

Entrepreneurial Intentions of Students Using the Shapero Entrepreneurial Event Model

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ABSTRACT

Objective: This research aims to examine the influence of entrepreneurship education, self-efficacy, and perceived desire on entrepreneurial intentions using the Shapero Entrepreneurial Event Model theoretical approach.

Design/ methodology/ approach: The population in this study was 280 Tarakan City students. The data used in this case. This research is primary data sourced from questionnaires. This research uses a quantitative approach with survey methods. Variable measurement uses a Likert scale and the sampling technique used is non-probability sampling with a purposive sampling method. The analysis technique used is SEM (Structural Equation Modeling) with SPSS and LISREL 8.80 software tools.

Findings: The findings show that entrepreneurship education has a positive and significant effect on self-efficacy, self-efficacy has a positive and significant effect on entrepreneurial intentions, and perceived desire has a positive and significant effect on entrepreneurial intentions.

Paper type: Research paper

Keyword: *Entrepreneurship Education, Self-Efficacy, Perceived Desire, Entrepreneurial Intention*

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I. INTRODUCTION

Indonesia is a country that has abundant natural resources. Apart from that, Indonesia also has quite a lot of human resources. If large human resources are not balanced with quality human resources, this will cause problems. The government realizes that the business world is the backbone of the country's economy and therefore must continue to be improved. The number of entrepreneurs in Indonesia is still relatively low compared to other countries such as Malaysia with entrepreneurship reaching 4.74 percent, Thailand reaching 4.26 percent, and Singapore 8.76 percent, while Indonesia has 3.74 entrepreneurship. percent (Prayoga et al., 2021). This is a challenge for the productive age in Indonesia to catch up with entrepreneurship in Indonesia. To become a developed country, the entrepreneurial indicator is at least 2% of the population (Andika & Madjid, 2012).

Catching up with ASEAN countries It is necessary to instill an entrepreneurial spirit in students to increase the number of jobs and reduce unemployment. An entrepreneurial spirit needs to be developed to overcome the unemployment problem. With the existence of an entrepreneurial spirit, it is hoped that the attitude and desire to be independent will grow to get a better life without having to depend on other people, as stated (Alma, 2013), the more developed the country, the more people are educated and the more unemployment there is.

The more graduates there are, the greater the level of public awareness of the importance of education, but this is less balanced by changes in people's culture who are unwilling to become entrepreneurs, increasing the number of unemployed graduates. The high number of unemployed may occur due to the increase in the workforce which is not accompanied by an increase in new businesses in industry or other businesses. This is one of the factors that most college graduates tend to choose to become job seekers rather than create jobs (Job Creator). (Dikti, 2012).

Entrepreneurship is the most important thing to develop. Finally, many people try to work by creating their own business which is usually called entrepreneurship. Entrepreneurship is an independent business whose resources and activities are carried out by business actors, starting from determining how to make goods, setting

up a business, selling products, and managing the business. Without realizing it, the role of entrepreneurship influences the level of the Indonesian economy, so awareness is needed to increase interest in entrepreneurship. Entrepreneurship is a supporter of determining whether or not the country's economy is progressing because the entrepreneurial sector has the freedom to work and be independent. Apart from that, entrepreneurship can also create jobs and absorb labor (Syahran & Debiyani, 2020).

Making college graduates into entrepreneurs is not easy to realize. Several universities in Tarakan City, such as the University of Borneo Tarakan, STIMIK PPKIA Tarakanita Rahmawati, STIE Bulungan Tarakan, North Kalimantan Business Polytechnic, and North Kalimantan Polytechnic are expected to produce students and educated graduates as reliable and superior entrepreneurs. But the intention to become an entrepreneur must start from the intention that exists within you. Students as an educated component of society are expected to be able to open up employment opportunities by developing the intention to become entrepreneurs so that they can simultaneously answer existing problems.

