

THE EFFECT OF ENTREPRENEURSHIP EDUCATION AS A MODERATION ON STUDENTS' INTEREST IN ENTREPRENEURSHIP BASED ON THEORY OF PLANNED BEHAVIOR

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Abstract: This research aimed to test whether the learning model obtained by entrepreneurship education students can strengthen attitude variables, subjective norms and perceived behavioral control of Unwidha undergraduate students' entrepreneurship interest. The research design was carried out using quantitative methods that explained the causal relationship between one variable and the other variables to be tested. The hypothesis test was formulated in a model using the Structural Equation Model multivariate test. The population in this research are all Unwidha undergraduate students who have a strong interest in entrepreneurship. The sampling technique was carried out by purposive sampling of 100 student respondents. The results of the analysis found that entrepreneurship education as a moderator influences student entrepreneurship motivation and the overall model in the SEM fit test. The research results can serve as a basis for making quality entrepreneurial learning models by adding aspects of real entrepreneurial practice for Unwidha undergraduate students.

Keywords: *entrepreneurship education, attitudes, subjective norms, perceived behavioral control, entrepreneurship motivation*

1. Introduction

World economic growth next year is predicted by several economists to experience simultaneous recession and stagflation. Central banks around the world anticipate this condition by raising interest rates. The condition of the Indonesian state at this time saw a sharp decline in the value of the rupiah. This phenomenon occurs due to the flight of US Dollars abroad so that the volume of these foreign currencies in Indonesia dries up (Hidayat, 2022). The weakening of the rupiah and rising interest rates resulted in the real sector/business world becoming sluggish due to the automatic increase in loan interest payments to banks.

To reduce the economic downturn, new young entrepreneurs (start-up entrepreneurs) with superior capabilities are needed to boost positive growth in the micro sector. Several factors can determine the success of start-up entrepreneurs in winning the competition, including the ability to learn through absorption of entrepreneurial knowledge. Some of the competitive advantages of new young entrepreneurs that need to be cultivated include the ability to win the

competition, being able to read external situations, learning entrepreneurial skills on an ongoing basis, collaborating with partners and being able to adapt to various external market conditions. This ability is the key to business sustainability for start-up entrepreneurs.

The middle class market in Indonesia is currently experiencing very fundamental changes and has undergone rapid changes in the last five years. This rapid change can be seen from the growth of the entrepreneurial sector, banking activities, the development of various financing/venture capital institutions, the increasingly widespread use of modern cosmetics, the rise of Umrah spiritual tourism services and the services of various superior private education. In addition, food and beverage and medicines labeled as safe, healthy and of good quality are a serious concern for consumers.

It is predicted that in 2023 the world will be heading for a recession and stagflation will occur, a situation where economic growth has decreased but high inflation has emerged. This phenomenon has occurred in parts of the continents of Europe and the United States where central banks in various parts of the world have raised interest rates. Rising interest rates have an impact on increasing lending rates. The increase in credit interest resulted in the sluggish world of entrepreneurship. To boost economic growth, tough new entrepreneurs are needed who are able to deal with economic shocks through preparing students to dare to be independent entrepreneurs. This activity is realized through the creation of a quality entrepreneurial learning model.

At present, tough young entrepreneurs are emerging who underlie work through a superior entrepreneurial spirit (Nugroho, 2020). They try to maintain social responsibility towards society, the environment and actively maintain local cultural wisdom (Machmud, 2020). Entrepreneurial culture through knowledge of entrepreneurship education in economics and relevant accounting is taught in undergraduate courses and is relevant to triggering entrepreneurial intentions (Juniarini and Prihandani, 2019). The role of entrepreneurship education can increase student entrepreneurial motivation. There are still many studies that are not conclusive so that it can be taken as a research gap. The selection of the entrepreneurship education variable as a moderating variable on the grounds that this variable is un-controllable for individuals related to its effect on entrepreneurial motivation. In addition to the importance of

research by elaborating the topic of entrepreneurial motivation, entrepreneurship education plus the relatively limited research on the same theme, there is an opportunity to conduct research by proposing a model of student entrepreneurial motivation based on Planned Behavior Theory through measuring the factors that influence motivating student entrepreneurship based on entrepreneurial education as moderator.

