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Attitude, Subjective Norms, Perceived Behavior, Entrepreneurship Education and Self-efficacy toward Entrepreneurial Intention University Student in Indonesia

Christina Whidya Utami¹

Abstract:

The purpose of this study was to determine the influence of these factors in the theory of planned behavior; which includes attitude, Subjective Norm and Perceived Behavioral Control, the entrepreneurial intentions of students in East Java. The population used in this study was students at the University 2012-2015 school year. Sampling techniques proportional stratified sampling with a total sample of 1,237 respondents.

The data collection used questionnaires methods, while the multiple linear regression analysis was used as an analytical technique. Research results show that Attitude, Subjective Norm, and Perceived Behavioral Control, Entrepreneurship and Self-efficacy education affects Entrepreneurial intentions.

Therefore, universities in Indonesia are expected to become a driving force in improving the attitude, Subjective Norms, Perceived Behavioral Control, entrepreneurship education and student self-efficacy to improve the entrepreneurial intentions.

Keywords: *Attitude, Subjective Norms, Perceived Control Behavior, entrepreneurship Education, Self Efficacy, Entrepreneurial Intention.*

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Background

The weakening of the Indonesian economy resulted in increased levels of unemployment in Indonesia. This happens because the numbers of jobs available are insufficient number of candidates, so that the number of unemployed increased. According to Central Statistics Agency of 2015 (bps.go.id), the number of unemployed in August 2015 reach 7.6 million people, with TPT (Unemployment rate) increased from 5.81 percent in February 2015 to 6.18 percent in August 2015. From that number, there were 6.40 percent and 7.54 percent are undergraduate diploma. The condition becomes worse in 2016, when Indonesia entered the global competition, AEC (ASEAN Economic Community) Indonesia's bachelors are expected competitiveness confront to foreign scholars who look for job. Therefore, the university graduates should be oriented to creat job, rather than being job seekers.

Indonesian has mindset of being a company employee than to open their own business. Widawati (2012) states that, "Indirectly, formal and non formal education in Indonesia is still not oriented towards entrepreneurship". Learners considered successful by the community when they can be private or public servants who have a regular income and continuity. Therefore, one of the solutions to reduce unemployment is to cultivate the entrepreneurial spirit of the people, especially college students tinggi. Rasli et al. (2013), the intention of entrepreneurship is a mind that encourages individuals to create businesses. The country's economy can grow well when the numbers of entrepreneurs have at least 2 percent of the total population. Based on McClelland, an expert in entrepreneurship revealed a new country will prosper if at least 2% of the population become entrepreneurs (Ciputra, 2011: 14). The number of entrepreneurs in Indonesia is still lagging behind, especially toward Malaysia, Singapore and Thailand.

Data from Marketing Research Indonesia (MRI) showed, "The numbers of Indonesian entrepreneurs is 1.65% of the total 253.61 million populations, while Malaysia, Singapore and Thailand the number of entrepreneurial are 5%, 7% and 3% of the total population of country". (Mri-research-ind.com, 2015).

It is also supported by Sasangko (Republika.co.id): "Minister of Cooperatives and SMEs Anak Agung Gede Ngurah Puspayoga said that the number of entrepreneurs in Indonesia is only about 1.65 percent of the population today." "We are far less than in neighboring countries. For example, Singapore by seven per cent, five per cent of Malaysia, and Thailand four percent," said Puspayoga show "Independent Young Entrepreneur Award", on Thursday (12/3)".

One of the increasing drivers of the entrepreneur's number in a country is in the university's role in instilling the spirit of entrepreneurship to the expected students. Entrepreneurship education is not just a theoretical education, but includes practical

education, so that university graduates have the provision and encouragement to plunge into the entrepreneurial world.

Education factor is not enough to encourage students in entrepreneurship intentions, but is driven also by how the students behavior in handle it. In the boost Indonesia's economic growth through entrepreneurship, the community is expected to have a tough attitude and outlook on all the opportunities and risks that will be faced. Theory of Planned Behavior by Ajzen year 1988 explained that there are three driving factors that shape the behavior of an individual's intentions, the attitude, subjective norm and behavioral control.

According Cruzet al. (2015), the attitude is a tendency to react effectively in response to the risks that lie ahead in a business. Behavior a readiness to react to certain objects in the environment as an appreciation of the object (Efendi, F. and Makhfudli, 2009: 103) .The individual reaction attitude to an object in the environment, in this study of these objects is the entrepreneurship intention. Attitudes indicator towards entrepreneurship intentions can be seen from the interest of the individual with a business opportunity, a positive view of the failure of the business, and business interests at risk.