A. Literature Review

Entrepreneurship is an innovative and creative process that has the potential to add value to products, create jobs, increase productivity, revive and segment markets, improve social welfare, and more broadly improve the country's economy (Guerrero et al., 2008). (Hisrich et al., 2010) suggests that entrepreneurship is defined as a dynamic process in which additional wealth is created by individuals who take significant capital, time, and career risks or provide value for some products and services. Drucker and Zimmerer (dalam Kasmir, 2011) entrepreneurship is the ability to create a business, which requires creativity and innovation to find something different. (Suryana, 2008) states that entrepreneurship is a creative and innovative ability to create new things that are used as a basis, business skills or to improve life.

The entrepreneurial intention model was first developed by Shapero and Sokol in 1982 with the Entrepreneurial Event Theory. The Entrepreneurial Event Model theory put forward by Shapero & Sokol (1982) adapts the Reasoned Action theory (Fishbein & Ajzen, 1975) and applies it specifically to the world of entrepreneurship so that it underlies the Entrepreneurial Event Theory which influences entrepreneurial intentions with three dimensions, namely perceived desirability, perceived feasibility and the tendency to act (propensity to act). Shapero Entrepreneurial Event Model using two main variables, between others are perceived desires and also perceived feasibility. Segal et al. (2005) conceptualize perceived desire as an individual's interest in starting a new business and perceived feasibility as a perceptual measurement of a person's abilities related to the new business being created. These two variables are related to the drive for entrepreneurship. Shapero & Sokol (1993) and Krueger (1993) in (Segel et al., 2005) argue that perceived desirability, perceived feasibility, and propensity to act are related to entrepreneurial motivation which is carried out using push motivation theory and full theory to test factors. -factors that motivate someone to start a new business. Gilad and Levine (1986) were the first figures to study entrepreneurial motivation from the push theory and pull theory.

Shapero & Sokol (1982) stated that perceived desirability is a personal attraction to starting a new business. The perception of desire leads to the entrepreneurial behavior of a person who wants a business or a person's level of evaluating the beneficial and detrimental results of the results of entrepreneurial activities so that the greater the desire and feasibility of a person's intentions in carrying out entrepreneurial activities can increase (Hisrich et al., 2017). Krueger et al., (2000) Determining perceived desires is a person's personal bias that views the creation of a new business as something interesting and desirable. Perceived desire involves a person's view or perception of whether or not it is important to build a business (Giagtzis, 2013).

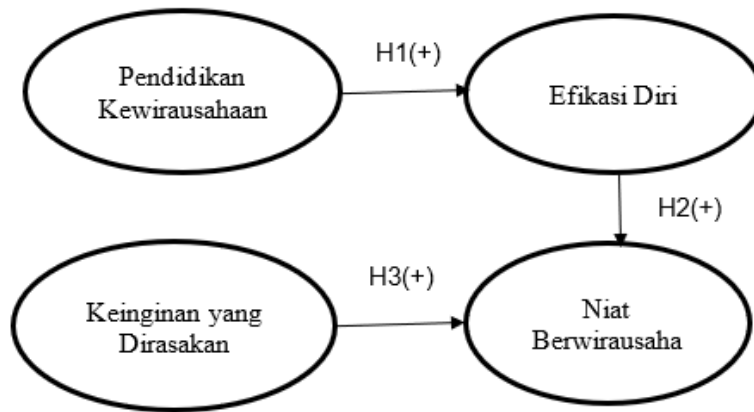
Linan (2018) said that perceived desire leads to the extent to which a person feels attracted to certain behavior, in this case namely becoming an entrepreneur and the activities involved in it. Felt desires include a person's assessment of everything related to entrepreneurial activities and becoming an entrepreneur (Liñán et al., 2011). Hisrich et al., (2012) explain that perceived desire is the extent to which a person can assess something related to the profits obtained in entrepreneurship. (Alfonso & Cuevas, 2012) said that the desire felt is the level of someone's attraction to starting a new business. Meanwhile, according to the TPB, subjective attitudes and norms are assessed as perceived desirability.

Fishbein & Ajzen (2011) expressed his opinion that intention is referred to as intention, namely the component that exists within a person which refers to the desire to carry out certain behavior. Entrepreneurial intention is the process of gathering information to be able to start a new business (Katz, 1998). Entrepreneurial intention is the state of mind of a person who wants to create a new business and drive new value in an existing organization, this is the generating force of entrepreneurial activity (Wu, 2008). Entrepreneurial intentions include attitudes toward the pursuit of entrepreneurship as a career choice and the desire to act (Krueger et al., 2000). Krueger (1993) states that entrepreneurial intention is a form of a person's commitment to starting a new business and is very important for understanding the process of establishing a business. In general, intention can be interpreted as a relatively persistent tendency in a person to feel interested in a particular field and feel happy to join in various activities related to that field.