From the background as a reference, the formulation of the problem is drawn as follows: "Are the factors of attitudes, subjective norms and perceptions of controlled behavior significantly influencing student entrepreneurship motivation with entrepreneurship education as a moderator?". In general, this study aims to develop a model of student entrepreneurship motivation as a strategy to achieve competitive advantage for young entrepreneurs and to create a textbook model for entrepreneurship learning.

Many benefits can be obtained from this research. For science, through the model of entrepreneurial motivation it can be given empirical evidence of the importance of factors that influence motivation. At the methodological level, through an antecedent approach with a motivational basis, this research can provide a clear and complete picture of student entrepreneurship motivation, especially the influence of entrepreneurship education which has been taught as a compulsory subject for Unwidha undergraduate students. This research supports Unwidha's vision and mission to become a multicultural-based character university for the welfare of the nation related to creating start-up entrepreneurs from Unwidha's flagship S1 graduates in the future, so it is urgent to implement it.

2. Literature Review

a. Entrepreneurship

Entrepreneurship is a way of thinking and acting based on the ability to see and seize opportunities in the future. An opportunity can only be captured by individuals who have prepared themselves in that field. Individuals who are able to prepare themselves are individuals who are willing to work hard and are able to build relationships with other parties widely. This relationship must be built by visiting doors, whether they are already open, half open or doors that are still completely closed. A young entrepreneur must have the courage to move and knock on doors and make it seem as if the owner of the door is a relation who is able to open it for them

(Kasali, 2012). From the opening of the doors, the individual will gain new knowledge and opportunities in the future. It is the start-up entrepreneur that will determine whether small young entrepreneurs are able to survive, grow into middle class businesses or remain small and even get worse in the future (Battilana et al, 2009).

In entrepreneurship education, values can be instilled in one's personality through a socialization process through different sources, namely the family, the closest social environment, society, educational institutions, religion, mass media, traditions and certain peer groups. Entrepreneurial research from various perspectives still provides gaps. Some researchers have focused on aspects of social perspective (Shapero and Sokol, 1982).

b. Theory of Planned Behavior

Planned behavior theory explains that a behavior with high involvement requires belief and evaluation to foster attitudes, subjective norms and perceived behavioral control with intention as a mediation as a motivational factor that impacts behavior. The decision to become an entrepreneur is a behavior with high involvement because in making entrepreneurial decisions, individuals need to involve internal factors such as personality, perception, motivation, religiosity, learning (attitude), external factors such as family, friends, neighbors (subjective norms).). There is a third independent variable in Planned Behavior theory in the form of perceived behavioral control (self-efficacy), which is a condition where individuals believe that an action will be easy or difficult to do by understanding the various risks, challenges or obstacles that arise when making a decision to carry out that action (Azjen, 2008).

Intention is a person's tendency to strongly choose to do or not do a job. Azjen (2008) explained that perceived behavioral control plays a direct or indirect role in behavior through intention mediating variables. The role of perceived behavioral control directly has a significant effect on entrepreneurial behavior which continues to be controversial in various contemporary social science studies (Wijaya, 2008).

From the theoretical review above, a research hypothesis was proposed:

Ha: Attitude values, subjective norms and perceived behavioral control influence positively and significantly student entrepreneurship motivation through entrepreneurship education as a moderator.

3. Research Method

a. Model Framework

A model framework of Research on student entrepreneurial motivation is shown in Figure 1 as follows:

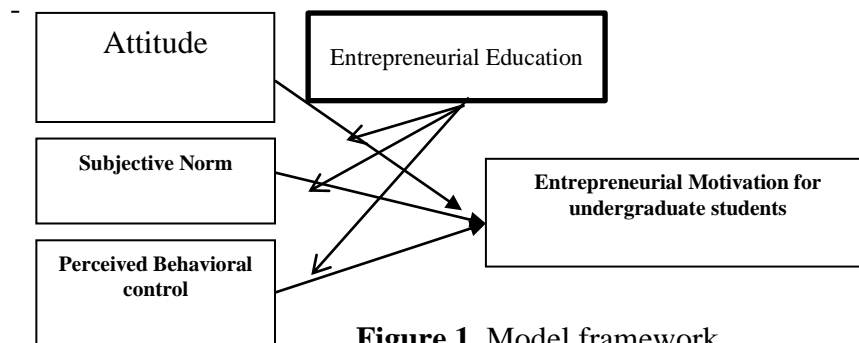


Figure 1. Model framework

b. Research Framework

Activity Purpose

The aim of the research is to test the values that influence student entrepreneurial motivation with entrepreneurship education that can strengthen or weaken entrepreneurial motivation as a basis for making quality entrepreneurial learning models for Unwidha students.

