**THE IMPACT OF ENTREPRENEURSHIP EDUCATION TO
ENTREPRENEUR INTENTION THROUGH PLANNED BEHAVIOUR AS
INTERVENING VARIABLE**

(Study in Brawijaya University Students Have Participation the Entrepreneurship
Education for 2016 study programs)

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ABSTRACT

Entrepreneurship education research has been carried out much in Indonesia, however only a fraction research examine the impact of entrepreneurship education and it's effect in student and overall effectiveness of the university. This study is might be used for evaluating entrepreneurship education in Indonesia, especially in Brawijaya University. This research focused using the theory of planned behaviour and probes the impact of entrepreneurship education programs in the students entrepreneur intention in Brawijaya University. The Data in this study is drawn at 2 faculty in Brawijaya University. Sample used in this research are 98 students from 2016 study programs. Active students who have participated in entrepreneurship education are the respondents in this study. The results shows that participants of entrepreneurship education programs in Brawijaya University have a positive effect on attitude toward subjective norm, entrepreneurship and perceived behavioral control.

The variables of subjective norm, entrepreneurship and perceived behavioral control have a positive effect to entrepreneurship intention.

The result shows that, entrepreneurship education towards entrepreneur intentions has a positive and notable effect through planned behavior as an intervening variable in Brawijaya University students for 2016 study programs. This has proven by entrepreneurship education that has been taught in Brawijaya University influences attitudes toward entrepreneurship, subjective norms and perceived behavioral control by 2016 study programs students on creating entrepreneurship intentions.

Keyword: Entrepreneurship education, Theory of planned behavior and Entrepreneurship intention

INTRODUCTIONS

The entrepreneur education is importance to prepare students in a working and living environment. Tokila & Tervo said entrepreneurship education is a tool to maintain and enhance entrepreneurial commitment through increasing individual abilities, increasing new opportunities and understanding about the entrepreneurial process. According to Paço et. al., (2015:60) through entrepreneurship education, person can obtain, knowledge, skills for developed and build a new business. Intention is a state of thought that set individual attention to build new business or produce of new value in an existing company (Bird, et al., 1988). Sánchez (2011:251) also said that entrepreneurial intentions might be influenced by exogenous factors such as entrepreneurship education.

This study uses basic Theory of the Theory of Planned Behavior (TPB) Ajzen (2002) and Fishbein & Ajzen (1975) that used to measure entrepreneurial intentions. There are three factors related to influenced the entrepreneurial intentions towards entrepreneurs subjective norms and perceived behavioral control. The same thing has been done by the Global University Entrepreneurial Spirit Students Survey (GUESSS) The Russian National Report (2016).

Those research also use, TPB in relation to several key concepts, social science, and policy to predict. The concepts of GUESSS are slightly expanded, because it is assumed to be a form of student entrepreneurial intentions, the three group of factors, influenced

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by another : Family and socio-cultur ccontext, personal reasons, and university environment (Sieger, Fueglistaller & Zellweger, 2014).

The study of the impact of entrepreneurship intention and entrepreneurship education has been occured throughout the world since the beginning of eighties year, as explained by Ronstadt (1987). Ahmed et al., (2010) stated that, students entrepreneurial intention influenced by the improvement of student education. Family business experience is also an important factor in determining students' entrepreneurial intentions. Other opinions that are also in line with Ahmed et al. (2010). The results on research conducted by Izedonmi and Okafor (2010) showed that there was a positive influence on relationship between student entrepreneurship education on entrepreneurial intentions.

Previous research, conducted by Karali (2013) investigated the impact of entrepreneurship program on student entrepreneurship intentions in the Netherlands. The result shows that students who have a higher interest in entrepreneurship have received entrepreneurship education than non-entrepreneurship education students. Theory of Planned Behaviour used by Karali (2013) has contributed in the field od entrepreneurship education wherw attitudes towards, subjective norms and behavioral control in mediating the relationship between student entrepreneurial intention and entrepreneurship education.

