

Entrepreneurial Intention of Students in Indonesia and Malaysia

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Abstract

This aims of this study is to analyses the entrepreneurial intention of students in Indonesia and Malaysia. The sample contains 296 respondents that comprise 156 students from several universities in Indonesia and 140 from universities in Malaysia. The data WAS collected using a questionnaire distributed through Google forms. Descriptive analysis and multiple regression were carried out. The results show that entrepreneurship education does not have a big influence on students' interest in entrepreneurship. However, family support, social support and personality have significant effects on students' entrepreneurship interest. Personality is the strongest influencing factor. There is a significant difference between Indonesian and Malaysian students as to entrepreneurship intention. The most significant difference lies in the personality of students. This implies that entrepreneurship education in higher education institutions should emphasize developing personality for entrepreneurship.

Keywords: Entrepreneurial Intention, Entrepreneurship Education, Family Support, Social Support and Personality

1. Introduction

1.1. Introduce the Problems

Entrepreneurship directly has an important role in contributing to economic growth. So that efforts to encourage the creation of new entrepreneurs need to be done [1], In southeast Asia attempts to develop entrepreneurship, Singapore, for instance, currently has 7.2% of its population who have become entrepreneurs, followed by Malaysia with more than 6%; Thailand at 5%, and Indonesia at 3.10%. Even though there was an increase of only 1.6% from previous year [2], this can impact on Indonesia's economic growth. According to sociologist David McClelland, to advance a nation's economy to a developed status requires a minimum of 2% entrepreneurship from the population [3]. Furthermore, entrepreneurship education must be

taken seriously as this can determine the future and prosperity of a nation [4]. Entrepreneurship development can be achieved by developing human resources through entrepreneurship education. This is expected to build interest among students in entrepreneurship [5] [6], because entrepreneurship exposure and training by higher education- provides a systematic structure for becoming an entrepreneur [7], [8].

Intention can be achieved by providing entrepreneurship education courses [9]. This does not mean that universities are obliged to always incubate new entrepreneurs from their graduate populations. However, it does mean introducing an entrepreneurial attitude at an early age with respect to the following characters or personalities. These traits are independent attitude, bravely in facing risks, the desire to move forward, being creative, communicative, having the spirit of leadership, and having insights to take advantage of business opportunities. In fact, that reference studies it has been proved this point that students who take entrepreneurship courses are only doing that to pass the course. This is a challenge for universities as they attempt to produce students who have an interest becoming entrepreneurs after graduating from college [10]. There was evidence that there were no big differences in entrepreneurship students before and after participating in an entrepreneurship class. This prompted the interest to study whether entrepreneurship education in universities in Indonesia and Malaysia have actually encouraged students to become entrepreneurs. Besides that, the study aims to identify factors that influencing students to have an entrepreneurial intention.

1.2 Explore Importance of the Problem

Indonesia and Malaysia are 2 (two) countries in Asean that really need the development of new entrepreneurs among young people, bearing in mind that the role of entrepreneurs is very important in improving the country's economy and creating productive, creative and innovative generations, so that they do not depend on existing employment opportunities, where the field is getting narrower because many human jobs are being replaced by machines. For this reason, it is important for teachers to understand, what is the main factor for students to be interested in entrepreneurship?

1.3 Describe Relevant Scholarship

Intention is the high tendency of a person to carry out certain activities that he likes, based on his talents, experience and ultimately encourage someone to make entrepreneurial decisions [11]. Students' intention in entrepreneurship means the desire to be independent in meeting their needs, constantly learning, always looking for opportunities and preparing their business well. Entrepreneurial intention is about positive attitude or strong desire from someone to become an entrepreneur. Meanwhile, entrepreneurial intention refers to the effort that a person will exert in carrying out entrepreneurial behavior [12]. For this study, entrepreneurial intention is defined as the desire to be an independent entrepreneur when meeting their needs, constantly learning, always looking for opportunities, and preparing their business well.

