shin, Y. H., & Hancer, M. (2016) revealed that perceived behavior and moral norms were found to directly or indirectly influence the purchase intention of consumers' local food. Findings reveal that perceived control behavior is a determining factor for individual energy-saving intentions (Steinert, et.al., 2018).

Based on the above explanation and previous researches; thus the first hypothesis is:

H3: There is a positive and significant effect of perceived behavioral control on intention.

4. The Effect of Attitude on Intention through an Internship as a Moderating Variable

Personal attitude is usually defined as permanent mental or neural willingness gained from the experience, making the directive or dynamic influence on an individual's response to objects and situations that he comes into contact with (Allport, 1935).

Intention (intention) is a decision to behave in a way that is desired or a stimulus to act, whether consciously or not (Corsini, 2001). This intention is the initial formation of a person's behavior.

Planned behavior theory is suitable to be used to describe any behavior that requires planning (Ajzen, 1991). Planned behavior theory is an increase in reasoned action theory. Reasoned action theory has scientific evidence that the intention to carry out certain actions is one of them caused by attitude.

Then, the internship is also expected to improve students' confidence in the area of

the working environment, internship reporting, and knowledge transfer across context and organizational participation (Hergert, 2009). The purpose of the internship is to get ready the alumni for the work environment through experience gained. It is a fact, that the internship is crucial to assessing these abilities in students /alumni (Abderrahman & Giovanna, 2011).

Drewery, Nevison & Pretti (2016), suggested that internship placement programs will enhance undergraduate students' vocational self-concept (VSC) and in return will influence their future career choice. A well-designed internship program (regardless of the mode of internship) will enhance the students' cognitive, skill-based, and affective skills (Bayerlein & Jeske, 2018). The internship is beneficial to both students and employers. Jackson et al. (2017) concluded that employers generally believed that internship placements are beneficial to the industry as they provide a suitable talent pool for future recruitment needs. Chang & Tse (2015) in their research conducted among university students in Hong Kong indicated that internship experience is one of the most important components of their undergraduate studies that help graduates to acquire their first job after graduation. Besides that, Chang and Tse (2015) also mentioned that the internship experience provided the most satisfaction in the program taken by the graduates. In the same research, however, internship experience was found to be statistically not significant towards career choice (Chang & Tse, 2015).

Rothman & Sisman (2016) suggested that internship experience provided students with the opportunity to clarify their expectations on career fit. By gaining industrial exposure through the internship, many students will be able to develop a clearer understanding of their preference in career and later on decide on a possible career path (Rothman & Sisman, 2016). Niles, Vuorinen & Siwiec (2019) discussed that internship provides graduates with a deeper understanding of the industry and working world before graduating from their programs.

Based on the above explanation and previous researches; the hypotheses with an internship as a moderating variable is:

H4: There is a positive and significant effect of attitude on intention through an internship as a moderating variable

5. The Effect of Subjective Norm on Intention through an Internship as a Moderating Variable

Marija, et.al (2015) stated that subjective norms refer to the belief that an important person or group of people will approve and support a particular behavior. Subjective norms are determined by the perceived social pressure from others for an individual to behave in a certain manner and their motivation to comply with those people's views.

The internship is expected to moderate the effect between subjective norms and intention to be entrepreneurs. In research conducted in Indonesia among university students, social influence is found to be a significant influence on behavioral intention (Yakasai & Jusoh, 2015). Subjective norms integrate a person's belief in the extent to which important others feel that the individual should or should not participate in the behavior (Yakasai & Jusoh, 2015). Mohammed, Fethi & Djaoued (2017) also indicated that career intention among university students is significantly influenced by subjective norms in Algeria.

Rothman & Sisman (2016) suggested that internship experience provided students with the opportunity to clarify their expectations on career fit. By gaining industrial exposure through the internship, many students will be able to develop a clearer understanding of their preference in career and later on decide on a possible career path (Rothman & Sisman, 2016).