Based on some previous research and existing literature, this study chooses the impact of the theme of entrepreneurship education on entrepreneurial intentions through the use of TPB as an intervening variable. This research is expected to be used as additional information for the university and all parties involved in entrepreneurship education to better understand and develop students' entrepreneurship intentions. In addition, this research can be a consideration for university as a basis student development especially in the entrepreneurship sector..

THEORETICAL FRAMEWORK

Entrepreneurship education

Entrepreneurship education has been going on for years. Some research have defined, understanding of entrepreneurship education. Entrepreneurship education is a science of teaching people to initiate a new businesses successfully and manage businesses profitably, and economic sustainability (Hood and Young, 1993). Entrepreneurship education is a course that intends to acquaint business knowledge, create new businesses and educate individuals to start a business.

Entrepreneurship education in terms of education to create creativity and innovation(Gottlieb and Ross, 1997). According to Kourilssky (1995) argued that relation of entrepreneurship education to identification of business opportunities, risk management, resource allocation, and the creation of a new business. Entrepreneurship education is way to educating students toidentifiedbusiness opportunities, pursued and evaluatedby whom and with what approach(Davidsson, 2004).

Measurements about entrepreneurship education are in accordance with research according to Basu and Virick (2008), namely with one indicator. The indicator is to take part in education and entrepreneurship training can affect entrepreneurial intentions in students. Whereas to measure academic support at the university from Gurbuz and Aykol (2008) four indicators were used consisting of: namely the existence of people who successfully founded their own companies within the university, there was encouragement from the University so that students were able to issue new ideas, there are people at universities who have interesting ideas about new companies, and there are adequate infrastructure (entrepreneurial laboratories) in the university to help students open and develop their own businesses.

Entrepreneur intention

Intention has played a key role in explaining the behavior that has been carried out by humans (Tubbs and Ekegerg, 1991). There are many different definitions in explaining the intent of entrepreneurial intentions. Bird (1992) has defined entrepreneurship intentions as the state of mind of a person who emphasizes personal attention and experience to achieve the creation of a new business. Entrepreneurial

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intentions are a representation of planned actions to carry out entrepreneurial behavior (Tubbs and Ekeberg, 1991). Gartner (1988) defines entrepreneurial intentions as a process of finding information and other reference used to develop a business.

Based on other studies, there are several references that also define the intent of entrepreneurial intentions. Entrepreneurship intentions as a personal commitment from an entrepreneur to develop a potential business (Reynolds and Miller, 1992). Similar opinions have also been suggested by Krueger (1993) and Krueger et al., (1995), they defined that entrepreneurial intentions are a commitment to conduct entrepreneurial behavior.

Based on the definition of the above experts regarding entrepreneurial intentions, the researcher defines entrepreneurial intentions as a concept of cognitive representation and understanding of entrepreneurial phenomena, before conducting entrepreneurship activities. Entrepreneurial intentions use self-prediction and pure intention (pure-intention) indicators (Linan and Chen, 2009). In this study measuring entrepreneur intentions refers to the items and indicators that have been said by Linan and Chen (2009).

Theory Planned Behaviour (TPB)

Planned Behavior Theory (TPB) is defined that, every human being has a rational in determining their choices and individual intentions can cause or may not lead to certain behaviors (Ajzen, 2005). Ajzen and Linan (2004) in Linan and Chen (2009) explained that TPB in carrying out entrepreneurial intentions has demonstrated the efforts made by someone to entrepreneurial behavior. Ajzen and Linan (2004) in Linan and Chen (2009) they explained that there are three factors that can influence a person's intention on entrepreneurship

Attitude Toward Entrepreneurship

Attitude Toward Entrepreneurship in Linan and Chen (2009) is one of the main factors that can influence the formation of student entrepreneurship intentions and strengthen their "entrepreneurial spirit". Attitude toward entrepreneurship by Ajzen (1991) in Tung (2011) are the extent to which someone has an evaluation of beneficial

or not good behavior. Another definition also stated by Karali (2013) in his research, Attitude Toward Entrepreneurship is the extent to which respondents have a favorable or unfavorable evaluation as an entrepreneur.