Many factors can influence the development for entrepreneurial intention. They include personal motivation, attitudes, marital status, social relations etc. There are also other factors such as economic and institutional elements [13]. There are four things that influence entrepreneurial

decisions. These are oneself, cultural environment, social conditions, and a combination of the three [14]. Next the other factors affecting entrepreneurial intention are educational environment, personality and family [15]. Additionally, entrepreneurial intentions are also influenced by personality factors. This includes traits such as self-efficacy, risk taking, initiatives for business, favorable attitudes for business, behavioral control, need for achievement and internal locus of control [16].

Entrepreneurship education is one of the factors that influences entrepreneurial intentions. It refers to the process of providing formal and structured entrepreneurial competencies including the provision of individual skills, concepts and mental awareness [17]. Entrepreneurship education is expected to change the mindset, attitudes, and behaviors of students to become dedicated entrepreneurs. Entrepreneurship education is an important component that provides a stimulus to individuals to make career choices; hence increasing the creation of new businesses and economic growth [18]. Many studies found that entrepreneurship education was positively related to entrepreneurial intentions [19], further more, Entrepreneurship education and family support has a significant impact on students' intention in entrepreneurship [20]. Thus entrepreneurship education must be a serious concern in higher education which can be a starting point for students in building student entrepreneurial interest and enthusiasm.

Entrepreneurship education can be measured by indicators such as the number of courses offered, learning methodology, teaching strategies, seminar or conference activities, entrepreneurial visits, facilities provided, university environment, university community, and university information [21]. For this study, entrepreneurial education is defined as any entrepreneurship course taken by students while studying at a tertiary institution to acquire the knowledge, skills and attitudes typical of entrepreneurs. The relevant indicators are curriculum, learning methodology, teaching and learning process, and institutional support

In addition to entrepreneurship education, family support is important for individuals to do business. Family support can determine the level of individual intentions in entrepreneurship [22]. Family support is positively related to interest in starting a business [23]. The other hand family support is positively related to interest in starting a business [24], and family support can also influence a person's desire to start a business [25]. Therefore, family support can be in the form of emotion, motivation, funding and information. For this study, family support is defined as family actions and attitude that support; motivate; and provide assistance in the form of morale and materials in entrepreneurship. The indicators are family-owned business, motivation from the family, funding support, and family moral support.

Social support can also determine entrepreneurial intention. Social support is expected to help potential entrepreneurs in establishing a business or running its activities [26]. Social support is expected to help potential entrepreneurs in establishing a business or running its activities, and there is a positive relationship between social support systems and students' tendencies towards entrepreneurship, and yet there are differences between male and female students in terms of entrepreneurial intentions [27]. Furthermore, Social support has a positive and significant effect on entrepreneurial intention. This means that the higher the social support, the higher the interest in entrepreneurship [28]. Likewise, the lower the social support, the lower the interest in student

entrepreneurship. For this study, social support refers to the concern, appreciation, or assistance felt by individuals from the people or groups around them. The indicators for social support are support from people around them, support from groups around them, motivation from people around them, and help from people around them.

Personality is a way of thinking, feeling, and behaving that can regulate a person's moods, attitudes, and opinions distinctly when interacting with others. This includes characteristics, both inherent and acquired, which differentiate one person from another person; and personality can be seen in people's relationship with the social environment and social groups [26]. Entrepreneurial personality has a significant effect on entrepreneurial intention, the greater the potential for entrepreneurial personality a person has, the greater the intention that person has for entrepreneurship [22] [27]. The personality possessed by an entrepreneur is the ability to be independent as this can help the individual overcome difficulties, including overcoming poverty without the help of others [29] [28]. Successful entrepreneurs are observant of opportunities, have high creativity, are proactive and have dreams [30] [29]. For this study, entrepreneurial personality refers to the relatively permanent and unique character that provides consistency and individuality for entrepreneurship. The indicators are confidence, responsibility, creativity, courage taking risk and strong work ethic.