Questionnaire attribute data requirements

From one dependent variable in the form of entrepreneurial motivation, three independent variables and one moderating variable were proposed variable constructs including entrepreneurial education: entrepreneurial education that applies the principles of leadership and motivation, the concept of innovation and creative thinking, marketing management, organization and business ethics (Juniarini and Priliandani, 2019). Attitude values include being an entrepreneur with a promising future, satisfaction and self-actualization, interesting and a challenge (Wijaya, 2008) Subjective norms include encouragement from lecturers, family, reference groups, role models (Wijaya, 2008). Perceived behavioral control includes self-confidence managing a business, confidence in human resource mental maturity, confidence in starting a business and confidence in being able to develop a start-up (Wijaya, 2008). Entrepreneurial intention includes choosing a business path rather than working with other people, choosing a career as an entrepreneur, planning to start a business (Ramayah, 2005)

c. Data collection method/ Model development

Data were collected by depth interviews and surveys through questionnaires to students who had received entrepreneurial learning as MKDU (general basic course) as many as 100 student respondents by purposive sampling.

d. Model analysis/operationalization

The operationalization of the model included model validity and reliability tests, normality tests, model suitability and multivariate confirmatory factor analysis through the Structural Equation Model. Computer aids were used for statistical tests using the AMOS program.

4. Results and Discussion

4.1 Results

a. Validity Test

Validity test in research is to test the reliability of the questionnaire in measuring what should be measured. Reliability measurements in this research explained a number of variances from indicators extracted by latent construct variables. The required variance extract value is at least 0.50. The complete validity test results are presented in Table 1

Table 1
Validity Test

No	Variable	Variance extract
1.	Attitude	0.74
2.	Subjective norm	0.78
3.	Perceived behavioral control	0.89
4.	Entrepreneurial Education	0.68
5.	Entrepreneurial motivation	0.72

Source: primary data 2023 n=100

The results of the validity test in table 1 showed that the variance extract values for all research indicator variables can meet the required criteria. The conclusion was drawn that the total variance of the indicators extracted by the latent construct can measure what should be measured.

b. Reliability Test

Reliability test is carried out to test how reliable the measuring instrument is. In this research the reliability test used the reliability construct value. The minimum reliability value of the required latent variable indicator is at least 0.70. Complete reliability test results are described in Table 2

Table 2
 Reliability Test Results

No	Variable	Reliability
1.	Attitude	0.87
2.	Subjective norm	0.79
3.	Perceived behavioral control	0.86
5.	Entrepreneurial Education	0.78
5.	Entrepreneurial motivation	0.76

Source: primary data 2023

The results of the reliability test explained that all reliability construct values for each latent variable had a value above at least 0.7. It was concluded that each variable indicator in this research can be trusted.

c. Data Analysis

The test results on the feasibility of the SEM model are described in table 3.

Table 3
 Results of Full Model Feasibility Test n=100 in 2023

No.	Good of Fit Index	Cut off values	Results	Model Evaluation
1.	Chi square	small < 385.05	1853	Less good
2.	Probability	>0.05	0.000	Less good
3.	RMSEA	<0.08	0.08	Good
4.	GFI	>0.90	0.913	Good
5.	AGFI	>0.90	0.891	close to good
6.	CMIN/DF	<2.00	1.645	Good
7.	TLI	>0.95	0.963	Good
8.	CFI	>0.95	0.969	Good

Based on the feasibility test of the causal relationship model of attitude-free variables, subjective norms, perceived behavioral control of entrepreneurial interest with entrepreneurial education as a moderator, it was concluded that the model was appropriate or fit.

d. Proposition Test

The proposition test in research activities refers to the Critical Ratio (CR) value of a model causality relationship. The research proposition test is presented in full in table 4.