Subjective Norm

According to Ajzen (2001) in Linan and Chen (2009) Subjective norms (SN) are used to measure perceived social pressure to implement and determine entrepreneurship behavior. In particular, subjective norms also refer to the perception that "reference people" will approve the decision to become an entrepreneur, or not. Ajzen (1991) in Tung (2011) also said that subjective norms refer to social pressures felt by individuals to choose conduct behavior.

Perceived Behavioral Control

Perceived behavioral control (PBC) in Linan and Chen (2009) is defined as a perception of the ease or difficulty of becoming an entrepreneur. Similar concept has also been suggested by Bandura (1997) with self-efficacy (SE) and perceived feasibility studies (Shapero & Sokol, 1982). Ajzen (1991) in Tung (2011) argued that PBC is a perception of ease or difficulty in performing a behavior.

Based on the research foundation which is used as a reference theoretical framework which is the background of the hypothesis model, it can be seen in the following figure.

- H1: Entrepreneurship education effects on attitude toward entrepreneurship.
- H2: Entrepreneurship education effects on subjective norm.
- H3: Entrepreneurship education effects on perceived behavioral control.
- H4: Attitude toward entrepreneurship effects on entrepreneur Intention.
- H5: Subjective norm effects on entrepreneur Intention.
- H6: Perceived behavioral control effects on entrepreneur Intention.
- H7: Entrepreneurship Education effects on entrepreneur intention through attitudes towards subjective norm, entrepreneurship and perceived behavioral control.

Figure 1: Research framework.

Figure 1 of the research framework showing the relationship between entrepreneurship education variables, entrepreneurial intention, attitudes toward entrepreneurship, subjective norm, and perceived behavioral control.

RESEARCH METHOD

This research is an explanatory research using a quantitative approach. Explanatory research is a type of research that accentuate the causality or causal relationship between two or more variables

This research uses a quantitative approach with survey methods. Structural Equation Modeling (SEM) technique were uses as an inferential statistical technique and for testing hypotheses use path analysis

Data Collection Method

The object of this research is students who have attended entrepreneurship education at Brawijaya University for 2016 study programs. The population in this study were undergraduate students represented by the Faculty of Administrative Sciences as a non-exact faculty representatives and the Faculty of Computer Science as

anexact sciences faculty representatives. the size of the sample existing population was established using the Slovin formula and obtained of total 98 respondents. Researchers distributed questionnaires 2 days from 1 April 2019 to 2 April 2019. The first day was at the Faculty of Administrative Sciences and the next day at the Faculty of Computer Science

RESULTS AND DISCUSSION

Validity and reliabilty test

Ghozali and Latan (2012) argued that for the initial research phase of development, the scale of measurement of the factor loading value of 0.5 to 0.6 is considered sufficient. the value of the loading factor used as a reference for evaluating the measurement model in this study is greater than 0.5. The validity test results are in table 1.

Table 1. Validity test

Item	E.E	E.I	A.T.E	S.N	P.B.C
X1	0,655				
X2	0,769				
X3	0,796				
X4	0,763				
X5	0,709				
Y1		0,750			
Y2		0,710			
Y3		0,724			
Y4		0,797			
Y5		0,766			
Y6		0,666			
Z11			0,617		
Z12			0,791		
Z13			0,700		
Z14			0,781		

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Z15			0,774		
Z21				0,824	
Z22				0,889	
Z23				0,886	
Z31					0,727
Z32					0,756
Z33					0,631
Z34					0,643
Z35					0,712
Z36					0,796

Source : Primary Data Processed By SmartPLS, 2019

Based on the results in table 1. the results of convergent validity on each variable item hasmet the criteria of more than 0.5. In the entrepreneurship education variable the overall value has reached a factor loading above 0.5. The entrepreneurial intention variable of all items has the results of convergent validity, the value of the loading factor above 0.5. the results of convergent validity, the variable ofAttitude Toward Entrepreneurship, Subjective Norm and Perceiveed Behavioral Control, also showed the value of loading factors above 0.5. It can be concluded that the overall value of loading factors for each variable has a value above 0.5 and has met the minimum validity criteria.