1.4. Statement of Hypothesis

Based on the literature review, the hypotheses for this study are as follows: (1) There is an influence of entrepreneurial education on students' entrepreneurial intention in Indonesia and Malaysia. (2) There is an influence of Family Support on students' entrepreneurial intention in Indonesia and Malaysia. (3) There is an influence of social support on students' entrepreneurial intention in Indonesia and Malaysia. (4) There is an influence of Personality on students' entrepreneurial intention in Indonesia and Malaysia. (5) There are significant differences between students from Indonesian and Malaysian in terms of entrepreneurial intention and factors affecting it.

2. Research Method

2.1. Research Design

This study uses a descriptive causalistic method, which is to analyze the variables that influence on student intention in entrepreneurship. Besides that, this study design to prove the hypothesis that has been formulated based on the previous study. Data was collected by survey method with the questionnaire as an instrument for collected data. Questionnaire was distributed by incidental sampling which means anyone whom is met and meets the sample criteria is asked to fill out the questionnaire via Google form.

After the data was collected, the editing and analysis process was carried out, followed by validity and reliability testing. The test results proved each question was valid and reliable. Questions were constructed using the Likert scale 1-5. This scale measures the attitudes and opinions of respondents answers that correspond to their opinions. Data analysis was done using SPSS software version 20 to generate descriptive statistics, test validity and reliability, describe the results of research and prove the research hypothesis.

2.2. Variable Defined

The definition and indicators of each variables in this research can be seen on tabel 1 as follows:

Tabel 1: Definition of Variables

Variable	Definition	Indicators
1. Entrepreneurial Education	Entrepreneurial Education is an entrepreneurship course that is taken by students while studying at tertiary institutions to gain knowledge, skills and attitudes as entrepreneurs.	1.1. Curriculum 1.2. Learning Methode 1.3. Teaching and Learning Process 1.4. Institutional Support
2. Family support	Family Support is an attitude, the family's actions in supporting, motivating, providing assistance in the form of morale and material in entrepreneurship.	2.1. Family owned business 2.2. Motivation from the Family 2.3. Funding support 2.4. Moral family support
3. Social Support	Social support is a concern, appreciation, or assistance felt by individuals from the people or groups around them.	3.1. Support from those around him, 3.2. Support from surrounding groups, 3.3. Motivation from other people 3.4. Help from other people
4. Entrepreneurial Personality	Entrepreneurial Personality is a relatively permanent character, and a unique character that provides consistency as well as student individuality for entrepreneurship.	4.1. Confidence 4.2. Responsible 4.3. Creativity 4.4. Courage in taking risks 4.5. Strong Work Ethic
5. Entrepreneurial Intentions	Entrepreneurial Intentions is the desire to be independent entrepreneurs in meeting their needs, constantly learning, always looking for opportunities and preparing their businesses well.	5.1. Strong desire tobe entrepreneurship 5.2. Self development 5.3. Looking for Opportunity 5.4. Well business plan

2.3. Sample Procedures

The population on this study is students from several universities in Indonesia and Malaysia. Purposive sampling is used involving students who take entrepreneurship course and are in the fifth semester and above. This criterion is chosen as the students study entrepreneurship and close to graduate. Following that, they will choose either to work or entrepreneurship. Data was collected from 296 respondents consisting of 155 students from Indonesia and 141 from Malaysia. The sample size uses were calculated by multiplying the number of indicators by five by Heirs [31] [30]. As the number of indicators in this study is 16, so the sample size has exceeded what Heirs suggested.

3.4. Data Analysis

Setelah data terkumpul dilakukan proses editing, kemudian dilakukan pengujian validitas dan reliabilitas, dan hasilnya menyatakan bahwa setiap item pertanyaan adalah valid dan setiap variabel menunjukkan reliabel, ini berarti instrumen yang digunakan dalam penelitian ini telah valid dan reliabel. Selanjutnya dilakukan analisis diskriptif dan analisis regresi berganda, dan kemudian dilakukan pengujian hipotesis yang telah dirumuskan dalam penelitian ini dengan uji F dan Uji t , sedangkan untuk mengetahui perbedaan minat mahasiswa Indonesia dan Mahasiswa Malaysia dalam berwirausaha dilakukan uji-diskriminasi. Proses analisis data dilakukan dengan menggunakan software SPSS versi 24.

