



Personality, Gender, Culture, and Entrepreneurial Intentions of Undergraduate Student: Binary Logistic Regression

Bambang Mardisentosa¹, Khusaini¹, Gumelar Widia Asmoro¹

¹ Islamic Syekh-Yusuf University, Indonesia

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Abstract

In the last two decades, empirical studies on entrepreneurship had been increasing, especially the object of study of student entrepreneurial intention. The objective of this study was to examine the empirical evidence about significant factors and the most dominant factor (having the highest rank) influencing entrepreneurial intention of Islamic Shekh-Yusuf University students. This study used a descriptive quantitative approach that was a binary logistic regression analysis model with a sample of 382 respondents from a population of 4.058 students. Data obtained using a questionnaire tested for validity and reliability. Measurement scale used a Likert scale, and the distribution of questionnaire was accidental sampling technique. Based on binary logistic regression analysis, it showed that personality and situational significantly influenced students entrepreneurial intentions, while culture and gender were not significant. The contribution of this research was as input to the university about the importance of developing students' entrepreneurial interests and talents so that graduates could contribute to reducing unemployment.

Abstrak

Dalam dua dekade terakhir, studi empiris tentang kewirausahaan semakin meningkat, khususnya obyek kajian terhadap intensi berwirausaha mahasiswa. Tujuan dari penelitian ini adalah untuk menguji guna menemukan bukti empiris tentang faktor-faktor signifikan dan faktor yang paling dominan (memiliki peringkat tertinggi) mempengaruhi intensi berwirausaha mahasiswa Universitas Islam Syekh-Yusuf. Penelitian ini menggunakan pendekatan deskriptif kuantitatif berupa model analisis regresi logistik biner dengan ukuran sampel sebanyak 382 responden dari ukuran populasi sebesar 4.058 mahasiswa (Tabel Krejcie – Morgan dengan error sampling sebesar 5%). Data diperoleh dengan menggunakan angket yang telah diuji validitas dan reliabilitasnya. Skala pengukuran menggunakan skala likert dan distribusi angket dengan teknik accidental sampling. Berdasarkan analisis regresi logistik biner menunjukkan bahwa kepribadian dan situasional berpengaruh signifikan terhadap intensi berwirausaha mahasiswa, sedangkan budaya dan gender tidak signifikan. Kontribusi dari penelitian ini adalah sebagai masukan kepada universitas tentang pentingnya pengembangan minat dan bakat kewirausahaan mahasiswa sehingga para lulusan dapat berkontribusi dalam mengurangi pengangguran.

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* Corresponding Author.

khusaini@unis.ac.id. Khusaini

INTRODUCTION

In the last two decades, empirical studies of entrepreneurship had been increasing. The study about this is massive, because entrepreneurship has a large role in the economic development or progress of a country (Kelley, Singer, & Herrington, 2016), for instance, to encourage the success of economic and social development requires an optimal key role of entrepreneurship (Rachid, 2015; Uddin & Bose, 2012). Entrepreneurship studies are seen from various aspects, including students' interests or entrepreneurial intentions (Agbim, Oriarewo, & Owocho, 2013; Al-Karim & Handoyo, 2013; Anjum et al., 2018; Barba-Sánchez & Atienza-Sahuquillo, 2018; Mahesa & Rahardja, 2012; Patria & Rintasari, 2016; Uddin & Bose, 2012; Voda & Florea, 2019; Wang & Wong, 2004; Zhang, Duysters, & Cloodt, 2014), secondary school students (Aure, 2018; Mei et al., 2017; Moralista & Delariarte, 2014; Oosterbeek, van Praag, & Ijsselstein, 2010; Sandroto, Riyanti, & Tri Warmiyati, 2018; Xu, Ni, & Ye, 2016).

Entrepreneurship can improve living standards, unemployment, poverty, social, and economic progress (Kelley et al., 2016), however, the number of entrepreneurs in Indonesia is still low, which is the quality and the ability is not great (Alma, 2018), so entrepreneurship hasn't become the main supporting factor of a nation's economic development. The economic development of a country can be achieved when the country has many reliable entrepreneurs. Meanwhile, Indonesia has abundant human resources in terms of quantity and quality, but there are still very few numbers of entrepreneurs.

According to the study results by Kementrian Koperasi dan UMKM Indonesia, (2017) revealed that a country will increase if it has an entrepreneur as much as 2% of the population. However, the ratio of entrepreneurs in Indonesia has increased by 3.1%. As revealed by Kominfo (2017) that the ratio is still low when compared to the entrepreneurs in neighboring countries, the entrepreneurs from Singapore have reached 7%, Malaysia 5%, China and Japan 10% entrepreneurs from the total population, and the United States is 12%. As for catching up with the entrepreneurs' number from ASEAN countries, it is necessary to instill an entrepreneurial spirit for scholars to increase employment and reduce unemployment.