Reliability testing wasused to measure the level of reliability of the indicator group towards a latent variable that wasformed. The AVE value used in the study has a minimum value of 0.5. Evaluation was done by looking at the composite reliability value and cronbach alpha to assess the reliability of constructs among variables. Constructions are declared reliable if the composite reliability value has a value above 0.70. The results of the reliability test are in table 2.

Table 2. Reliabilty Test

Variable	<i>Cronbach's Alpha</i>	<i>Composite Reliability</i>	AVE
Entrepreneurship Education	0,792	0,857	0,546
Entrepreneur Intention	0,831	0,876	0,542
Attitudes Towards Entrepreneurship	0,786	0,854	0,541
Subjective norms	0,833	0,900	0,751
Perceived Behavioral Controls	0,806	0,860	0,508

Source : Primary Data Processed By SmartPLS, 2019

Based on the table above it can be concluded that the evaluation of the results from the measurement model in this study has good discriminant validity. It can be seen from the AVE value in table 2 as a whole does not have less than 0.5. The value of composite reliability in each variable has a good reliability value, it can be seen that the value of composite reliability in the entrepreneurship education variable (X) is 0.857, entrepreneur intention (Y) is 0.876, attitude toward entrepreneurship (Z1) is 0.854, norma subjective (Z2) of 0.900 and perceived behavior control of 0.860. It can be concluded that, the overall value of composite reliability in the variable has a high reliability because it has a value > 0.70.

Evaluation of structural models (Inner Model) aims to measure the relationship between variables one with the other variables. It can be used to find out how much information relations between variables. This study using the Smart PLS 3.0 application to evaluate structural models through the results of the study. The results of evaluating the testing of the inner model using Smart PLS can be seen from the results of the R square value of each variable, as detailed in table 3.

Table 3. R Square Value

Variable	<i>R-Square</i>
Entrepreneur Intention	0,680
Attitudes Towards Entrepreneurship	0,519

Subjective norms	0,348
Perceived Behavioral Controls	0,526

Source : Primary Data Processed By SmartPLS, 2019

According to Ghozali and Latan (2012) when using SEM-PLS inferential statistical tests termed structural models (Inner Model) can be seen through the R-square value (R²), the value of ≥ 0.67 is a strong influence, ≥ 0.33 moderate influence and ≥ 0.19 ga weak influence. Based on table 3 it can be seen that the Entrepreneurship Intention variable (Y) has an R-square value of 0.680 which gives an indication of strong influence. Attitudes towards entrepreneurship variable (Z1) has an R-square value of 0.519 which gave an indication of moderate influence. Subjective norm variable (Z2) has an R-square value of 0.348 which gave an indication of moderate influence. Perceived behavior control variable (Z3) has an R-square value of 0.526 which gives an indication of moderate influence.

Partial Least Square (PLS) Analysis

Hypothesis testing was used to test the effect of relationships between variables in a study. Testing the hypothesis in this study using the smart PLS 3.0 application with the bootstrapping method. The model PLS was showing in figure 1.2

Figure 2 : Inner – Model

Hypothesis testing was done by looking at probability values and t-statistics. The results of these calculations weresaid to be significant if the p-value wasless than 0.05 and the calculated valuewas greater t-table value 1.960. The results of the study have met this assumption, the research hypothesis can be accepted. The results of testing the research hypothesis by using the bootstrapping method of structural model equations can be seen in tables 4 and 5 In detail the explanation of hypothesis testing from the results of the study can be explained as follows.

Table 4. Path Coefficient.