3. Results

This study analyses the intention of Indonesian and Malaysian students towards entrepreneurship. There are four variables likely to affect the interest of entrepreneurial students, namely entrepreneurship education; family support; social support; and student personality. The respondents comprised 26.35% men and 73.65% women. This shows that women were more dominant in this study for both Indonesian and Malaysian students. Most respondents were from the faculty of economics and business (75%), while the rest were from engineering, local administration, literature and information. Some were from law faculties (non-business). Most of their parents worked as entrepreneurs (36.82%), while others parents were private employees in various fields (34.12%) and some were teachers, retirees or unemployed (29.06%). Malaysian students' parents were mostly employees in the private and government sectors. Even though they were still in college the respondents already had a lot of experience in entrepreneurship (67%), but their business were still small because they work it part time.

3.1. Descriptive Statistics

Table 1 presents the descriptive analysis of each variable. The variables are entrepreneurship education, family support, social support and entrepreneurial personality.

Table 1: Descriptive Statistics

Variables	Mean (Indonesia)	Mean (Malaysia)	Total Mean	N	Std. Deviation
Enterpreneurial Intention	2.98	2.52	2.76	296	.398820
Enterpreur Education	3.12	3.19	3.15	296	.691505
Family Support	2.85	2.79	2.82	296	.399682
Social Support	2.52	2.69	2.60	296	.565653
Enterprenuer Personality	2.52	2.42	2.47	296	.56384

Table 3 shows that generally the entrepreneurial intention of students in Indonesia and Malaysia is still at a low level. However, Indonesian students show slightly higher entrepreneurial intention with a mean value of 2.98. Students from Malaysia have lower intention in

entrepreneurship as indicated by average value of 2.53. Interestingly, however entrepreneurship education is perceived as important by Malaysian students; hence slightly higher than Indonesian students. This can be seen from the mean value of entrepreneurship education in Indonesia (3.12) and Malaysia (3.19).

The curriculum of entrepreneurship education has a local focus chosen by each tertiary institution. Some provide entrepreneurship courses lasting one semester, while others offer more than one semester. For example, in one private tertiary institution in Indonesia, students are required to take entrepreneurship courses for three semesters. One semester covers theory and motivation in entrepreneurship, one semester for preparing business plans and preparing products/services and the final semester is for product innovation practice and selling. However, in several other faculties such as engineering, social sciences, and literature, entrepreneurship is offered in one semester. In some universities in Malaysia, entrepreneurship education is offered for one semester only for all students from various faculties. Exposing them with entrepreneurship knowledge may not be enough if the knowledge is not applied or not evaluated over a reasonable amount of time.

Family support is important to growing students' interest to start a business. However, the results in Table 3 show that family support for students is low for students of both countries. Most respondents also acknowledged that social support such as the support and motivation from people around them and the assistance provided have an average value of 2.52 for Indonesian students and 2.69 for Malaysian students. This shows that the social environment around students does not provide optimal support yet for students to develop their intention for entrepreneurship.

4.2. Hypotesis test

The correlation coefficient for all identified variables shows that there is hardly any multicollinearity problem, as the inter-correlations among the model's variables are below the threshold value of 0.8 [32] (31). All model's variables are found to be significantly and positively correlated.

Table 2 provides information that answers the first and second research objectives of this study. R^2 indicates that 48.5% of change in the entrepreneurial intention of a student is explained by entrepreneurship education, family support, social support and entrepreneurial personality. Significantly, entrepreneurship education is not found to be significantly related to the entrepreneurial intention of a student. All other variables such as family support ($\beta=.195, p<0.05$); social support ($\beta=.168, p<0.05$) and personality ($\beta=.453, p<0.05$) are significantly related to entrepreneurial intention, and personality is the strongest factor influence to the entrepreneurial intention, but the effect is moderate. Furthermore, Family and social support are weakly related.