Bygrave & Zacharakis (2011) stated that entrepreneurial intentions was influenced by several factors including (1) personal factors, concerning personality aspects and locus of control; (2) environmental factors, concerning the relationship with opportunity and creativity; and (3) sociological factors, concerning family relations issues. Other factors are personal, demographic, environmental (Ginting & Yuliawan, 2015); personality-trait factors, contextual factors, motivational factors, and personal background factors (Al-Harrasi, Al-Zadjali, & Al-Salti, 2014); culture (Gehman & Soublière, 2017; Hayton, George, & Zahra, 2002; Sajjad, Shafi, & Dad, 2012; Solesvik, Westhead, & Matlay, 2014; Stedham & Wieland, 2017; Torres & Augusto, 2019; Urban & Ratsimanetrimanana, 2015); gender (Camelo-Ordaz, Diáñez-González, & Ruiz-Navarro, 2016; Mardisentosa & Khusaini, 2019; Shinnar, Giacomini, & Janssen, 2012; Thébaud, 2010; Wilson, Kickul, Marlino, Barbosa, & Griffiths, 2009; Yukongdi & Lopa, 2017). This factor is an important determinant of student entrepreneurial intentions. Based on the literature, the researchers determined four main factors that influence entrepreneurial intentions which are personality, culture, gender, and situational. Besides, the behavior of an individual with the surrounding environment can also lead to the formation of different cultural values in society, including the decision to create a new business.

An entrepreneur should have several characteristics such as creative, discipline, confident, risk-taking, adapting to change, independent and willing to learn from experience (Suryani, Khusaini, & Aniek, 2017). Other researchers use indicators of the need for achievement, locus of control, tolerance for ambiguity, self-confidence, creativity or innovation, a tendency to take risks and independence or freedom, showing that each of the seven characteristics of the entrepreneur has an important role in the individual when starting a business and achieving success in his business (Al-Karim & Handoyo, 2013). The test results on the relationship between personality and student entrepreneurial intentions were positive and significant (Baughn, Cao, Le, Lim, & Neupert, 2006; Elali & Al-Yacoub, 2016; Iswandari, 2013; Rustiyaningsih, 2013). Thus, the better of the students' personality, the more they will be able to increase entrepreneurial intentions.

The attitude or character which is possessed in an entrepreneur personality consists of having a sense of self-efficacy, oriented to the task and results, dare to take risks, having a commitment, having tolerance for uncertainty and a vision of influencing entrepreneurial interest (Alma, 2018). To be able to grow and develop students' entrepreneurial intentions, their careers in starting a business or entrepreneurship need an effort of improving their personality traits.

Culture was defined as norms, values, beliefs, and practices favored and responded by society (Gannon & Pillai, 2015), in making a decision and individual behavior. Studies that specifically examined the relationship between the two variables include (Linan & Chen, 2009; Liñán & Rodríguez-Cohard, 2015; Urban & Ratsimanetrimanana, 2015). Besides, studies conducted with regional or state coverage are related to individual beliefs, motives and values in entrepreneurial behavior (Hayton & Cacciotti, 2013; Hayton et al., 2002). These studies illustrate the importance of culture in a country's entrepreneurship. Furthermore, culture and entrepreneurship was influential in choosing careers and their intentions to become an entrepreneur (Thornton et al., 2011). Meanwhile, family culture also participates in one of the factors affecting entrepreneurial intentions. The results of studies by Widiyatnoto (2013) and Nugraha (2014) stated that family culture had a positive and significant effect on entrepreneurial interest. Meanwhile, other researchers found that culture was not significantly correlated (Solesvik et al., 2014).

Gender is also a determining factor in growing entrepreneurial intentions. Gender was different from sex, because gender was a biological difference between men and women and it couldn't be changed (Mardisentosa & Khusaini, 2019). Gender is related to the sexes of men and women who have mutual assistance or vice versa, and has many inequalities and differences: ethnicity, religion, social, and traditions. Traditionally, it had been assumed that men had a higher tendency for entrepreneurship than women (Turker & Selcuk, 2009). Moreover, empirical evidence showed that gender correlated significantly with entrepreneurial intentions (Kolvereid & Isaksen, 2006; Malebana, 2015) and entrepreneurial attitudes both partially and simultaneously (Wahyudiono, 2016). Varghese & Hassan (2012) argued that women are more eager to build a business than men because women are more creative and have new ideas for good business.

Moreover, contrarily of the previous studies, gender correlated insignificantly with entrepreneurial intentions (Setyawan, 2016; Yukongdi & Lopa, 2017). Other studies with a comparative approach had found that there was no significant difference in the entrepreneurial interests between male and female students (Damayanti, 2013; Mardisentosa & Khusaini, 2019; Yunilasari & Rahardjo, 2016). Based on the statement, gender factors on students' entrepreneurial intentions have an ambiguous influence, so it is needed to conduct research again on gender factors on entrepreneurial intentions.

Meanwhile, situational factors also influence the entrepreneurial intentions of students. Situational factors were generally a combination of a person's intentions with the surrounding situation including the school environment, family environment, and parents' work as an entrepreneur or from a student's business experience proven to have a significant effect on entrepreneurial interest (Putra, 2012). The environment in starting a business and education program had a positive effect on entrepreneurial intentions and as a disruptive factor (Yukongdi & Lopa, 2017). The situation around the campus at least contributed to the development of creating ideas and creativity that were needed for business (Gelard & Saleh, 2011), increasing entrepreneurial knowledge as a career through training or practicum, and personal knowledge to increase entrepreneurial interest (Nastiti et al., 2010).