Based on the above explanation and previous researches; the hypotheses with an internship as a moderating variable is:

H5: There is a positive and significant effect of subjective norm on intention through an internship as a moderating variable.

6. The Effect of Perceived Behavioral Control on Intention through an Internship as a Moderating Variable

Perceived behavioral control includes the perception of one's abilities and sense of control over the situation and is defined as a combination of locus of control (belief about the amount of control that a person has over events and outcomes in his life) and self-efficacy (perceived ability to perform the task) (Ajzen, 2002).

Tsang, Wang & Ku (2015) in their research on Small and Medium Enterprises (SMEs) in Taiwan also indicated that the higher the job seekers' PBC, the higher is the intention to apply for small and medium enterprises' jobs vacancies. Wen et al. (2018) in their research conducted in China found that perceived behavioral control (measured using difficulty) scored the highest among the many factors that will affect career intention in an accounting firm. Despite this, Wen et al. (2018) revealed that there is no significant difference between perceived behavioral control and university graduates' choice between a career in a private or public accounting firm in China. Mohammed, Fethi & Djaoued (2017) in their study on career intention among Algerian university students indicate that perceived behavioral control has a negative influence on career intention as an entrepreneur. Similarly, Tan, Johari & Sukery (2015) also found that perceived behavioral control has a negative influence towards intention to work among insured Malaysian employees.

The internship is a doorway for university students to understand and gain exposure to the industry. Internship experienced gained are often found to be the determinants of future career choice. Drewery, Nevison & Pretti (2016), suggested that internship placement programs will enhance undergraduate students' vocational self-concept (VSC) and in return will influence their future career choice. A well-designed internship program (regardless of the mode of internship) will enhance the students' cognitive, skill-based, and

affective skills (Bayerlein & Jeske, 2018).

The internship is beneficial to both students and employers. Jackson et al. (2017) concluded that employers generally believed that internship placements are beneficial to the industry as they provide a suitable talent pool for future recruitment needs. This variable refers to the presence of the necessary resources and opportunities for a particular behavior; it is an entrepreneurial intention.

Based on the above explanation and previous researches; the hypotheses with an internship as a moderating variable is:

H6: There is a positive and significant effect of perceived behavioral control on intention through an internship as a moderating variable.

THE RESEARCH MODEL

There are 5 (five) variables investigated in the study; attitude, subjective norms, perceived behavioral control, internship, and intention to be entrepreneurs (Y). The following is the research model.

Data collected by the questionnaire was then tabulated and investigated using SPSS. Data were then investigated with SPSS. It investigated the effect of attitude, subjective norm, and perceived behavior control on entrepreneurial intention through an internship as a moderating variable.