Subjective norms are the views considered important by individuals who advise the individual to perform or not perform certain behaviors and motivation accompanied by a willingness to do or not do something that is considered important (Wedayanti, N. P., and Giantari, I., 2016). According to Maulana, H.D., (2009: 58), subjective norms or socially refers to a person's beliefs on how and what to think about people considered important and motivated to follow the thought. Subjective norm is a norm which departed from the inner element or the human conscience (Sumaryono, E., 2012: 111) .In entrepreneurship, individual views derived from the belief and support of family, friends or people that are considered important for such individuals.

Ajzen (1988) defines behavioral control or Perceived Behavioral Control as follows: "this factor refresh to the perceived ease or difficulty performing the behavior and it assume to reflect past experience as well as anticipates impediment and obstacles", which means that these factors reflect to the perceptions will be difficult whether or not perform an action and assumed a reflection of past experience and anticipation of obstacles. Behavior control specified in the form of self-efficacy is a condition where people believe that a behavior is easy or difficult to do, Cruzet al. (2015). Behavior control can be seen from individuals' selection to entrepreneurship rather than work for someone else, belief in ability to self-manage their own business, leadership and human resources.

Entrepreneurship education is an important factor to bring entrepreneur. The intention of entrepreneurship can be defined as a desire or determination of individuals to start up a new business to exploit the opportunities and risks of the

business, through learning entrepreneurship. Activity in initiating entrepreneurship is strongly influenced by the intentions of the individuals themselves. To develop the entrepreneurial intention it is also needed motivation and confidence to self or so-called self efficacy. Albert Bandura is a psychologist who create and introduce the term self efficacy. According to Bandura (1997) self-efficacy is the belief that one of the skills they have to perform certain actions in order to achieve something. Self efficacy can also be interpreted as a form of an individual's belief in his own ability to believe in performing an action. Someone who has a high self efficacy also have high confidence also in doing a self action. Efficacy can drive a person's performance in a variety of fields including entrepreneurship interest (Luthans, 2008: 205).

This study refers to an earlier study conducted by Cruz et al. (2015), Leeuw, A.D., et al., (2015) and Ajzen, I. and Sheikh, S. (2013). Research conducted by Cruz et al., (2015) tested the effect of the application of the Theory of Planned Behavior in entrepreneurship intentions arouse students of economic faculties Unpaz, Dili, Timor Leste. Leeuw, A.D., et al., (2015) conducted a study "Using the Theory of Planned Behavior to Identify Key Beliefs Underlying Pro-Environmental Behavior in High-School Students: Implications for Educational Interventions". Research conducted by Ajzen, I. and Sheikh, S. (2013), entitled "Action Versus Inaction: Anticipated Affect in the Theory of Planned Behavior". Study previously performed by Wulandari, S (2013), Zulianto et al., (2014), Negash, E., and Amentie, C. (2013) and Gerba, DT (2012). While the research conducted by Wulandari, S. (2013) analyzed the effect of self-efficacy against the interest in entrepreneurship in Class XII in SMK 1 Surabaya. Zulianto et al., (2014) conducted a study on the influence of self-efficacy and entrepreneurial education to the interest in entrepreneurship education students' trade system economics faculty state university unfortunate 2013. Negash (2013) conducted a study on an investigation of higher education student's entrepreneurial intention in Ethiopian Universities: Technology and business fields in focus. Research from Gerba, D.T. (2012) analyzed the impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia.

Based on the above background, the researchers are interested in knowing whether the attitude, subjective norm and control behavior, entrepreneurship education and self efficacy influence the entrepreneurial intentions of students in Indonesia.

Theoretical basis

Theory of Planned Behavior

Theory of Planned Behavior (TPB) is the development of the Theory of Reasoned Act (TRA). Theory of Reasoned Act dikembangkan by Martin Fishbein and Icek Ajzen in 1967, which explains that one's intention to be formed if the, behavior of two factors: the attitude and subjective norms. Since, Theory of Reasoned Act was

expanded by Martin Fishbein and Icek Azjen. In 1988, Azjen adds a new factor that is perceived behavior control, and then called the Theory of Planned behavior.

Theory of Planned Behavior theory of planned behavior has three factors. The first is the attitude toward the behavior (attitude toward behavior) is positive or negative evaluation of the individual's self-performance on certain behaviors. The second is subjective norm (subjective norms) that the individual perception of a particular behavior, which is influenced by the assessment of significant others (eg, parents, spouses, friends, teachers). The third is a control behavior (perceived control behavior) is the individual's perception about the ease or difficulty to perform certain behaviors.