Therefore, the present study is trying to extend and modify measurements of entrepreneurial intentions built by previous researchers (Linan & Chen, 2009; Yunilasari & Rahardjo, 2016) by entering feelings of pleasure, work discipline, and experiences. The researcher are willing to complete the previous studies in order to contribute in increasing the theoretical model of students' entrepreneurial intentions. Thus, the objective of the present study is to examine the influence of personality, culture, gender, and other factors on entrepreneurial intentions, which haven't been performed by previous researchers, particularly research on students' entrepreneurial intentions. The researcher are motivated by the ambiguous study results, the use of cultural and gender variables. Previous studies found that culture had a significant influence in increasing entrepreneurial

intentions, for instance (Hayton & Cacciotti, 2013; Hayton et al., 2002; Nugraha, 2014; Thornton et al., 2011; Widiyatnoto, 2013), but other researchers stated otherwise (Solevik et al., 2014). Likewise, gender variable was also found different study results. On the one hand, previous researchers found that gender had a significant effect (Kolvereid & Isaksen, 2006; Malebana, 2015; Varghese & Hassan, 2012; Wahyudiono, 2016), while other researchers found the contrary (Setyawan, 2016; Yukongdi & Lopa, 2017). The results will expected to find the level of influence of those factors and which factors will the more dominant influence on student entrepreneurial intentions, so the lecture program can be conducted optimally. Hence, entrepreneurship education was one of the ideal solutions to provide entrepreneurial provisions through directed and continuous educational activities (Fua, 2011).

METHOD

This study used a quantitative approach. The researcher observed the actual problems and phenomena expressed in terms of quantity. It was examined by the Binary Logistic Regression model. This study was conducted at the Islamic Syekh-Yusuf University with a population of 4,054. The sample size according to the Krejcie-Morgan table with a 5% error sampling was 320 samples, while the questionnaires were distributed and filled by 397 respondents, while the data processed and analyzed for this study were 382 samples. The technique of determining the sample was an accidental sampling technique based on coincidence, anyone who accidentally met with the researcher was the person concerned as a sample. While the data collection used in this study were interviews and questionnaires. The measurement of the variables of entrepreneurial intentions (EI), personality (PER), culture (Cul), and situational (ENV) using the Likert scale 1 = strongly disagree - 5 = strongly agree. While the gender variable (GEN) was odd, women = 1, and men = 0.

The researcher examined the instrument using validity and reliability test. The validity test results of the instrument showed that 41 question items had a correlation coefficient value greater than 0.334, so it can be stated that each question item was valid. Meanwhile, the instrument reliability test results produced Cronbach Alpha values > 0.70, each entrepreneurial intention variable = 0.788, personality = 0.841, culture = 0.732, and situational = 0.712, so it can be stated that the instrument was reliable.

The Logistic Regression analysis method was similar to discriminant analysis, is to test whether the probability of the dependent variable can be predicted with the independent variable (Ghozali, 2016). The logit model was related to the logistical distribution probability function. This logistical probability fulfilled the criteria of the cumulative distribution model (CDF), the CDF model is a model that can guarantee that the probability value between 0 and 1, so the response of the dichotomous dependent variable is 0 and 1 is fulfilled. The basic concept of Logistic Regression can provide several possible probability calculations expressed in odds.

Odds and probabilities provide the same information, however, in a different form. Odds can be turned easily into probabilities or otherwise:

$$p = \frac{\text{odds}}{1+\text{odds}} \dots\dots\dots (1)$$

$$\text{odds} = \frac{p}{1+p} \dots\dots\dots (2)$$

Both of these equations can be used in the equation below to provide log odds as a function of entrepreneurial intentions measurement (EI)

$$\ln = [\text{odds} (P)] \dots\dots\dots (3)$$

where EI = 1 if above-average and EI = 0, if below-average, what is the equation of the logit model and how to estimate it. Return to model (3) about the probability of the factors affecting EI. If equation (1) multiplied by the right hand with ez, then it produces the following equation:

$$p_i = F(Z_i) = \frac{1}{1+e^{-z_i}} = \frac{e^{z_i}}{1+e^{z_i}} \dots\dots\dots (4)$$

While the probability of EI is below average (not good) (1-pi) as follows:

$$1 - p_i = 1 - \frac{e^{z_i}}{1+e^{z_i}} = \frac{1}{1+e^{z_i}} \dots\dots\dots (5)$$

So from equations (4) and (5), we can calculate the probability ratio of EI above the average (good) is

as follows:

$$\frac{p_i}{1-p_i} = \left(\frac{e^{z_i}}{1+e^{z_i}} \right) \left(\frac{1+e^{z_i}}{1+e^{z_i}} \right) = e^{z_i} \quad \dots\dots\dots (6)$$