Entrepreneurship education is the learning of values, skills, and behavior when facing life's many challenges (Alfiyan et al., 2019). The role of the entrepreneurship program is to achieve entrepreneurial intentions, students can increase their entrepreneurial skills. Entrepreneurship education, it is hoped that it will be able to strengthen an individual's intention to start a business and separate the impacts that will be obtained when entrepreneurship (Prodan & Drnovsek, 2010). According to (Fayolle & Gailly, 2008) learning efforts, it will be more meaningful when students are exposed to an environment that opposes but supports students in running new businesses rather than just emphasizing entrepreneurship theory and traditional entrepreneurship teaching methods. However, entrepreneurship education is very important because it can increase entrepreneurial knowledge and skills by providing the internal knowledge and abilities needed for successful entrepreneurship in the future.

Self-efficacy refers to a person's belief in their abilities that they are capable of carrying out a task. Self-efficacy is a person's assessment of their abilities or skills as an effort to do something to achieve a goal (Evaliana, 2015). Andika et al., (2012) said that self-efficacy is a form of a person's belief in their ability to complete a job, in other words, a person's motivational condition is based more on what they believe than what happens objectively. Efficacy is measured using a scale (Moi, 2011) with indicators of personal potential, opportunities, and ability to organize and carry out actions. Mcgee et al., (2009) explain self-assessment of various abilities related to their business, such as finding new ideas, marketing planning, and so on.

B. Framework Conceptual



II. METHODS

This study uses a quantitative approach. The quantitative method used in this research is the survey method, The objects in this research were students in Tarakan City, the research location was carried out in the Tarakan City area and the time of the research was carried out in November 2023. In this research the population used were students at the University of Borneo Tarakan, STIMIK PPKIA Tarakanita Rahmawati, STIE Bulungan Tarakan, Polytechnic North Kalimantan Business and North Kalimantan Polytechnic who have taken entrepreneurship courses. The sampling used was a non-probability sampling technique, namely the purposive sampling method. According to (Irianto, 2019) non-probability sampling is a sampling technique that does not give all elements or members of the population the same opportunity to be selected as samples. According to (Marlinda, 2021) the number of samples as respondents must be adjusted to the number of indicator statements or questions used in the questionnaire or questionnaire with the assumption that the number of indicators is multiplied by 5-10. So the sample size determined is a sample size = Number of indicators x 10, sample size = 28 x 10, so sample size = 280.

III. RESULTS AND DISCUSSION

Table 1 Validity Test of Entrepreneurship Education

<i>Variable</i>	<i>Indicator</i>	<i>Rotated Component Matrix</i>	<i>Information</i>
<i>Entrepreneurship Education</i>	<i>PK1</i>	<i>0.679</i>	<i>Valid</i>
	<i>PK2</i>	<i>0.739</i>	
	<i>PK3</i>	<i>0.560</i>	
	<i>PK4</i>	<i>0.741</i>	
	<i>PK5</i>	<i>0.784</i>	
	<i>PK6</i>	<i>0.729</i>	
	<i>PK7</i>	<i>0.668</i>	

Source: Researcher data, 2024

Table 2 Validity Tests of Self-Efficacy

<i>Variable</i>	<i>Indicator</i>	<i>Rotated Components Matrix</i>	<i>Information</i>
<i>Self-Efficacy</i>	<i>ED1</i>	<i>0.693</i>	<i>Valid</i>
	<i>ED2</i>	<i>0.753</i>	
	<i>ED3</i>	<i>0.720</i>	
	<i>ED4</i>	<i>0.718</i>	
	<i>ED5</i>	<i>0.652</i>	
	<i>ED6</i>	<i>0.698</i>	
	<i>ED7</i>	<i>0.541</i>	