Variabel	Original Sample (O)	Standard Deviation	T Statistics	P Values	Information
E.E →A.T.E	0,721	0,076	9,507	0,000	Significant
E.E→S.N	0,590	0,103	5,747	0,000	Significant
E.E→P.B.C	0,726	0,095	7,625	0,000	Significant
A.T.E→E.I	0,429	0,095	4,535	0,000	Significant
S.N →E.I	0,321	0,073	4,396	0,000	Significant
P.B.C → E.I	0,204	0,097	2,110	0,035	Significant

Source : Primary Data Processed By SmartPLS, 2019

1. Variable entrepreneurship education for attitude toward entrepreneuership has a value of 0.721 with a t-count value of 9.507 and a p-value of 0.000. The results of this study indicate that entrepreneurship education has a positive and significant influence on attitude toward entrepreneuership.
2. Variable entrepreneurship education for subjective norms has a value of 0.590 with a t-count value of 5.747 and a p-value of 0,000. The results of this study indicate that entrepreneurship education has a positive and significant influence on subjective norms
3. Variable entrepreneurship education for perceived behavioral controls has a value of 0.726 with a t-count value of 7.625 and a p-value of 0.000. The results of this

study indicate that entrepreneurship education has a positive and significant influence on perceived behavioral controls.

4. Variable attitudes towards entrepreneurship for entrepreneur intention has a value of 0.429 with a t-count value of 4.535 and a p-value of 0.000. The results of this study indicate that attitudes towards entrepreneurship has a positive and significant influence on entrepreneur intention
5. Variable subjective norms for entrepreneur intention has a value of 0.321 with a t-count value of 4.396 and a p-value of 0,000. The results of this study indicate that Subjective norms has a positive and significant influence on entrepreneur intention
6. Variable perceived behavioral controls for entrepreneur intention has a value of 0.204 with a t-count value of 2.110 and a p-value of 0.035. The results of this study indicate that perceived behavioral controls has a positive and significant influence on entrepreneur intention.

Table 5 Specific Indirect Effects

Variabel	Original Sample (O)	Standard Deviation	T Statistics	P Values	Information
E.E→A.T.E→E.I	0,309	0,076	4,092	0,000	Significant
E.E→S.N→E.I	0,190	0,059	3,236	0,001	Significant
E.E→P.B.C→E.I	0,148	0,075	1,976	0,049	Significant

Source : Primary Data Processed By SmartPLS, 2019.

7. The t-count value in table 5, as a whole has shown a greater value than t-table that is equal to 1,960 and the p-value indicates has a value less than 0.05. The results showsthat entrepreneurship education on entrepreneurial intentions through attitudes toward entrepreneurship, subjective norms and perceived behavioral control has a positive and significant influence.

The Influence of Entrepreneurship education on Attitude Toward Entrepreneurship.

The results showed, entrepreneurship education has a positive and significant effect on entrepreneurial attitudes. Based on these explanations, it can be concluded that, entrepreneurship education that has been taught in Brawijaya University can influences student entrepreneurship attitudes from the number of respondents as many as 98 students in 2 faculties on 2016 study programs. These results are in accordance with research conducted by Karali (2013). The results of other studies that also agree are those of Wu and Linffei (2008). The relevance of entrepreneurship education has a positive influence to Attitude Toward Entrepreneurship , this proves that H1 is accepted.

The Influence of Entrepreneurship education on Subjective Norms.

The results of this study indicated that entrepreneurship education has a positive and significant impact on Subjective Norms. Based on those research results, it has proven that, entrepreneurship education that has been taught by the University of Brawijaya can influence on subjective norms students, from total respondet 98 students from 2 faculties from 2016 study programs. The results of this study are in accordance with research conducted by Karimi et al, (2014) and Karali (2013). It can be concluded through the above explanation that, H2 is accepted.

The Influence of Entrepreneurship Education on Perceived Behavioral Control.

The results of this study showed, entrepreneurship education has a positive and significant influence on perceived behavioral control. From these explanation, it can be concluded that entrepreneurship education that has been taught by Brawijaya University can influences the perceived behavioral control from the number of respondents as many as 98 students in 2 faculties on 2016 study programs. The results of the study are in accordance with research from Karimi et al, (2014) and Karali (2013). This Proves the statement for H3 is accepted

The Influence of Attitude Toward Entrepreneurship on Entrepreneurship Intentions.

The result of this study indicated, attitude towards entrepreneurship has a positive and significant influence on entrepreneurial intentions. Based on these explanations, it can be concluded that, attitude towards entrepreneurship of Universitas Brawijaya students influences their entrepreneurial intention which showed by the number of respondents as many as 98 students in 2 faculties of the 2016 study programs. The results of this study are supported by research by Karimi et al, (2014)) and Karali (2013). Thus, the statement for H4 testing has been accepted.