The Odds ratio is the probability ratio of EI above-average (good) with EI below-average (not good). Then, transform the equation into a natural logarithmic model (Ln), as follows:

$$\begin{aligned} \text{Ln} \left(\frac{p_i}{1-p_i} \right) &= Z_i \text{ln}e = Z_i \\ \text{ln} \left(\frac{p_i}{1-p_i} \right) &= \alpha_0 + \alpha_1 + X_i \quad \dots\dots\dots (7) \end{aligned}$$

Equation (7) is a logistic regression equation. Because there is only one independent variable so it is a logistic regression with one independent. Based on equation (7), the researchers establish the econometric model specification as a hypothesis testing model. In testing hypotheses, the researchers use binary logistic regression analysis that there are only possible values, namely 1 and 0. The aim is to test whether the probability of an entrepreneurial intention dependent variable can be predicted with the independent variables of personality, gender, culture, and situational.

$$EI = \text{Ln} \left[\frac{p}{1-p} \right] = \alpha + \beta_1 PER + \beta_2 GEN + \beta_3 Cul + \beta_4 ENV + \varepsilon \dots\dots\dots (8)$$

where EI = entrepreneurial intention, PER = personality, GEN = gender, Cul = culture, ENV = situational, α = constant, β_i = logistic regression coefficient, $i = 1, 2, \dots, 4$, and ε = estimation error.

Also, this study uses the fit model or the goodness of fit test to determine whether a regression model is feasible or not and the odds ratio (OR) sees the value that shows the effect of the independent variable on the dependent. Testing of hypotheses using the Wald test (partial test) and the Test of the likelihood ratio (simultaneous test).

RESULTS AND DISCUSSION

The management results of descriptive analysis is used to describe the statistics of each tested variable. Table 1 below shows a description that includes the number of respondents, minimum value, maximum value, mean and standard deviation. Statistical description analyzes each table consisting of personality, situational, gender, and culture with entrepreneurial intention.

Table 1. Statistical Description

Variables	N	Min.	Max.	Sum	Mean	Std. Deviation
Entrepreneurial Intention	382	36	60	19610	49,40	4,602
Personality	382	46	80	24533	61,80	6,530
Culture	382	6	20	5806	14,62	2,551
Gender	382	0	1	192	.48	.500
Situational	382	14	45	11151	28.09	5.902
Logit_EI	382	0	1	203	.51	.501

Source: Output Result of IBM Statistic SPSS Version of 22, 2019

Based on table 1 statistical description analysis above, it can be described that for the entrepreneurial intention variable (EI) has a minimum of 0, maximum 1, mean 0.498 and standard deviation 4.602, personality variable (PER) minimum 46, Maximum 80, mean 61.80 and standard deviation 6,530, situational variable (ENV) 14, maximum 45, mean 28.09 and standard deviation 5,902, gender variable (GEN) have a minimum of 0, maximum 1, mean 0.40 and standard deviation of 0.500. and the last cultural variable (Cul) has a minimum of 16, maximum of 20, mean of 14.62 and standard deviation of 2,551. This result can be stated that the level of student entrepreneurship intention is 82.32% (high), personality is 77.24% (good enough), the number of female respondents is 48.00%, and culture is 73.12% (good enough), and situational 62.42% (good enough category).

Before conducting a statistical test, the first step that must be conducted is by screening the data to be processed. One of the assumptions of using parametric statistics is the normality test. The

normality test can be fulfilled because the independent variable is a mixture of continuous (metric) and categorical (non-metric) variables. It can be analyzed using logistic regression because there is no need to assume normality in the independent variable. Nevertheless, screening of data outliers is still possible. The results of residual normality test with Kolmogorov-Smirnov can be seen in the following table:

Table 2. Residual Normality Test with Kolmogorov-Smirnov

Note	Unstandardized Residual
Statistical Test	.049
Asymp. Sig. (2-tailed)	.022

Source: Output Result SPSS Version of 22, 2019

Based on table 2 above, the Kolmogorov-Smirnov significance value is $0.02 < 0.05$. It can be stated that the data are not normally distributed. However, the logistic regression analysis model was not required that the data are normally distributed. Then, the researchers tested the outlier, as a step to sterilize the outlier data.

The outlier is a value from a group of data different from the others and does not describe the characteristics of the data. In statistics, an outlier is the observation points far from other observations. An outlier may be due to variability in measurements or may indicate experimental errors. In research, whether the researcher releases data containing outliers or not depends on the research objectives and the amount of data available. To detect the presence of outlier data, standardization of data detection was needed. The determined criteria are if the value of Z obtained is greater than the number +2.5 or smaller than the number -2.5 ($-2.5 \leq Z \leq +2.5$).

Outlier test results show that the z value more than + 2.5 and smaller than -2.5 is for the entrepreneurial intention variable (EI) of 3 smaller of -2.5 which are items 224, 361, and 368 with their respective values of -2,911; -2,693; and -2,911. Outlier data of a cultural variable has z values < -2.5 as many as 4 items comprising item 41 with z values of -2,596 and items 49, 65, and 89 with z values of -3,381. Outlier data personality variable (PER) is located on items 6, 131, 132, 170, 213, and 236 with z values of -2.788. While the outlier data on the situational variable (ENV) lies in items 12, 131, 160, 170, and 213 with z values of 2.865 and items 236 with z values of 2.696.