Attitude

Attitude is a readiness to react to certain objects in the environment as an appreciation of the object (Efendi, F. and Makhfudli, 2009: 103). Attitude is the reaction of an individual to an object in the environment, in the study of these objects is entrepreneurship. Cruz et al, (2015),

Subjective Norm

Subjective norm is the view of an individual who influenced one another is important. According Wedayanti, N. P., and Giantari, I., (2016), subjective norms are the views that are considered important by individuals who advise the individual to perform or not perform certain behaviors and motivation accompanied by a willingness to do or not do something that was considered important. Subjective social norms or refers to a person's beliefs on how and what to think about people who are considered important and are motivated to follow that thought (Maulana, H.D., 2009: 58). Subjective norm is a norm which departed from the inner element or the human conscience (Sumaryono, E., 2012: 111).

Perceived Behavioral Control

Ajzen (1988) defines behavioral control as follows: "this factor refresh to the perceived ease or difficulty performing the behavior and it assume to reflect past experience as well as anticipates impediment and obstacles", which means that these factors reflect the perceptions would be difficult or not perform an action and assumed a reflection of past experience and anticipation of obstacles. Behavior control is specified in the form of self-efficacy is a condition where people believe that a behavior is easy or difficult to do, Cruzet al. (2015).

Entrepreneurship Education

According to Gerba, D.T. (2012) entrepreneurship education is a conscious effort by individuals to increase knowledge about entrepreneurship. Educational entrepreneurship education is not marketing or sales that educate someone to be a merchant, but has a wider meaning than just being a seller (Nurseto, 2010). Entrepreneurship education is taught how to look at the opportunities and risks facing the business world. According to Kurniawan, R. (2013), entrepreneurship education is a discipline that studies on values, skills, and behavior in the face of

life's challenges to pursue opportunities with a wide range of risks that may be encountered.

Self Efficacy

Self efficacy is the belief that one of the skills they have to perform certain actions in order to achieve something (Bandura, 1997). Self-efficacy can also be interpreted as a form of an individual's belief in his own ability to believe in performing an action. Someone who has a high self-efficacy also have high confidence in performing an act anyway. Self-efficacy is needed to encourage employees to believe in their ability to achieve the objectives or expected results (Rahmi, et al., 2014). Ghufroon and Risnawita (2010: 77) state that in general self-efficacy is a person's belief about its ability to cope with a wide range of situations that arise in life.

Intention Entrepreneurship

Intention is the most important factor that an individual is willing to entrepreneurship. Entrepreneurial intention is the desire of individuals to take the opportunity and opened his/her own business by creating product or new service. According to Rasli et al. (2013), the intention of entrepreneurship is a mind that encourages individuals to create businesses.

Relationship Attitude (Attitude) with the intention of Entrepreneurship

Theory of Planned Behavior explains that there are three factors that influence a person's intention to perform a behavior, one of which is an attitude. According to Cruz et al. (2015), the attitude is a tendency to react effectively in response to the risks that would be faced in a business.

Relationship of Subjective Norms with the intention of Entrepreneurship

Past research has shown results that there is a correlation between subjective norms with the intention of entrepreneurship. Subjective norm is the belief the individual to comply with the direction or suggestion of people around to participate in entrepreneurial activity (Cruz et al., 2015).

Relationship of Perceived Behavioral Control with the intention of Entrepreneurship

Behavior control is specified in the form of self-efficacy is a condition where people believe that a behavior is easy or difficult to do, Cruz et al. (2015). It is believed that one of the difficult easy a thing to do can be a barrier or challenge to entrepreneurship.

Relations with the intention of Entrepreneurship Education Entrepreneurship

The result of the research made by Gerba, D.T. (2012), suggests that the business management students who get more entrepreneurial education have entrepreneurial intentions than the engineering students who did not get entrepreneurship education. To hone in entrepreneurship intentions of course, can be reached through the

educational process. One of the factors driving the growth of entrepreneurship of a country lies in the role of universities through the implementation of entrepreneurship education (Wedayanti, N. P. and Giantari, I. G., 2016).

Self Efficacy relationship with the intention of Entrepreneurship

Each individual has their own beliefs on things in their life. This mindset affects one's intention to behave, especially in entrepreneurship. According Rahmi, et al., (2014) self efficacy is needed to encourage employees to believe in their ability to achieve the objectives or expected results. It can be concluded that self-efficacy can foster entrepreneurial intentions.