The Influence of Subjective Norms on Entrepreneurial Intention.

The results of this study indicated subjective norms has positive and significant effect on entrepreneurship intentions. Based on this explanations, it can be concluded that subjective norms of Universitas Brawijaya students can influence their entrepreneurship intentions of 98 respondent students in 2 faculties of the 2016 study programs in Brawijaya University. The results of this study have been proven in line with research by Karimi et al, (2014) and Karali (2013). Therefore the statement for H5 testing has been accepted.

The Influence of Perceived Behavioral Control on Entrepreneurial Intentions.

The results of this study indicated, perceived behavioral control has positive and significant effect on entrepreneurial intentions. From those explanation, it can be concluded that the behavioral control perceived by Brawijaya University students can influences their entrepreneurial intentions from total respondent 98 students in 2 faculties of 2016 study programs. This research found that perceived behavioral control has positive and significant effect on entrepreneurship intention, it supported by research conducted Karali (2013). And Karimi et al, (2014). Therefore statement for H5 testing has been received.

Entrepreneurship Education influences the Entrepreneurship Intentions through, Attitudes Toward Entrepreneurship, Subjective Norms and Perceived Behavioral Control.

The results of this study showed, entrepreneurship education towards entrepreneurship intentions through attitudes toward entrepreneurship, subjective norms and perceived behavioral control have positive and significant influence. Based on these result, it can be concluded that, entrepreneurship education towards entrepreneurial intentions through attitudes toward entrepreneurship, subjective norm and perceived behavioral control of Brawijaya University students can influence their entrepreneurship intentions which showed by the number of respondents as many as 98 students in 2 faculties of the 2016 study programs

This research has found that entrepreneurship education toward entrepreneurship intentions through attitudes toward entrepreneurship, subjective norms and perceived behavioral control has positive and significant influence, it has been supported by research conducted by Krueger and Carsrud (1993). Other study that has similar results, conducted by Karali (2013). It can be concluded that the statement in H6 is accepted.

DISCUSSIONS

Based on the results of this study and interpretation of the data above it can be concluded that, entrepreneurship education variables have a positive and significant influence on attitude toward entrepreneurship. This has proven that entrepreneurship education taught by the University of Brawijaya can influence to attitudes towards entrepreneurship student in the 2016 study programs. The pattern of education in entrepreneurship education can contribute both to increasing the entrepreneurial intention of students, before conducting entrepreneurship activities.

Entrepreneurship education variables have a positive and significant influence on subjective norms and perceived behavioral control. This has proven that entrepreneurship education taught by the University of Brawijaya can affect the subjective norms student and perceived behavioral control in the 2016 study programs.

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The pattern of entrepreneurship education contributes well in encouraging subjective norms and perceived behavioral control to increase students' entrepreneurial intentions.

Variables attitude toward entrepreneurship, subjective norms and perceived behavioral control have a positive and significant influence on entrepreneurial intentions. This has proven attitude toward entrepreneurship, subjective norms and perceived behavioral control on Brawijaya University for 2016 study programs can increase a entrepreneurial intentions.

Entrepreneurship education on entrepreneurial intentions through attitudes toward entrepreneurship, subjective norms and perceived behavioral control has a positive and significant influence. It has been proven that entrepreneurship education taught by the University of Brawijaya can influence and increase entrepreneurial intentions of 2016 study programs through attitudes toward entrepreneurship, subjective norms and perceived behavioral control.

RESEARCH LIMITATIONS

Based on the description of the results of this study, this study has several limitations. The researcher hopes that this research will be further refined by other researchers in the future. This research only focused on testing the effect of entrepreneurship education on students' entrepreneurial intentions and does not take the research to another stage. The results cannot be used as a reference in measuring student behavior in conducting entrepreneurial activities. The object of research in this study was only conducted at Brawijaya University students in the 2016 study program and represented by 2 faculties (faculty of administration and faculty of computer science) from non-exact and exact faculties at the undergraduate level.

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