Source: Researcher data, 2024

Table 3 Tests of the Validity of Felt Desire

<i>Variable</i>	<i>Indicator</i>	<i>Rotated Component Matrix</i>	<i>Information</i>
	<i>KD1</i>	<i>0.689</i>	

<i>Felt Desire</i>	<i>KD2</i>	<i>0.706</i>	<i>Valid</i>
	<i>KD3</i>	<i>0.694</i>	
	<i>KD4</i>	<i>0.711</i>	
	<i>KD5</i>	<i>0.698</i>	
	<i>KD6</i>	<i>0.280</i>	
	<i>KD7</i>	<i>0.528</i>	

Source: Researcher data, 2024

Table 4 Validity Tests of Entrepreneurial Intentions

<i>Variable</i>	<i>Indicator</i>	<i>Rotated Component Matrix</i>	<i>Information</i>
<i>Entrepreneurial Intentions</i>	<i>NB1</i>	<i>0.568</i>	<i>Valid</i>
	<i>NB2</i>	<i>0.633</i>	
	<i>NB3</i>	<i>0.727</i>	
	<i>NB4</i>	<i>0.742</i>	
	<i>NB5</i>	<i>0.687</i>	
	<i>NB6</i>	<i>0.748</i>	
	<i>NB7</i>	<i>0.728</i>	

Source: Researcher data,2024

Table 5 Reliability Test Results

<i>Variable</i>	<i>Cronbach's Alpha If Item Deleted</i>	<i>Cronbach's Alpha</i>	<i>Information</i>
<i>Entrepreneurship Education</i>			
<i>PK1</i>	<i>0.826</i>	<i>0.7</i>	<i>Reliable</i>
<i>PK2</i>	<i>0.823</i>	<i>0.7</i>	<i>Reliable</i>
<i>PK3</i>	<i>0.814</i>	<i>0.7</i>	<i>Reliable</i>
<i>PK4</i>	<i>0.807</i>	<i>0.7</i>	<i>Reliable</i>

<i>Variable</i>	<i>Cronbach's Alpha If Item Deleted</i>	<i>Cronbach's Alpha</i>	<i>Information</i>
<i>PK5</i>	<i>0.807</i>	<i>0.7</i>	<i>Reliable</i>
<i>PK6</i>	<i>0.815</i>	<i>0.7</i>	<i>Reliable</i>
<i>PK7</i>	<i>0.817</i>	<i>0.7</i>	<i>Reliable</i>
<i>Self-Efficacy</i>			
<i>ED1</i>	<i>0.882</i>	<i>0.7</i>	<i>Reliable</i>
<i>ED2</i>	<i>0.867</i>	<i>0.7</i>	<i>Reliable</i>
<i>ED3</i>	<i>0.862</i>	<i>0.7</i>	<i>Reliable</i>
<i>ED4</i>	<i>0.868</i>	<i>0.7</i>	<i>Reliable</i>
<i>ED5</i>	<i>0.866</i>	<i>0.7</i>	<i>Reliable</i>
<i>ED6</i>	<i>0.865</i>	<i>0.7</i>	<i>Reliable</i>
<i>ED7</i>	<i>0.876</i>	<i>0.7</i>	<i>Reliable</i>
<i>Felt Desire</i>			
<i>KD1</i>	<i>0.825</i>	<i>0.7</i>	<i>Reliable</i>
<i>KD2</i>	<i>0.824</i>	<i>0.7</i>	<i>Reliable</i>
<i>KD3</i>	<i>0.821</i>	<i>0.7</i>	<i>Reliable</i>
<i>KD4</i>	<i>0.846</i>	<i>0.7</i>	<i>Reliable</i>
<i>KD5</i>	<i>0.824</i>	<i>0.7</i>	<i>Reliable</i>
<i>KD7</i>	<i>0.837</i>	<i>0.7</i>	<i>Reliable</i>
<i>Entrepreneurial Intentions</i>			
<i>NB1</i>	<i>0.903</i>	<i>0.7</i>	<i>Reliable</i>
<i>NB2</i>	<i>0.899</i>	<i>0.7</i>	<i>Reliable</i>
<i>NB3</i>	<i>0.900</i>	<i>0.7</i>	<i>Reliable</i>