Hypothesis

Based on the theoretical basis and previous studies, the hypothesis of this study as follows: H1: Attitude positive and significant impact on student entrepreneurship intention Indonesia. H2: Subjective Norms affect positively and significantly related to student entrepreneurship intentions Indonesia. H3: control the behavior of a positive and significant effect on the intention Indonesia. H4 Student entrepreneurship: Entrepreneurship education is a positive and significant impact on student entrepreneurship intention Indonesia. H5: Self-efficacy influence positively and significantly related to student entrepreneurship intentions Indonesia

Research methods

Population and Sample

This study uses a quantitative method to determine the relationship between attitude factor (X1), subjective norm (X2), and control the behavior (X3), X4 entrepreneurship education, entrepreneurship intention X5 terhadap self efficacy (Y). The populations used in this study were all students at the University of East Java are registered as a student in the academic year 2012-2015. By using purposive sampling technique then obtained a sample of 1237 with details as follows: students in 2012 as many as 215 students, in 2013 as many as 328 students, in 2014 as many as 298 students and in 2015 as many as 396 students. The entire student has to take entrepreneurship courses and have the experience of making a business plan.

The questionnaire has questions about the research that has alternative answers using a Likert scale. Likert scale can be used to measure attitudes, opinions and perceptions of a person about an object or phenomenon (Purwanto, 2012: 228). Choice of answers in a Likert scale is Strongly Disagree (1), Disagree (2), Self Agree (3), Agree (4), and Strongly Agree (5).

Validity and Reliability

Validity test is used to determine the validity of all of the indicators used as a measurement variable (Lestariningsih, U., et al., 2015). Test of validity was done by using Pearson Correlation. Apabila significance value < 0.05 then the questions on the questionnaire declared invalid.

Test reliability is a reliability test that aims to find out how far a measuring instrument reliable or trustworthy (Supriyono, K., et al., 2015) .Test of reliability using Cronbach Alpha value (α). If Cronbach Alpha coefficients is > 0.6 ; and the instrument value is said to be reliable.

Data analysis method

Multiple Linear Regression Analysis

Multiple regressions was conducted to determine the extent to which the independent variables affect the dependent variable (Supriyono, K., et al., 2015) is a free .Variable attitudes, subjective norms, behavioral control and intention entrepreneurship. Thus, multiple linear regression analysis showed the influence attitudes, subjective norms and behavioral control to the entrepreneurial intentions. Multiple linear regression equation is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Information:

Y = Intention entrepreneurship	β_1 = regression coefficient attitude
X1 = Attitude	β_2 = regression coefficient subjective norm
X2 = subjective norm	β_3 = regression coefficient behavior control
X3 = Control Behavior	β_4 = coefficient entrepreneurship education
X4 = Education entrepreneurship	β_5 = coefficient of self-efficacy
X5 = Self Efficacy	
ε = Residual	

Hypothesis testing

Test Statistic F, F statistical test used to test whether all independent variables have an effect on the dependent variable. If the value of Sig. F count < 0.05 means that all independent variables together give effect to dependent variable.

Statistics t test, t test statistic used to show the effect of each independent variable in explaining the variation of the dependent variable. If the value of Sig. t < 0.05 means that all independent variables individually influence on the dependent variable. Test Classic include assumption of normality, autocorrelation, multicollinearity, heterokedastisitas, and linearity test

Analysis and Discussion

Characteristics of respondents by gender is female as many as 611 people (49.47 %) and men sebanyak 626 votes (50.53%). While the characteristics of respondents by age is as follows: 17% in 2:11, 18-year 12.63%, 19 tahun 29, 47%, 20-year 25.26%, 21 23:16%, 22% and 23 6:32 1:05%. The following Table 2 is a description of the respondents' answers to attitudinal variables.

Table 2. Description of Answer Respondents in the Variable Attitude

Statement		Total					Average		Standard Deviation
		ST S= 1	TS =2	CS =3	S= 4	SS =5	Res ult	Cat ego ry	
X1.1	I am always keen to take advantage of new business opportunities	2	2	24	35	32	3.98	Agree	0.93
X1.2	My positive outlook on business failure I experienced	1	2	27	42	23	3.88	Agree	0.84
X1.3	I'm always willing to risk whatever comes	1	0	30	36	28	3.95	Agree	0.84
Attitude							3.9	Agree	0.9
X2.1	Confidence role of the family can help in starting a business	1	4	14	33	43	4.19	Agree	0.91
X2.2	The existence of confidence in the efforts of those who are considered important	1	1	19	40	34	4.11	Agree	0.83
X2.3	The support of friends so it can trigger in a business	1	2	24	35	33	4.02	Agree	0.89
Subjective Norms							4.1	Agree	0.9
X3.1	Having confidence in the ability to manage the business.	2	0	24	33	36	4.05	Agree	0.90
X3.2	Leadership of Human Resources may determine someone in business.	1	2	17	35	40	4.17	Agree	0.87
X3.3	Starting a business can instigate someone to be creative.	1	0	11	39	44	4.32	Agree	0.76
Control Behavior							4.2	Agree	0.9
X1.1	Entrepreneurship education program fosters entrepreneurial desire	0	2	16	47	28	4,09	Agree	0,75
X1.2	Entrepreneurship education programs increase knowledge in the field of	0	0	11	46	36	4,27	Agree	0,66

	entrepreneurship								
X1.3	Entrepreneurship education programs to grow the awareness of business opportunities	0	1	18	41	33	4,14	Agree	0,76
Entrepreneurship Education							4,16	Agree	0,73