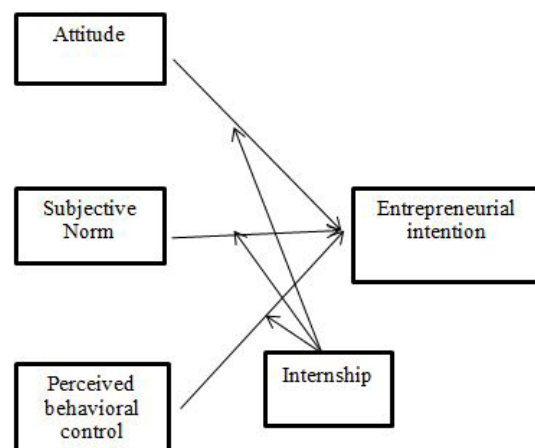


Figure 2. The Research Mode

Table 1: Validity and Reliability of the Questionnaire

Variables	Statements	Validity	Reliability
Attitude	Being an entrepreneur means supplying for more and more people.	0.003	0.749
	I am interested to be an entrepreneur.	0.000	0.744
	I want to have an enterprise if I have the chance.	0.000	0.747
Subjective Norms	I am satisfied if I were an entrepreneur.	0.000	0.745
	Comparing to the other jobs, being an entrepreneur is the best one.	0.000	0.738
	My family supports me to be an entrepreneur.	0.000	0.741
	My friends support me to be entrepreneurs.	0.000	0.742
	My surrounding people support me to be an entrepreneur.	0.000	0.742
Perceived Behavioral Control	It is easy for me to begin an enterprise.	0.000	0.740
	I am ready to be an entrepreneur.	0.000	0.738
	I can control all processes to be an entrepreneur.	0.000	0.741
	I understand all details required to be an entrepreneur.	0.000	0.740
	I know how to develop my enterprise.	0.000	0.744
Entrepreneurial intention	I know that I will be a successful entrepreneur.	0.000	0.740
	I will do anything to be an entrepreneur.	0.000	0.740
	My life goal is to be an entrepreneur.	0.000	0.737
	I will do my best to be a successful entrepreneur.	0.000	0.743
	I will create the best product a service	0.000	0.746
	I am serious and passionate to be an entrepreneur.	0.000	0.738
Internship	I intend to be an entrepreneur in the future.	0.000	0.738
	The internship is beneficial for me to improve my entrepreneurial skills and knowledge.	0.000	0.745
	I love having an internship.	0.000	0.740
	The internship has more benefits than disadvantages	0.000	0.740
	The internship encourages me to be an entrepreneur.	0.000	0.744

Source: Processed Research Data SPSS (2020)

The population of this research was students of management in the 6th semester who have joined internships at public or private institutions. There were 228 students as the population and with the Slovin formula and an

error rate of 5% or 0.05, it got 145 students as the research sample.

There are five (5) variables consisting of three independent variables (attitude, subjective norm, perceived behavioral control); one

moderating variable (internship), and one dependent variable (entrepreneurial intention). Here they are the indicators and statements of each variable at the questionnaires.

RESULTS AND DISCUSSION

The data are analyzed by regression analysis and here are the results;

The Results of Linear Regression Analysis

The intention is the thing that underlies a person behaves. The intention will encourage someone to do something.

1. The Effect of Attitude on Entrepreneurial Intention

Based on the SPSS output Table 2., the attitude coefficient is 0.945 and the count-Sig is 0.000. Because it is positive and the count-sig 0.000 is less than probability 0.05; it means that H1 or the first hypothesis is accepted.

There is a positive and significant effect of attitude on entrepreneurial intention. Law & Breznik (2017) also found that the 'attitude' of engineering students is found more significantly supplying to entrepreneurial intention'.

2. The Effect of Subjective Norm on Entrepreneurial Intention

Based on the SPSS output Table 3., the coefficient of the subjective norm is 0.926 and the count-Sig is 0.000. Because of the positive coefficient and the count-sig 0.000 is less than probability 0.05, it can be concluded that H2 or the second hypothesis is accepted. It means that there is a positive and significant effect of subjective norm on entrepreneurial intention. It is in line with Ham, Jeger, & Frajman (2015) who found that attitudes, perceived behavioral control and subjective norms gave a significant positive relationship between green food buying intention and those three antecedents.

Table 2. Multiple-Linear Regression Analysis

Model	Coefficients ^a				t	The count-sig
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1 (Constant)	.554	2.377			.233	.816
Attitude	.945	.108	.591		8.770	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Processed Research Data SPSS (2020)

Table 3. Multiple-Linear Regression Analysis

Model	Coefficients ^a				t	The count-sig
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1 (Constant)	10.214	1.590			6.425	.000
Subjective_Norm	.926	.131	.509		7.070	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Processed Research Data SPSS (2020)

3. The Effect of Perceived Behavioral Control on Entrepreneurial Intention

Based on the SPSS output Table 4., the coefficient of perceived behavioral control is 0.680 and the significance value is 0.000. Because of the positive coefficient and the count-sig 0.000 is less than probability 0.05, it means that H3 or the third hypothesis is accepted. Then, Rauch & Hulsink (2015) found that entrepreneurship education is effective to increase attitudes and perceived behavioral control.