Then, the researcher decided to remove the data containing the outlier. The decision to remove the data was not affected by the sample which has been set, because the researcher took the sample over the existing sample size. The sample size according to the Krejcie-Morgan table with a 5% sampling error was 320 samples, while the questionnaires were distributed and filled in by 397 respondents. Meanwhile, the data processed and analyzed for this study were 382 samples.

The multicollinearity assumption test aims to test whether the regression model correlates with independent variables. The testing criteria in this study used Pearson correlation. If the relationship between independent variables produces a correlation coefficient greater than 0.80, it can be stated there is no multicollinearity problem. The test results show that the relationship between the independent variables in the study produced a correlation coefficient value < 0.80. This result can be stated that in the research model there is no multicollinearity problem or it can be said that in the analysis model there is no linear relationship between independent variables.

In this study, the feasibility test of a logistic regression model (overall model fit) using the Hosmer and Lemeshow Test was needed. This test was used for identifying whether the empirical data used matches the research model (there is no real difference between the data and the model). The results of the Hosmer and Lemeshow test can be seen in the following table:

Table 3. Hosmer and Lemeshow Test

Step	Chi-square	Df	Sig.
1	12.772	8	.122

Source: Processing Result SPSS 22 (2019)

Hosmer and Lemeshow test results (see table-3) produced a calculated Chi-Square value of 12.772 and a degree of freedom of 8, and significance value (P-value) of 0.122. Determining the Chi-Square table value with a significance level of 5% and $df = 8$, then a value of 15.507 was obtained. Thus the Chi-Square value = 12.777 < Chi-Square table = 15.507 or the significance value 0.122 > 0.05. Hence, it can be stated that the model is acceptable and the researchers can continue to test the hypothesis.

Nagelkerke R Square determination coefficient was performed to find out how much the variability of the dependent variable. The coefficient of determination in logistic regression can be seen in Nagelkerke R Square in the table below:

Table 4. Nagelkerke R Square Result

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	476.723	.129	.172

Source: Output Result SPSS Version 22, 2019

To find out the magnitude of the various predictions of the independent variable on the dependent can be seen in the value of Nagelkerke R Square. It is known that the value of Nagelkerke R Square = 0.172 > Cox & Snell R Square = 0.129 means the variation in entrepreneurial intention can be predicted from independent variables (personality, situational, gender, culture, and control variables). Hence, the percentage of independent variables affect entrepreneurial intentions was explained by the value of Nagelkerke R Square which was 17.2% while the remaining 82.8% (100% - 17.2%) was influenced by other variables not included in the study

Futhermore, the researchers conducted a hypothesis test to prove the answers to the formulation of the problem. In this hypothesis testing, the researcher divides 2 (two) groups, which are a partial test for each variable on entrepreneurial intention and simultaneous test, all the independent variables on entrepreneurial intention. Logistic regression was used in the data analysis technique to find partially from each of the independent variables on the dependent variable that can be identified with the Wald test. The output result can be seen as follows:

Table 5. Wald Test Result

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
PER	.084	.022	14.402	1	.000	1.088
ENV	.082	.026	9.836	1	.002	1.085
GEN(1)	.125	.235	.285	1	.594	1.133
CUL	-.024	.064	.141	1	.708	.976
GRADE	-.054	.063	.725	1	.395	.948
EDUC(1)	-.417	.324	1.654	1	.198	.659
OCUP(1)	-.451	.265	2.891	1	.089	.637
AGE	-.112	.047	5.592	1	.018	.894
Constant	-4.233	1.553	7.430	1	.006	.015

Source: Output Result SPSS Versi 22 (2019)

The logistic regression model constant variable had a negative coefficient of -4.233 which means that if other variables were considered permanent, entrepreneurial intention had decreased by 4233 units. the partial test was known that the coefficient of the personality variable (PER) is 0.084 and has a Wald statistic value of +14.402 with a probability value of 0.000 (see table-5). Based on the provisions of $\alpha = 0.05$, the significance value = 0.000 < 0.05. These results can be concluded that student personality significantly influences entrepreneurial intention at a significance level of 5%. These hypothesis results formulated that a significant effect of personality on entrepreneurial intentions is proven.

The testing of another main variable result partially is a situational variable with a coefficient

(ENV) is 0.082 and has a Wald statistic calculation of +9.836 with a probability value of 0.002. Based on the provisions of $\alpha = 0.05$, the significance value = $0.002 < 0.05$. The result can be stated that situational has a significant effect on the entrepreneurial intention at a significance level of 5%. The hypothesis states that situational has a significant effect on entrepreneurial intention is proven. From the partial test results above (see table-5), it can be seen that the coefficient of gender variable (GEN) is 0.125 and has a Wald value of 0.285 with a probability value of 0.594. Based on the provisions of $\alpha = 0.05$, the significance value of $0.594 > 0.05$. It can be stated that the gender probability does not significantly affect the entrepreneurial intention compared to the men at the significance level of 5%. These hypothesis results indicate that significant effect of gender on entrepreneurial intentions is not proven.