Table 4
 Hypothesis testing

No	Std Est	Est	SE	CR	P	Results
1. Attitude -> Entrepreneurial Motivation	0.047	0.180	0.047	3.900	<0.001	Significant
2. Subject. norm -> Entrepren. Motivation	0.066	0.227	0.066	3.433	<0.544	Not significant
3. Perceiv. behav. control -> Entrepren Motiv	0.051	0.105	0.051	2.065	<0.049	Significant
4. Int1 -> Entrepreneurial Motivation	0.061	0.141	0.061	2.545	<0.031	Significant
5. Int2 -> Entrepreneurial Motivation	0.048	0.321	0.048	2.645	<0.041	Significant
6. Int3 -> Entrepreneurial Motivation	0.062	0.038	0.062	2.245	<0.021	Significant

Proposition Test 1

The estimation parameter of the attitude test on entrepreneurial motivation showed a CR value of 3,900 with a probability <0.001. Because the probability value was < 0.05, it was concluded that attitude has a significant effect on student entrepreneurial motivation.

Proposition Test 2

The estimation parameter of the subjective norm test on entrepreneurial behavior showed a CR value of 3.433 with a probability <0.544. Because the probability value was > 0.05, it was concluded that subjective norms have no significant effect on student entrepreneurial motivation.

Proposition Test 3

The parameter estimation of perceived behavior control test on entrepreneurial motivation showed a CR value of 2.065 with a probability <0.049. Because the probability value was <0.05, it was concluded that perceived behavioral control has a significant effect on student entrepreneurial motivation.

Proposition Test 4

The estimation parameter for the Interaction 1 test on entrepreneurial motivation showed a CR value of 2.545 with a probability of 0.031. Because the probability value was < 0.05 , it was concluded that entrepreneurial education strengthens attitudes towards student entrepreneurial motivation.

Proposition Test 5

The estimation parameter for the Interaction2 test on entrepreneurial motivation showed a CR value of 2.645 with a probability of 0.041. Because the probability value was < 0.05 , it was concluded that entrepreneurial education strengthens subjective norms on student entrepreneurial motivation.

Proposition Test 6

The estimation parameter for the Interaction2 test on entrepreneurial motivation showed a CR value of 2.245 with a probability of 0.021. Because the probability value was < 0.05 , it was concluded that entrepreneurial education strengthens perceived behavioral control on student entrepreneurial motivation.

4.2 Discussion

The research results prove that two independent variables directly positively influence attitude and perceived behavioral control on entrepreneurial motivation, and one independent variable, subjective norm does not directly affect entrepreneurial motivation. The findings of this research are in line with research (Pratana and Margunani, 2019) and (Santi, Hamzah and Rahmawati, 2017). The findings of this research are not in line with the findings of Suharti and Sirine (2011) and Cahyono (2014) where attitude does not affect entrepreneurial motivation. Subjective norm does not affect student entrepreneurial motivation in contrast to research findings (Prabandari and Sholihah, 2014). The influence of entrepreneurship education strengthens the direct influence of attitude, subjective norm and perceived behavioral control according to research findings (Pratana and Margunani, 2019). Subjective norm does not directly affect entrepreneurial motivation, the findings of this research can be interpreted that Unwidha students have had independence to have strong motivation for entrepreneurial activities through self-confidence which is reflected in attitude and perceived behavioral control variables without depending on opinions, suggestions or encouragement from neighbors, family, college friends, members of village officials and reference groups.

Entrepreneurship education is an uncontrollable variable from respondents that can strengthen the three independent variables. The findings of this research can be interpreted that Unwidha students have strong confidence in the belief to be successful in planning entrepreneurial activities in the future through entrepreneurship education courses that are taught while studying.

5 Conclusion

The results of the study concluded that the two independent variables of attitude and perceived behavioral control have a significant effect on entrepreneurial motivation. One independent variable, subjective norm has no significant effect. The moderating variable of entrepreneurship education significantly influences the three independent variables. Unwidha students have more confidence in the attitude and self-confidence that has been formed in each individual and the achievement of knowledge through education in Entrepreneurship courses. Reference groups, in this case the family, college colleagues, do not function as a driving force for increasing entrepreneurial motivation. Widya Dharma University educational institution must continue to strive to improve the quality of learning programs for entrepreneurship courses, both content and real work practice to further encourage student entrepreneurship and achieve student satisfaction from the learning programs that have been accepted. At this time the role and function of word of mouth marketing is increasing. Improving quality, activating knowledge from entrepreneurial learning is expected to further improve student entrepreneurial behavior so as to create superior graduates who are able to work independently. The creation of independent graduates/alumni will be a competitive advantage that will lead to positive branding of the Unwidha institution in the future.

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