Furthermore; Salleh & Laxman (2018) found that Bruneian youths' intentions to study entrepreneurship are influenced by the di-

rect variables, they are; their attitudes, subjective norms, and perceived behavioral control.

4. The Effect of Attitude on Entrepreneurial Intention Moderated by Internship

The value of R^2 at the first regression is 0.345 or 34.5% while after getting the second regression, the R^2 value increases to 0.423 or 42.3%. It means that the existence of an internship (moderating variable) can strengthen the attitude on entrepreneurial intention. Chou, et.al. (2017) examined 1630 tertiary students regarding their entrepreneurial career intentions and one of the findings is entrepreneurship-embedded internship program is one of the variables influencing students' entrepreneurial career intentions.

Table 4. Multiple-Linear Regression Analysis

Model	Coefficients ^a			t	The count-sig
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	7.649	1.190		6.425	.000
Perceived_Behavioral	.680	.058	.699	11.685	.000

a. Dependent Variable: Entrepreneurial Intention

Source: Processed Research Data SPSS (2020)

Table 5. Regression 1 Model Summary Regression 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.591 ^a	.350	.345	3.355

a. Predictors: (Constant), Attitude

Source: Processed Research Data SPSS (2020)

Table 6. Regression 2 Model Summary Regression 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.650 ^a	.423	.410	3.184

a. Predictors: (Constant), Attitude_Internship, Attitude, Internship

Source: Processed Research Data SPSS (2020)

Table 7. Simultaneous Test Result (F Test)

Model	Coefficients ^a			t	The count-sig
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	47.559	16.023		2.968	.004
Attitude	-1.428	.731	-.894	-1.953	.053
Internship	-3.532	1.227	-1.722	-2.879	.005
Attitude_Internship	.178	.056	2.619	3.199	.002

a. Dependent Variable: Entrepreneurial Intention

Source: Processed Research Data SPSS (2020)

Table 8. Regression 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.509 ^a	.259	.254	3.582

a. Predictors: (Constant). Subjective_Norm

Source: Processed Research Data SPSS (2020)

Table 9. Regression 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.509 ^a	.259	.254	3.582

a. Predictors: (Constant). Subjective_Norm

Source: Processed Research Data SPSS (2020)

Then, from the **Table 7.** Simultaneous Test Result (F Test); it can be seen the results of regression with an internship as a moderating variable. The significance is 0.002. It means that the effect of attitude on entrepreneurial intention through internship is significant. It means that the fourth hypothesis (H4) is accepted.

5. The effect of Subjective Norm on Entrepreneurial intention Moderated by Internship

The value of R² at the first regression is 0.259 or 25.9% while after there is a regression

on equation both R² values increase to 0.328 or 32.8%. It means that the existence of an internship (moderating variable) can strengthen the effect of subjective norm on entrepreneurial intention.

Then, from the **Table 10.** Multiple-Linear Regression Analysis 7; it can be seen the results of regression with internship as a moderating variable. The significance is 0.000. It means that the effect of subjective norm on entrepreneurial intention through internship is significant. It means that the fifth hypothesis (H5) is accepted.