Meanwhile, the partial test was identified that culture variable has no significant effect on entrepreneurial intention. The result shows that the coefficient of culture variable (Cul) is -0.024 and has a Wald statistic of +0.141 with a probability value of 0.708. Based on the provisions of $\alpha = 0.05$, the value of sig $0.708 > 0.05$ which means that culture has no significant effect on entrepreneurial intentions at a significance level of 5%. The control variables used in this study are age (AGE) and work status (OCUP) has proven and significantly affect student entrepreneurial intentions at Islamic Syekh-Yusuf University with a significance level of 5% and 10%. While the entrepreneurship education (EDUC) and semester (GRADE) variables were not proven significant to the entrepreneurial intention either at a significance level of 1%, 5%, or 10%.

Furthermore, the likelihood ratio (LR) test aims to test the null hypothesis whether the independent variables (personality, situational, gender, culture, and control variables) together significantly influence the dependent variable which is entrepreneurial intentions. Simultaneous test results can be seen in the Omnibus Test of Model Coefficient result table as follows:

Table 6. Likelihood Ratio Test Result Omnibus Tests

Steps	Chi-square	Df	Sig.
Step	52.747	4	0.000
Block	52.747	4	0.000
Model	52.747	4	0.000

Source: Output Result SPSS version 22 (2019)

Based on the table above, the results that simultaneously personality (PER), situational (ENV), gender (GEN), culture (CUL), and control variables can explain the effect on entrepreneurial intention. This can be seen from the Chi-Square result which has a positive value of 52,747 with a degree of freedom of 4. The significance level of 0,000 is less than 0.05. The value of $\alpha = 0.05$, the sig value ($0.000 < 0.05$) which means simultaneously personality (PER), situational (ENV), gender (GEN), culture (CUL), and control variables influence the entrepreneurial intention at the level of significance 5% was proven.

Furthermore, the Odds Ratio test was performed to obtain a value of the effect of changes in the independent variable on the dependent variable. In this output, the chance of success was interpreted as an opportunity to achieve the above-average achievement, while the chance of failure as an opportunity to obtain the below-average achievement. Based on table-5, the magnitude of the effect was indicated by the value of EXP (B) or also the Odd Ratio (OR).

Personality variable (PER) with OR 1.088 means that student personality has a probability of influencing entrepreneurial intention above an average of 1,088 fold. Because of the P-value of $0.000 < 0.05$, the odds ratio of the personality variable to entrepreneurial intention can be declared significant and can be represented by the entire population. Situational variable with OR 1.085, meaning that the environmental conditions (situational) that exist around them have a better chance of influencing entrepreneurial intention above an average of 1,085 times. Therefore, a P-value of $0.000 < 0.05$, the situational odds ratio towards entrepreneurial intention can be said to be significant.

The gender variable with OR was 1,133, then the probability of women influences students' entrepreneurial intention was 1,133 times compared to men. However, because the P-value is 0.594

> 0.05 , the gender odds ratio (OR) to entrepreneurial intention can be declared insignificant. Cultural variable (CUL) with an OR value of 0.976 can be interpreted that culture has a probability of influence on students' entrepreneurial intention above an average of 0.976 times, but because, a P-value of $0.708 > 0.05$, the cultural odds ratio towards entrepreneurial intention can be stated insignificantly.

The results of the questionnaire distribution show that the score of entrepreneurial intention from 382 respondents could be stated that each category of entrepreneurial intention was the most dominant at the medium level, which was found by 237 students or 62.04%. Meanwhile, the highest intention of Islamic Syekh-Yusuf University students was 28.27% of the total sample selected. These results illustrate that students' entrepreneurial intentions have great potential for further development. Student entrepreneurial intention can be increased if these intentions are formed and developed. It was conducted before entrepreneurial behavior or actions occurred. Entrepreneurial intention predicts entrepreneurial behavior in the best way. In other words, an increase in entrepreneurial intentions is most likely related to an increase in entrepreneurial activity. Therefore, one of the main objectives of the entrepreneurship education program is to create and strengthen entrepreneurial intention among potential entrepreneurs especially students (Molaei, Reza Zali, Hasan Mobaraki, & Yadollahi Farsi, 2014).

Personality variable which consists of locus of control, need for achievement, risk of taking, self-efficacy and independence indicators was proved that the personality influenced on the entrepreneurial intention among students of the Islamic Syekh-Yusuf University which means the higher an entrepreneur's personality is, the higher the effect on entrepreneurial intention is, supported by the presence of several indicators. This study is consistent with study conducted by Rustiyaningsih (2013) which stated that personality factors have a significant effect on student entrepreneurial intention. The same results about the relationship between personality and student entrepreneurial intention which are positive and significant were found by other researchers, namely (Baughn et al., 2006; Elali & Al-Yacoub, 2016; Iswandari, 2013; Rustiyaningsih, 2013; Yukongdi & Lopa, 2017). This result also confirms the study which stated that the better the personality of students, the more it increase the entrepreneurial intention (Xu et al., 2016).