Table 2: Coefficient Regression

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.247	0.283		-4.413	.000
	Entrepreneurship Education (X ₁)	0.071	0.087	.041	.815	.416
	Family Support (X ₂)	0.238	0.075	.195	3.176	.002
	Social Support (X ₃)	0.206	0.076	.168	2.696	.007
	Entrepreneurial Personality (X ₄)	0.785	0.084	.453	9.339	.000
F-test : 68,571		<i>Dependent Variable: Entrepreneurial Intention (Y)</i>				
Sig. : 0,000						
R : .697		R ² = .485				

Table 5 shows F-test value of 68.571 has a significant probability value of 0.000. This means that simultaneously, entrepreneurship education, family support, social support and personality significantly influence students' entrepreneurial intention. Hence, the existence of the four variables is beneficial in determining students' intention in entrepreneurship. Based on the results, H-2 ,H-3 and H-4 are accepted, but entrepreneurship education is not significant effect on entrepreneurial intention, so H-1 was rejected.

4.3. Analysis of Regional Differences

To test the fifth hypothesis, this paper applies a multiple discriminant analysis to investigate the differences among the research variables. Multiple discriminant analysis is a statistical technique used to determine differences between groups [33] [32]. The results of the Group Means Equality test can be seen in Table 6.

Tabel 6: Tests of of Group Means Equality

	Wilks' Lambda	F	df1	df2	Sig.
Entrepreneurship Education	.824	20.846	3	292	.000
Family support	.767	29.620	3	292	.000
Social support	.755	31.604	3	292	.000
Enterpreneurial Personality	.696	42.599	3	292	.000

Table 6 shows the results of the Test of Group Means Equality, which test the average similarity between variables. The test results of Wilks' Lambda and significance values indicates that if the number of Wilks' Lambda is close to 0, then there is a tendency for differences between the groups studied, or it can be seen from the significance value. If the significance is > 0.05 then there is no difference in the group, but if the significance is <0.05 then there is a difference in the group. The results show that entrepreneurship personality variable posts significant difference in

students' intention to become entrepreneurs because Wilk's Lambda value is the smallest (0.696) and supported by a significance value below 0.05 ($p < 0.05$) This is followed by social support, family support and entrepreneurship education. This means both Indonesian and Malaysian students have significant differences, mostly in the personality variable which can determine their entrepreneurial intention. Its mean that H-5 was accepted. The use of discriminant analysis must meet the assumption test that there is no multicollinearity between the independent variables. This indicates normal distribution and homogeneity of variance between the data groups. The results of the covariance matrices analysis show values above 0.5; hence there is no multicollinearity. The results of Box's M test show an F value of 1.727 and not significant ($p = 0.069$). This means the covariance matrix between groups does not differ (homogeneous). This does not violate the discriminant assumption. The normality test also shows a number of < 0.5 , so it can be said the data is normally distributed.

The Following are the results of the matrix structure analysis (Table 7), that is, the correlation between the independent variables and the discrimination function (function 1). For the four variables above, it appears that entrepreneurship personality is the variable that best distinguishes the entrepreneurial intentions of both Indonesian and Malaysian students. This supports the results of equality as shown in Table 6.

Tabel 7: Matrix Structure

	Function	
	1	2
Enterpreneurial Personality	.825*	-.565
Social support	.710*	.704
Family support ^b	.518*	.358
Enterpreneurship Education ^b	.368*	.134

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

*. Largest absolute correlation between each variable and any discriminant function