X2.1	Having the confidence to manage the business	0	2	21	40	30	4,05	Agree	0,75
X2.2	Able to lead the human resources	0	1	23	48	21	3,96	Agree	0,66
X2.3	Having a firm belief in the success of the business	0	5	23	37	28	3,95	Agree	0,76
Self Efficacy							3,99	Agree	0,80
Y1.1	Choose the path of self-employment rather than work for others.	2	1	8	30	54	4.40	Agree	0.86
Y1.2	Choosing a career as an entrepreneur better than the labor force in others.	1	2	11	27	54	4.38	Agree	0.85
Y1.3	Planning to start a business after acquiring the theory of entrepreneurship courses through the program.	1	1	19	24	50	4.27	Agree	0.89
Entrepreneurship intention							4.4	Agree	0.9

Information: STS = Strongly Disagree, TS = Disagree, CS = Just agree, S = Agree, SS = Strongly Agree

Validity and Reliability

Validity of this research was done by using Pearson Correlation. If the significance value <0.05 then the questions on the questionnaire declared invalid. Based on these tests can be seen that test the validity of each statement on each variable has a significance value <0.05 , then all point statement given to the respondent's attitude variable (X1), subjective norm (X2), behavioral control (X3), entrepreneurship education (X4), Self-efficacy (X5) and entrepreneurial intention (Y) is valid.

Test reliability study was conducted USING grades Cronbach Alpha (α). If Cronbach Alpha coefficients > 0.6 , the instrument reliable. It is said such testing can be seen that the reliability test each variable has a value of Cronbach Alpha > 0.6 and values Cronbach alpha if item deleted at any point statement did not exceed the value of Cronbach Alpha for each variable. It can be concluded that the attitude

variable (X1), subjective norm (X2), behavioral control (X3), entrepreneurship education (X4), self-efficacy (X5) and entrepreneurial intention (Y) is reliable.

Multiple Linear Regression Analysis

Multiple linear regressions were conducted to test the relationship of independent variables on the dependent variable. There are three variables X which is the independent variable and the variable Y is the dependent variable. Variable X1 is an attitude, X2 is subjective norm, X3 is control behavior and Y is the intention of entrepreneurship. The results of multiple linear regression analysis are follows:

Table 3. Multiple Linear Regression

Model	Unstandardized Coefficients	
	B	Std. Error
(Constant)	0.535	0.466
Attitude (X ₁)	0.313	0.105
Subjective norm (X ₂)	0.300	0.101
Behavior Control (X ₃)	0.322	0.120
Entrepreneurship Education (X ₄)	0.405	0.083
Self Efficacy (X ₅)	0.480	0.074

Based on the results of multiple regression analysis of Table 4.9 obtained by the following equation:

$$Y = 0.535 + 0.313X_1 + 0.300X_2 + 0.322X_3 + 0.405X_4 + 0.480X_5$$

where:

Y = Entrepreneurship Intention

X3 = Control behavior

X1 = Behavior

X4 = Entrepreneurship education

X2 = Norma subjective

X5 = Self Efficacy

Hypothesis testing

Testing the hypothesis in this study using F test and T are the results as follows.

a. Test F

F statistical test used to test whether all independent variables have a significant influence on the dependent variable. If the value of Sig. F count <0.05, means that all independent variables together a significant effect on the dependent variable. If the value of Sig. F count is > 0.05, means that all independent variables together no significant effect on the dependent variable.

Table 4 Uji F

ANOVAa

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	23.813	3	7.938	22.770	.000 ^b
Residual	31.724	91	.349		

Total	55.537	94			
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- a. Dependent Variable: entrepreneurial intentions
 b. Predictors: (Constant), behavioral control, subjective norms, attitudes
 Source: Appendix

Based on the hypothesis testing used the F test obtained F-count value of 22.770 with a significant level of 0000. The results of the Sig. F count is <0.05, then the variable attitudes, subjective norms and behavioral control together a significant effect on variable university student entrepreneurship intentions.

b. T test

T statistical test used to show the effect of each independent variable in explaining the variation of the dependent variable. If the Sig. t <0.05 means that all independent variables individually have a significant impact on the dependent variable.