Variable	Cronbach's Alpha If Item Deleted	Cronbach's Alpha	Information
NB4	0.890	0.7	Reliable
NB5	0.904	0.7	Reliable
NB6	0.895	0.7	Reliable
NB7	0.893	0.7	Reliable

Source: Researcher data, 2024

Table 6 Normality Test Results

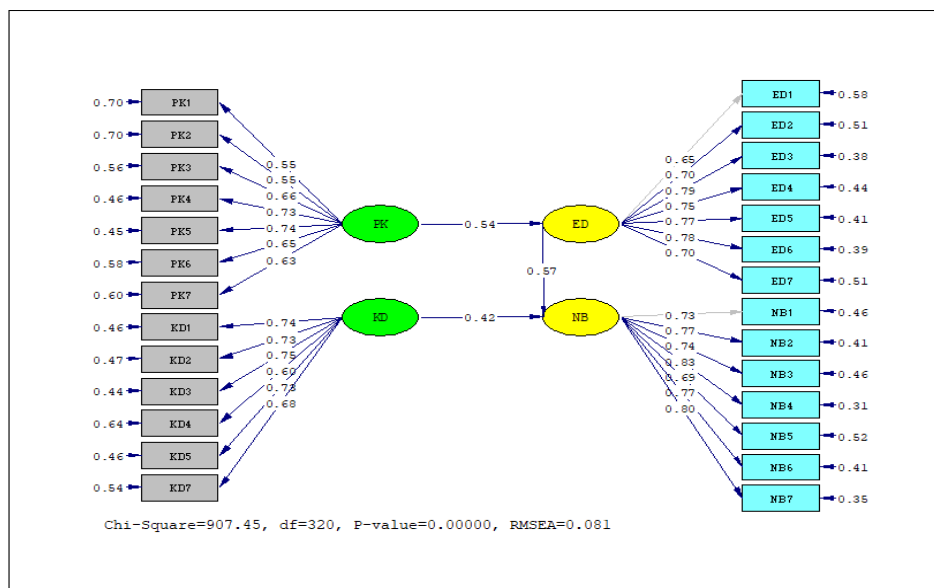
Skewness			Kurtosis			Skewness dan Kurtosis	
Value	Z-Score	P-Value	Value	Z-Score	P-Value	Chi-Square	P-Value
133.443	24.946	0.000	956.441	17.498	0.000	928.460	0.000

Source: Researcher data, 2024

Based on the results of the normality test in table 4.14, it show that the p-value of skewness and kurtosis is $0.00 < 0.05$, so it can be concluded that the data is not normally distributed. Abnormal data can be ignored, this is because the answers from respondents are varied. This research is supported by previous researchers, namely (Rina Lestari, 2022) and (Meliana, 2023) where the results of the normality test were not normal due to the varied responses from respondents.

After carrying out Confirmatory Factor Analysis /CFA for each latent variable, a full structural model estimation was carried out. This is because the full structural model estimation analysis can describe the relationship between latent variables. The results of the full structural model estimation using latent variables are shown in the following figure:

Figure 4. 1 Full Structural Model Test Results (Standardized)



Before testing the structural model, the level of fit is first tested using the *Goodness of Fit index approach*. This was done to find out whether the model built was compatible with the empirical data obtained through the distributed questionnaire instrument. The test results are shown in the following table:

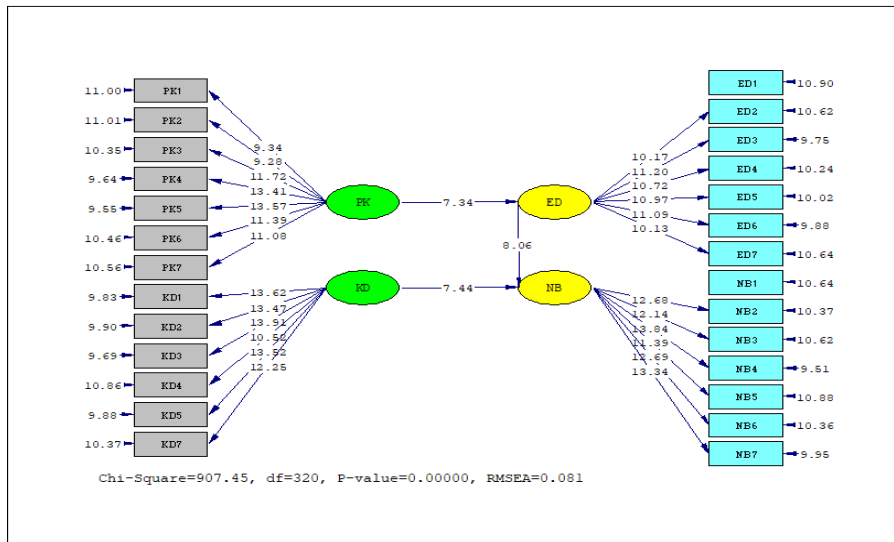
Table 1 Goodness of Fit Results

Goodness of Fit	Cut of Value	Research result	Information
Chi-Square	850.50	907.45	Marginal Fit
X ² /df	> 5	320	Fit
NCP	501.29 - 681.24	587.45	Fit
RMSEA	≤ 0,08	0,081	Marginal Fit
NFI	≥ 0,9	0,94	Fit
CFI	0,90-1	0,96	Fit
IFI	0,90	0,96	Fit

Sumber: Data peneliti

Based on the test results in table 4.7, it show that some parameters have met the expected requirements, but there are two parameters, namely Chi-square and RMSEA, which are at *marginal fit criteria* (not good). However, according to Ghazali (2005), this is not a problem because other fit models can be found. Therefore, researchers can see *from* the values of

Figure 4. 2 Full Structural Model Test Results (T-Value)



Based on Figure 4.1 and Figure 4.2, the results of hypothesis testing and the magnitude of the relationship values between research variables can be seen as shown in table 4.16 as follows:

Table 2 Hypothesis Test Results

Alternative Hypothesis	Variable Relationships	β	Q Value	T Table	Information
H1	PK→ED	0.54	7.34		Supported
H2	ED→NB	0.57	8.06	1.96	Supported
H3	KD→NB	0.42	7.44		Supported

Source: Researcher data, 2024

The results of hypothesis testing for each variable can be explained based on the analysis of table 4.8 as follows:

H1: The Effect of Entrepreneurship Education on Self-Efficacy

The influence of entrepreneurship education on self-efficacy has a β value of 0.54 with a t value of 7.34 and a t table of 1.96. So the t value > t table value, so it can be interpreted that entrepreneurship education has a positive and significant effect on self-efficacy. Thus it can be concluded that Hypothesis 1 **is supported**.

H2: The Influence of Self-Efficacy on Entrepreneurial Intentions

The influence of self-efficacy on entrepreneurial intentions has a β value of 0.57 with a t value of 8.06 and a t table value of 1.96. So the t value > t table value, so it can be interpreted that self-efficacy has a positive and significant effect on entrepreneurial intentions. Thus it can be concluded that Hypothesis 2 **is supported**.

H3: The Influence of Perceived Desire on Entrepreneurial Intentions

The influence of perceived desire on entrepreneurial intentions has a β value of 0.42 with a t value of 7.44 and a t table value of 1.96. So the t value > t table value, so it can be interpreted that the perceived desire has a positive and significant effect on entrepreneurial intentions. Thus it can be concluded that Hypothesis 3 **is supported**.

1. Entrepreneurship Education on Self-Efficacy

Based on the research results, it show that entrepreneurship education has a positive and significant effect on student self-efficacy in Tarakan City. Entrepreneurship education is a process of instilling an entrepreneurial spirit in someone so that they can live independently, creatively, and innovatively by increasing their knowledge. With entrepreneurship education, students will increase their knowledge of real entrepreneurial experience so that it will make them more trained which will give rise to the confidence to start a business.

Entrepreneurship education that involves entrepreneurial practices can help students gain experience and increase self-efficacy with encouragement and positive feedback given by lecturers to students during the learning process regarding students' abilities in entrepreneurship. Entrepreneurship can change the mindset of students who were previously unsure to become confident in their abilities. By the opinion of Lubem & Sarah (2018) entrepreneurship education has a role in the development of self-efficacy, which can influence a person's attitude towards entrepreneurship, thereby creating motivation and desire to become an entrepreneur.