4. Discussion

Indonesian and Malaysian students are equipped with entrepreneurship education through a structure comprising an entrepreneurship curriculum of appropriate teaching methods and processes designed to inspire students to become entrepreneurial. However, as indicated by the regression results in Table 2, entrepreneurship education is not significant. This supports the finding of the several researchers who noted that an increase in efforts made by tertiary institutions towards entrepreneurship education has not brought about any positive effect on students' entrepreneurial intention. In accordance with information from several students who took entrepreneurship courses, the program (Entrepreneurship Education) enrolment is merely fulfilling the obligation for students to take courses that must be passed. This is also evidenced by the fact that Indonesian and Malaysian students have already started working for companies or institutions even though they have not yet graduated from college. Only a few of them started

their own businesses because of the motivation, mentoring and coaching they received from their lecturers, this is because the students more likely become a employee to the company rather than make own business. Therefore, the role of lecturers is important as they not only teach but also motivate and even facilitate students to pursue entrepreneurial ideas and get funding from various agencies by submitting proposals. This could be due to the nature of higher education in the two countries where students take many subjects and unfortunately, entrepreneurship education might be given a low emphasis in favour of other core subject that affect their graduate. The emphasis might have been given to other core subjects that affect their grades and CGPA. As expected, family support and social support are found to influence entrepreneurial intention. This is consistent with the findings of related study on this research.

This finding shows that the greatest influence on student entrepreneurial interest is student personality. The personality that must be developed by an entrepreneur is high self-confidence. The ability to be independent can help one overcome difficulties, become observant of opportunities, have high creativity, be proactive, work hard have dream. In fact, if someone has those personalities, he/she can easily adapt to the environment and will become a more successful person. It is interesting to note that Indonesian students are different in terms of their personality. They are more entrepreneurial than Malaysian students. This can be due to the different life-styles they have. Indonesian students may be more entrepreneurial due to survival reason as their standard of living is lower compared to Malaysian students, the majority of whom come from the middle class. Other possible explanations could be aspects of regional economic development, including supporting policies, and regional entrepreneurship environments.

The results of this study show that the intention of both Indonesian and Malaysian students to become entrepreneurial needs to be enhance. This is because it is in the low category. Entrepreneurship education is rated by students in the moderate category. This means entrepreneurship education in universities is limited to providing knowledge, and less emphasis on fostering students' entrepreneurial intention. In addition, family support is also in the moderate category. It is likely that most parents want their children to work after graduating from college. Rather than pursuing entrepreneurial enter prises. Social support and personality are also in the low category. The results of this study show that entrepreneurship education has no significant effect on students' intention in entrepreneurship. Family support, social support and personality, however, all have significant effects. Personality holds the most dominant role in terms of the enterpreneurial intention of students. This is supported by the results of discrete analysis which show significant differences in entrepreneurial intentions between Indonesian and Malaysian students, in relation to the four research variables. In this study, personality turns out as the most distinguishing variable.

Based on the findings of this study, there are several theoretical and practical implications for entrepreneurial research and education, as follows: First, the effect of education on entrepreneurial intention has been examined in a number of research studies with varying results. Some studies show that there is a significant difference between the entrepreneurial intention levels of students who receive entrepreneurship education and students who do not. Other researchers find that entrepreneurship education has no effect or even brings negative

impact on entrepreneurial intention. These results indicate the role of entrepreneurship education in enhancing the process of growing an individual's entrepreneurial intention must be explored further so that entrepreneurship education is not just quantity but quality as well. Second, an entrepreneurship education program must be designed by considering its functions as one that not only provides expertise, but also develops entrepreneurial characteristics. This is a determinant factor (as proven in the results of research) capable of improving the quality of entrepreneurship in students. Hence, the learning materials must pay attention to producing potential entrepreneurs by providing motivation and mentoring assistance.

Lastly, the results of this study confirm the importance of support from both family and other people around students in stimulating entrepreneurial intention. Thus, it is suggested that when encouraging students to become involved in entrepreneurial activities, universities should inform and encourage the students' family to support the students either morally or financially. Hence, is also important for universities to create a support group for entrepreneurship and provide special privileges to this group so that the members feel supported. As a recommendation for future research, it is important to examine other dimensions of personality as they have the potentials to increasing students' interest in entrepreneurship.

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