Table 5 Uji t

Free Variable	t	Sig.
Attitude	2.971	.004
Subjective norms	2.979	.004
Control Behavior	2.682	.009
Entrepreneurship education	4.890	.000
Self Efficacy	6.454	.000

Based on hypothesis testing using t test values obtained Sig. t for the five independent variables <0.05, meaning that the variable attitude, subjective norm and control individual behavior, education, entrepreneurship and self efficacy has significant impact on student entrepreneurship intention variables.

c. Correlation Coefficient (R) and the coefficient of determination (R²)

Based on Table 7 it can be seen that the correlation coefficient values were obtained for 0655, which means quite a strong relationship between the independent variables and the dependent variable. The coefficient of determination of 0.429 which means the variable attitudes, subjective norms and behavioral control variables are able to explain the variation in entrepreneurship intentions of students by 42.9%. While the rest (100% -42.9%), ie 57.1% influenced by other factors not discussed in this study.

Model Summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.655 ^a	.429	.410	.590	1.916

a. Predictors: (Constant), Control Behavior , Subjective norms , Attitude

b. Dependent Variable: Entrepreneurship Intention

Source: Appendix E

Classic assumption test

a. Normality test

Normality test is commonly used in Kolmogorov Smirnov normality test. Normality test is used to ensure that the samples were taken from a population with a normal distribution. If significant value \geq significance level (0.05), mean residual normal distribution. Based on such testing can be seen Kolmogorov Smirnov statistic values obtained at 1.052 Results of Asymp value. Sig. (2-tailed) of 0.219 greater than 0.05, so it can be stated residual normal distribution.

b. Test of Autocorrelation

Autocorrelation test used to determine whether the linear regression model correlation errors between the current period (t) and previous (t-1). Autocorrelation was tested using the method of Durbin Watson.

Referring to the model table summary in Table 4.12, it can be seen the value of Durbin Watson at 1.916. According to Lind, D. A., et al. (2011: 450), with $K = 3$ at 0.05 and a sample of 95 people, a score of 1,730 DU. If $DU < DW < 4-DU$ then H_0 is accepted, meaning that no autocorrelation. Due to the value of Durbin Watson is between DU and $4-DU$ is $1.730 < 1.916 < 2.270$, then there is no autocorrelation.

c. Test of Multicollinearity

Multicollinearity test is used to look at the correlation between independent variables in the regression model. If the value of VIF (Variance Influence Factor) < 10 , meaning not happen multikolinieritas. If the value of VIF > 10 , meaning there multikolinieritas and variables must be known variables. Based on testing attitudes, subjective norms, behavioral control, entrepreneurship education, self-efficacy has a value of tolerance and VIF (Variance Influence Factor) of less than 10, meaning not happen multikolinieritas.

d. Test of heterokedastisitas

Heterokedastisitas test aims to test inequality residual variance of each observation. Heterokedastisitas test using test Glejser by regressing between independent variables with residual absolute value.

e. Linearity test

The linearity test is used to see if there is a linear relationship between an independent variable and the dependent variable. If the value of significant linearity < 0.05 , there is a linear relationship. Based testing can be seen in the significant value of each variable linearity less than 0.05 means that there is a significant linear relationship between each of the independent variables (attitudes, subjective norms, behavioral control, education, entrepreneurship and self efficacy) with the dependent variable (intentions entrepreneurship).

Discussion

a. Influence Attitudes toward entrepreneurship as a Partial Intention

The results show that the value of the t test with significance level for attitude variables (X1) of $0.004 < 0.05$ means attitudinal variables individually to give effect to the intention of University Variable. The result of student entrepreneurship research supported by previous research carried out by Cruz et al., (2015), which examines the effect of the application of the Theory of Planned Behavior in entrepreneurship intentions arouse students of economic faculties Unpaz, Dili, Timor Leste. This study proves that the existence of variables influence attitudes towards entrepreneurship intention variable.

b. Subjective Norms influence the intention of Entrepreneurship as a Partial

According to Wedayanti, N. P., and Giantari, I., (2016), subjective norms are the views that are considered important by individuals who advise the individual to perform or not perform certain behaviors and motivation accompanied by a willingness to do or not do something that was considered important. Subjective norm factor is one of the factors driving the growth of entrepreneurship intentions of an individual. The results show the value of the t test with significance level of subjective norm variable (X2) amounted to $0.004 < 0.05$ means that the subjective norm variable individually to give effect to the intention of variable student entrepreneurship.

The results of research supported by previous research carried out by Cruz et al., (2015), which examines the effect of the application of the Theory of Planned Behavior in entrepreneurship intentions; arouse students of economic faculties Unpaz, Dili, Timor Leste. In this study proves the existence of the subjective norm variable influence on the entrepreneurship intention. Factor of subjective norms has an influence on entrepreneurship intentions of students in Indonesia. The Indicator "Confidence role of the family can help in starting a business" has the average yield and the highest standard deviation. It is given that the majority of students had a family business family business.

c. Effect of Control Attitudes toward entrepreneurship as a Partial Intention

Azjen (1988) describes the behavior control is the perception would be difficult or not perform an action and assumed a reflection of past experience and the anticipation of growing obstacle intentions. In the barriers to entrepreneurship, the control factor is one of the driving behaviors of an individual to entrepreneurship.