Table 10. Multiple-Linear Regression Analysis 7

Model	Coefficients ^a				t	The count-sig
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1 (Constant)	35.496	9.761		3.637	.000	
Subjective_Norm	-1.663	.840	-.913	-1.979	.050	
Internship	-1.908	.759	-.930	-2.516	.013	
Subjective Norm Internship	.194	.064	1.989	3.022	.003	

a. Dependent Variable: Entrepreneurial Intention

Source: Processed Research Data SPSS (2020)

Table 11. Regression 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.699 ^a	.488	.485	2.976

a. Predictors: (Constant). Perceived_Behavioral

Source: Processed Research Data SPSS (2020)

Table 12. Regression 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. error of the Estimate
1	.717 ^a	.515	.504	2.919

a. Predictors: (Constant). Perceived_Internship, Internship, Perceived_Behavioral

Source: Processed Research Data SPSS (2020)

6. The Effect of Perceived Behavioral Control on Entrepreneurial Intention Moderated by Internship

The value of R^2 at the first regression is 0.488 or 48.8% while after there is a regression equation both values of R^2 increase to 0.515 or 51.5%. It means that the existence of an internship (moderating variable) is able to strengthen the effect of perceived behavioral control on entrepreneurial intention.

Then, from the Table 13. Multiple-Linear Regression Analysis 8; it can be seen the results of regression with an internship as a moderating variable. The significance is 0.000. It means that the effect of perceived behavioral on entrepreneurial intention through internship is significant. It means that the six-

th hypothesis (H6) is accepted.

Internship successfully became the moderating variable for attitude and perceived behavioral control on entrepreneurial intention. It is because there are two situations:

(1) Unsatisfactory internship experience.

For example, some students concentrate on marketing management; but in the internship program it handles things that are not related to marketing; like just do clipping and answering the phone as the call center. For some students, the experience does not match the expectations or expertise possessed by students. This unsatisfactory experience made students' entrepreneurial intentions increase to be entrepreneurs.

Table 13. Multiple-Linear Regression Analysis 8

Model	Coefficients ^a				t	The count-sig
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1 (Constant)	9.811	8.273			1.186	.238
Perceived_Behavioral	.353	.414	.363		.853	.395
Internship	-.111	.618	-.054		-.180	.857
Perceived_Internship	.022	.031	.407		.722	.471

a. Dependent Variable: Entrepreneurial Intention

Source: Processed Research Data SPSS (2020)

(2) Satisfying and inspiring internship experience for entrepreneurship.

When participating in an internship, students can see the real world of work. It makes students perceive that being a leader is something that makes a person rich physically and mentally. It makes students want to be entrepreneurs. Therefore, the internship program should be maintained because it can increase the intention of students to be entrepreneurs.

It is interesting to do entrepreneurial research with TPB. Moreover; Lortie & Castogiovanni (2015) did a review of the entrepreneurship literature using the theory of Planned Behavior (TPB). There are many pieces of research about it over the last 20 years. Therefore, it is important to take stock of the TPB's contributions to understand entrepreneurship.

CONCLUDING COMMENTS

It can be concluded that the Theory of Planned Behavior is proven to investigate Students' intention to be entrepreneurs. If they are all positive, the intention is positive. The results showed that the effect of belief on attitude, subjective norms and perceived behavioral control were positive and significant. The higher the attitude, subjective norm, and perceived behavioral control of students, also the higher the entrepreneurial intention. Consequently; it fosters and encourages students

to have entrepreneurial intentions.

Then, the internship as the moderating variable is successful to strengthen the effects. The direct effect attitude on entrepreneurial intention was 34.5% and went up to 42.3% moderated by internship. The direct effect subjective norm on entrepreneurial intention was 25.9% and went up to 32.8% moderated by internship. Then, the direct effect perceived behavioral control on entrepreneurial intention was 48.8% and increased to 51.5% moderated by internship. Therefore; the internship program needs to be continued so students know that independent work is more fun than working for others. It is suggested for the next researchers to explore a real internship program to get the comprehensive condition and situation to get the ideal internship program which can improve students' entrepreneurial intention. It can also study the next variable; it is the behavior of students on entrepreneurship.

LIMITATION OF THE STUDY

This study only measures the entrepreneurial intention of Management students at Universitas Negeri Semarang. It may be different if it employs different populations. It needs researches on the next level at TPB; it is entrepreneurial behavior for understanding the whole theory of TPB on entrepreneurship.

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