An entrepreneur needs a good and strong personality to support entrepreneurial intentions such as the need for achievement, locus of control, risk of taking and self-efficacy. It shows that an entrepreneur needs personality factors to be able to support or encourage entrepreneurial intentions (Voda & Florea, 2019) and it can be developed through increasing development of soft skills. Meanwhile, other results also revealed that the intention to engage in entrepreneurship was most significantly influenced by the tendency to believe as an indicator of personality (Rachid, 2015). McClelland (1986) explained that an entrepreneur is someone who has a desire of the need for achievement compared to people who are not entrepreneurial. In addition, an important student entrepreneurial behavior is the desire to learn from experience by correcting the mistakes that are made. An entrepreneur must also be able to work together with others such as entrepreneurial relationships to improve his business.

Another important thing is maintaining a sustainable personality to realize sustainable intentions in entrepreneurship (May et al., 2017). Thus, a good and strong student personality will tend to encourage an enhancement in their entrepreneurial intention, so it can be realized in pioneering and establishing a business after graduation or while in college. Individuals who in this case are students who have a dream of becoming a reliable and resilient entrepreneur should have confidence able to develop in term of effort to achieve the vision, choose, and start the right business venture (Wardana, Purnama, Anam, & Ibadil, 2020).

Based on the estimation of binary logistic regression on the entrepreneurial intention model at the Islamic Sheikh-Yusuf University, student culture had insignificant results affecting the student entrepreneurial intention. This study was consistent with the study which stated that culture does not contribute significantly to entrepreneurial intention (Solesvik et al., 2014). Meanwhile, the results of this study also not confirm the previous study which stated that culture contributes significantly to entrepreneurial interest (Nugraha, 2014; Widiyatnoto, 2013). Even, there are the results that culture and entrepreneurship influence career choices and their intentions to become an entrepreneur (Thornton et al., 2011). Family culture also participates in one of factors affecting entrepreneurial

intention. Other findings indicate that highland ethnic groups as a cultural dimension correlate significantly with entrepreneurial intention (Urban & Ratsimanetrimanana, 2015).

Culture influences the company's disposition to support and maintain entrepreneurship in the short term, over time, and cross-generational in nature (Habbershon, Nordquist & Zellweger, 2010). This depends on the cultural configuration prevailing in a place (Torres & Augusto, 2019) which in this case is a tertiary institution. The head of university as a policy maker must invest in the cultural dimension developed in higher education, particularly the culture of entrepreneurship. The facilities that must be provided as a medium to encourage the growth of entrepreneurial culture are business incubation institutions, small business practices, and collaboration with the local Kadin (local leaders). It is intended to harmonize the most appropriate culture of entrepreneurship at Islamic Syekh-Yusuf University as its own culture.

Meanwhile, the results of the estimation showed that the average entrepreneurial intentions of female students did not differ significantly from male students. It indicates that the entrepreneurial intention among students of the Islamic Syekh-Yusuf University was not dominant to male students but also to women. The provision of entrepreneurship courses with material briefing both in theory and practice in the field about the advantages and benefits of entrepreneurial activities can directly provide more insight to all students, both female and male students.

The results of this study reinforce previous studies which proved that there are no positive and significant differences between women's entrepreneurial intention and male entrepreneurial intention at universities (Damayanti, 2013; Yukongdi & Lopa, 2017; Yunilasari & Rahardjo, 2016). However, the results of this study are not in line with the study conducted (Malebana, 2015; Voda & Florea, 2019) which proved that gender indirectly influences entrepreneurial intention, starting from the attitude of being an entrepreneur, controlling the behavior of subjective norms and entrepreneurship. It is also the same as previous studies which stated that gender significantly influences entrepreneurial intentions both partially and simultaneously (Wahyudiono, 2016). However, men are more likely to be entrepreneurs than women (Voda & Florea, 2019). Whereas in terms of courage in taking risks, it is evident that men are bolder than women (Rachid, 2015).

The results of binary logistic regression that contradicts with the previous study, the allegation that gender does not affect entrepreneurial intentions, most men have more creativity and innovation to link their talents in the field of entrepreneurship. Meanwhile, women are more likely to have jobs in offices or prefer to be teachers rather than entrepreneurs. There are significant differences in business success and entrepreneurial success between women and men. Men's intentions for entrepreneurship are more consistent than women's intentions which change over time. Thus, male students have high entrepreneurial intentions compared to women.

The researcher measures the situational environment with starting a business, entrepreneurship education program, family environment, and college environment. Situational is generally a combination of one's intentions with the surrounding situation in it including the school environment, family environment, and parents 'work as an entrepreneur or from the experience of students' business is proven to have a significant effect on entrepreneurial intention. The results of this study proved the hypothesis that has been formulated previously, so it can be stated that the better the situational conditions (environment), the higher the student entrepreneurship intentions will be. The results of this study are consistent with the previous study which stated that there is a significant correlation between systematic and interest in entrepreneurship (Putra, 2012) and educational programs as a situational measure also have a significant effect (Yukongdi & Lopa, 2017). However, there are different study findings, which is (Gelard & Saleh, 2011), concluded that the environment of starting a business is insignificant and does not contribute to entrepreneurial intention. In other word, development in the creation of ideas and creativity is more needed by students to do business.