The results show the value of the t test with significance level for behavior control variable (X3) of $0.009 < 0.05$ means that subjective behavior control variables individually to give effect to the intention of variable student entrepreneurship. The results of research supported by previous research carried out by Cruz et al., (2015), which examines the effect of the application of the Theory of Planned Behavior in entrepreneurship intentions; arouse students of economic faculties Unpaz, Dili, Timor Leste. In this study proves the control variables influence attitudes towards entrepreneurship intentions. Behavior control factors have an influence on student entrepreneurship intention in Indonesia. The Indicator "Starting a business can instigate someone to be creative" has the highest average results. It is given that Indonesian students gain knowledge

about value proposition or increase innovation competitiveness.

d. Effect of Entrepreneurship Education on Entrepreneurship in Partial intention.

According to Gerba, D.T. (2012) entrepreneurship education is a conscious effort by individuals to add knowledge about entrepreneurship. Entrepreneurship education is one of the driving factors to foster entrepreneurship intentions.

Variable entrepreneurship education gives effect to the intention of variables Indonesian student entrepreneurship can be seen from the test results of test t get significant value for the variable entrepreneurship education significantly below the limit of 0.000 t-tests of 0.05. Entrepreneurship education variable strong enough influence to variable entrepreneurship intentions can be seen from the test results of multiple linear regression analysis with the results of entrepreneurship education variable regression coefficient of 0.405.

d. Influence of Self Efficacy towards entrepreneurship as a Partial intention.

According to Bandura (1997) Self-efficacy is the belief that someone have of the ability to perform certain actions in order to achieve something. Self Efficacy is one contributing factor to foster entrepreneurship intentions. Self efficacy variables influence on student entrepreneurship intentions variable Indonesia, can be seen from the test results of test t get significant value for the variable self efficacy significantly below the limit of 0.000 t-test of 0.05. Self efficacy variables influence strong enough to variable entrepreneurship intentions can be seen from the test results of multiple linear regression analysis with the results of self-efficacy variable regression coefficient of 0.480. Therefore, the Indonesian students have confidence in the ability themselves in entrepreneurship.

Managerial implications
the following are the managerial implications of variable attitudes, subjective norms and behavioral control toward entrepreneurship intentions University students.

Attitude Variable

Table 7 Attitude Variable Based Managerial Implications

Indicator	After Research
Interested in the business opportunities and a positive outlook on business failure	-The need for add insight such as reading books, news, and see businesses in the local or international market in order to seek business opportunities according to their interests. – The development of programs that can improve the competence of facilitators in growing and developing student interest in business opportunities
Like the face	– Conduct market research so that the risk faced by business is a

of business risk	<p>calculated risk.</p> <ul style="list-style-type: none"> – Establishment of an educational program about the market conditions are updated so that students have the benefit of science before plunging into the business.
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Source: Data processed

Subjective Norms Variable

Table 8 Managerial Implications Based Subjective Norms Variable

Indicator	After Research
Confidence role of the family in starting a business	<ul style="list-style-type: none"> –The need for discussion and sharing with the family on a regular basis, so that confidence in the support of the family can grow. – Holding of the program in which families can participate directly with students who are running or presenting business. Thus, students can get direct support from family.
Support confidence in the efforts of those who are considered important	<ul style="list-style-type: none"> –The need for discussion and sharing with those who are considered important, so that confidence in the support of people who are considered important can develop. – □ holding of the program in which people are considered important can participate directly with students who are running or presenting business. Thus, students can get support directly from people who are considered important.
Confidence support of friends in the business	<ul style="list-style-type: none"> – The need for discussion and sharing with friends on a regular basis, so that confidence in the support of friends can grow. – Holding of the program where friends can participate directly with students who are running or presenting business. Thus, students can get direct support from friends

Source: Data processed

c. Control Behavior Variable

Table 9 Implications Managerial based Control Behavior Variables

Indicator	For Students
Confidence in the ability to manage entrepreneurial	<ul style="list-style-type: none"> –The need for self-motivated to read books, discuss with family and successful entrepreneurs, as well as seeking the experience of a small business advance in order to develop a sense of confidence in the ability to manage the business. –Holding of self-motivation seminars or seminar successful entrepreneurs so that confidence in the ability to manage self-employment can be increased.
Choose the path of self-employment rather than	<ul style="list-style-type: none"> – The need for reading books or visiting entrepreneurship seminars on successful entrepreneurs in order to foster interest in entrepreneurship.