The results of this research are in line with research conducted by Anggreini and Nurcaya (2016) that entrepreneurship education has a positive and significant effect on self-efficacy. This research is also supported by Solomon *et al.*, (2008) who say that entrepreneurship education has a positive impact on an individual's perception of their ability to start a new business. Furthermore, Puni *et al.*, (2018) also said that entrepreneurship education has a significant positive effect on self-efficacy.

2. Self-Efficacy on Entrepreneurial Intentions

The results of hypothesis testing carried out in this research state that self-efficacy has a positive and significant effect on students' entrepreneurial intentions in Tarakan City. Self-efficacy is a person's belief in their ability to manage and lead a business, as well as the belief that through continuing this business they will achieve entrepreneurial success (Anggreini, 2016). A person's self-confidence can influence the activities that will be carried out and a person's thoughts. By having good self-efficacy, a person's confidence in acting will be higher. These results are consistent with the results of research conducted by Vindi (2021) which also found that self-efficacy has a positive and significant effect on entrepreneurial intentions.

Self-efficacy influences the actions a person will choose. One of the actions a person chooses is to want to become an entrepreneur. This shows that self-efficacy plays a very big role in students. This is in line with research

conducted by Hapsah and Savira in Evaliana (2015) which states that with great self-efficacy, a person will have more confidence in their abilities to complete various tasks so that a person has a high interest in entrepreneurship. So it can be said that the higher a person's self-efficacy towards entrepreneurial interest, the stronger the person's intention or intention to become an entrepreneur. Therefore, high self-efficacy is believed to influence entrepreneurial intentions among students in Tarakan City.

3. Perceived Desirability of Entrepreneurial Intentions

The results of hypothesis testing carried out in this research state that perceived desirability or perceived desire has a positive and significant effect on students' entrepreneurial intentions in Tarakan City, which means that the higher a person's perceived desire, the higher their entrepreneurial intentions will be. This is in line with research conducted by Mukharomah (2017) which states that perceived desires have a positive and significant influence on entrepreneurial intentions.

When someone perceives entrepreneurship as something desirable, then someone tends to have a stronger intention to engage in entrepreneurial activities (Krueger et al., 2000). In other words, students who have high entrepreneurial interest or desire will be encouraged to start and run a business compared to students who have low perceived desirability.

The results of this research are also supported by previous research conducted by Wibisono (2011) on students at the Faculty of Economics, Sebelas Maret University, which showed positive results, namely that the perceived desire variable can increase entrepreneurial intentions, where the more students apply their perceived desire for entrepreneurship, the more it will increase. a person's intention to become an entrepreneur. Apart from that, Krueger (2000) also suggests a positive relationship between perceived desire and intention to start a business, this is due to the existence of factors to meet family needs.

IV. CONCLUSION

Based on research conducted by researchers entitled *The Influence of Entrepreneurship Education, Self-Efficacy and Perceived Desire Regarding Entrepreneurial Intentions*, the following conclusions are drawn:

1. Entrepreneurship education has a positive and significant effect on student self-efficacy in Tarakan City. Entrepreneurship education has a role in the development of self-efficacy, where self-efficacy can influence a person's attitude toward entrepreneurship.
2. Self-efficacy has a positive and significant effect on students' entrepreneurial intentions in Tarakan City. The higher a person's confidence, the higher their entrepreneurial intentions.
3. Perceived desire has a positive and significant effect on students' entrepreneurial intentions in Tarakan City. The higher the desire a person feels, the higher the entrepreneurial intention he or she will have.

Based on the research results, discussion, and conclusions above, the suggestions that researchers can convey are as follows:

1. Students should not only think about looking for work but also try to continue to develop their creativity so that they can create jobs through entrepreneurship.
2. It is hoped that future researchers will be able to develop this research, such as adding variables or indicators as well as research models using different and better test equipment so that the results obtained are more accurate and more valid so that they can be implemented in the formation of students' youth to create young entrepreneurs.
3. The role of universities is to improve entrepreneurship education and motivate students to develop entrepreneurial intentions.

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