The high intention of student entrepreneurial is the initial capital to increase the number of entrepreneurs and other business people to create prosperity in the future. Students also learn to manage business risk through the experiences of discussion partners or lecturers. Specifically, students are expected to develop creative thinking to increase entrepreneurial intention, and students are encouraged to be involved in entrepreneurial activities. Students who have entrepreneurial

intentions are certainly committed to developing independently, showing great intentions in a college environment that full of challenges to achieve good performance, opportunities for progress, and success compared to students who have the lower entrepreneurial intention (Mei et al., 2017).

In this study, the researchers have tried as much as possible to get accurate and valid results by using the methods and procedures. Apart from that, there are still some limitations on of which was the study areas only one university, so researchers find it difficult to determine generalization as one of the main characteristics of quantitative research. Another limitation was the selection and placement of research variables that caused errors, even though they were based on theoretical aspects, for instance, there are still variables that are not significant, namely culture (Cul) and gender (GEN) variables. These variables are important as a determinant of individual success in entrepreneurship because it is related to individual habits in managing and making the right decisions. Future researchers should include culture indicators from (Hofstede, 2011) which have proven capable of being important determinants of growing entrepreneurial intention. Hofstede's cultural dimension is the widest approach which is used in the field of entrepreneurship for research (Krueger, Liñán, & Nabi, 2013). The relationship between culture and entrepreneurship may be strongly correlated when a good cultural environment becomes a support for success (Urban & Ratsimanetrimanana, 2015). Another important variable that needs to be included in this research is the networking variable which is still rarely used by researchers, especially in Indonesia, so it has a clear novelty in research.

Generally, data collection using a questionnaire has weaknesses because the results depend very much on the perception of the respondents or students. The filling out of the questionnaire was based on the psychological condition of the students. If filling out the questionnaire is not honest, it will produce biased research, even though the instruments have been through the process of testing content validity, construct validity, and reliability testing. It means that the analysis results are based on the condition of the respondent when filling out the questionnaire. The sampling technique also has weaknesses, because it uses incidental sampling techniques. This technique ignores the sampling distribution so it does not represent the levels of each class or force in the study area. Therefore, in future studies, researchers must pay close attention in selecting and assigning samples, and the techniques used should be random so the sampling distribution is not ignored. The results of the research analysis can be used as generalizations.

CONCLUSIONS AND SUGGESTION

Our finding show that the level of the students entrepreneurial intention at Islamic Syekh-Yusuf University (UNIS) are high category. These results illustrate that the potential of UNIS produces graduates who have the intention to become entrepreneurs is quite large. The personality of this student can be seen to have a relationship with student entrepreneurial intention. The results of the study imply that with a very strong personality possessed by these students, it will be encouraged to increase their entrepreneurial intentions. An entrepreneur must be brave to take risks and have high self-confidence. Meanwhile, situational has a relationship with students because it can be seen from the situation around campus that at least contributes to the development of creating ideas and creativity needed to do business when someone is more aware of knowledge about entrepreneurship as their career through training or practicum. However, it has not realized because there were still few entrepreneurs among the students.

Entrepreneurial culture and family culture as cultural indicators are not important determinants in encouraging the growth of entrepreneurial intention. Meanwhile, gender does not contribute significantly to student entrepreneurial intention at UNIS. This result can be concluded that male and female students have the same opportunity to increase their intention in entrepreneurship. However, male students tend to be more successful when managing their businesses compared to women. Culture did not prove to be significant with the entrepreneurial intention among students. This result implies that students have lack ethics in pursuing business opportunities to create jobs. It seems that students uphold the ethics and norms that apply to the community or campus of uneverstity. By using and upholding ethics, there will be support or

encouragement from peers, lecturers, and other stakeholders to foster entrepreneurial intention. Furthermore, this result has implications for the lack of knowledge, trust, and ability of students, so it becomes a barrier for students to become formidable entrepreneurs.

The entrepreneurial intention among students was not dominant to male students over female students implies that the provision of entrepreneurship lectures both in theory and practice in the field can provide more insight to all students regardless of gender. However, it does not mean that female students have no chance to become successful entrepreneurs. It is because to become a successful entrepreneur must begin with a strong intention and high commitment. Therefore, the results of this study prove that entrepreneurial intentions do not depend on the sex of the student.

For the university, policymakers are expected to condition the university environment as a large laboratory space in applying all the theories, especially in developing entrepreneurial intention. Besides, facility policies for the development of interests and talents are also given leeway. This policy is given to student activity units and study programs. Students should always learn and participate in activities related to entrepreneurship to develop their entrepreneurial potential. Students should not always think of looking for a job field, but instead, start thinking by creating employment opportunities. Thus, students will be able to contribute in creating jobs while simultaneously reducing unemployment.

Furthermore, parents and families in general, need to provide the encouragement and motivation in the form of moral or material to their children to develop creativity and instill the independence so the children have the intention to become an entrepreneur. The parents should always have active communication with the child to provide a picture of the opportunities that can be achieved so it is expected to be able to do entrepreneurship in the future with more adequate provisions.

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