work for others	–Holding of seminars entrepreneurs engaged in various business sectors in order to help grow
Human resources Leadership	–The need for training program or seminar leadership, that leadership competency can be increased. –Holding of leadership training programs to students, so that the leadership competencies can be increased

Source: Data processed

d. Entrepreneurship Education Variable

Table 10 Managerial implications of Entrepreneurship Education Variable

Indicator	After Research
1. entrepreneurship education program fosters the desire of students to be entrepreneurship	<ul style="list-style-type: none"> • Applied entrepreneurship education in theory and practice are driven by questions Entrepreneurship Quotient. • Can create Capital Bank program to boost entrepreneurship intention of students, so every student who wanted to open a business may borrow capital from the Capital Bank but must be returned to the agreed maturity.
2. The presence of entrepreneurship education to make students aware of the business opportunities.	<ul style="list-style-type: none"> • Keep looking for opportunities in the surrounding information to identify what the appropriate business on the environment, through exhibitions, books, internet and seminars. • Provide market trend data annually through exhibitions, seminars and Entrepreneurship-News.
3. Entrepreneurship education to add knowledge of students in the entrepreneurship.	<ul style="list-style-type: none"> • Implement company visit and entrepreneurship seminars in order to add insight. • Guiding the mentors to educate well. • Adding entrepreneurial insight by reading news, books and internet entrepreneur.

Source: Data processed

e. Self Efficacy Variable

Tabel 11 Managerial implications of Self Efficacy Variable

Indicator	After Research
1. Have the confidence to manage and having own business.	<ul style="list-style-type: none"> • Provide business organizations of entrepreneurs to be clustered together and exchange each other's thoughts. • Bring an established entrepreneur by opening a seminar or talk show, which can be attended by the students. • Increase confidence through reading books entrepreneurship. Can also through active in organizing, seminars, socializing with business people who are already used to plunge.

2. Ability to manage human resources confidence.	<ul style="list-style-type: none">• Provide leadership training programs and motivational seminars to increase confidence in the lead.• Following the training programs and seminars leadership motivation to improve their competence and confidence in the lead.• Increase confidence in leading HR leadership books.
3. Have confidence in her abilities on the success of the business.	<ul style="list-style-type: none">• Guiding the students by giving facilitators who also served as an entrepreneur, to motivate / encourage the students to conduct its business and achieve success.• Persuade themselves often motivate yourself by sharing with entrepreneurs who are already successful and reading history books of successful people to boost self-confidence.

Source: Data processed

Conclusion

Based on the results of the research and discussion, it can be concluded as follows.

1. Attitude has a positive and significant influence on the intention of entrepreneurship.
2. Subjective Norm has positive and significant influence on the intention of entrepreneurship.
3. Control the behavior has a positive and significant influence on the intention of entrepreneurship.
4. Entrepreneurship education has a positive and significant influence on the intention of entrepreneurship.
5. Self Efficacy has a positive and significant effect on the intention of entrepreneurship.

Advice to Students

Advices to entrepreneurs are:

- The need for increasing the insight by reading books, news, look at the business in the local or international market and conduct market research so that interest will be able to grow business opportunities.
- The need for discussion and sharing with family, friends and people that is important on a regular basis, so that confidence in the support to grow.
- The need for self-motivated to read books, discuss with family and successful entrepreneurs, gain experience, and leadership training program in order to develop a sense of confidence in the ability to manage the business
- The need for intellectual capital investment is entrepreneurship education and confidence for setting intentions entrepreneurship.
- Active in the business organization for entrepreneurs to know the market trend is rampant and exchange their thoughts and ideas.

- Frequent leadership training to increase confidence and competence in leading and collaboration.

Advice to College

Advices to the College are:

- The development of programs that can improve the competence of facilitators in growing and developing student interest in business opportunities.
- Holding of the program where family, friends and people that are important to participate directly with students running or presenting business.
- Holding of self-motivation seminars or seminar successful businessmen and leadership training programs so that confidence in the ability to manage self-employment can be increased.
- Conducting business organizations for the entrepreneurs as exchange ideas spot

Suggestions for Further Research

- For further research, the researchers able to continue researching into the other factors ie of factors injunctive norms, descriptive norms, behavioral beliefs, descriptive beliefs, injunctive beliefs, control beliefs, moral norms, sex, empathic concern and behavior.
- Further Researchers should be able to do further research on the internal and external factors that influence entrepreneurial intentions of Indonesian using other methods

Research limitations

This study has several limitations such as:

The independent variables specifically adapted to the conditions of selecting respondents or sample even though actually there are many internal and external factors which refers to the entrepreneurship intention.

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