



## THE EFFECT OF ENTREPRENEURSHIP ATTITUDE, SUBJECTIVE NORMS, AND ENTREPRENEURSHIP EDUCATION ON THE ENTREPRENEURSHIP INTENTION OF CLASS XII STUDENTS OF YAPPA VOCATIONAL SCHOOL DEPOK

Irni Puspitasari<sup>1</sup>, Prof. Dr. Henry Eryanto, M.M<sup>2</sup>, Munawaroh, M.Si<sup>3</sup>

<sup>1</sup> Universitas Negeri Jakarta, Indonesia

<sup>2</sup> Universitas Negeri Jakarta, Indonesia

<sup>3</sup> Universitas Negeri Jakarta, Indonesia

### Article Info

Article history:

Received: Juli 10, 2021

Accepted:

Published: December 18, 2021

Keywords:

Entrepreneurial Intention, Entrepreneurial Attitude,  
Subjective Norms, Entrepreneurship Education

### Abstract

*This study aims to determine whether there is an influence between Entrepreneurial Attitudes, Subjective Norms and Entrepreneurship Education on Entrepreneurial Intentions. This research was conducted for 9 months starting from April 2020 to January 2021. This study used a survey method. In this study, the affordable population was 193 students with a sample of 123 students. The multiple linear regression test with the result of the equation  $\hat{Y} = 2,950 + 0,245 X_1 + 0,214 X_2 + 0,627 X_3$ . The results of the F test in the ANOVA table are F-count > F0table with value of  $180,152 > 2,68$ . This means that the Entrepreneurial Attitude, Subjective Norms, and Entrepreneurship Education simultaneously influence Entrepreneurial Intentions, so that the hypothesis is accepted. The t-test results for Entrepreneurial Attitudes t-count  $2,994 > t$ -table  $1,980$ , Subjective Norm t-count  $3,398 > t$ -table  $1,980$ , and Entrepreneurship Education t-count  $8,873 > t$ -table  $1,980$ . This means that Entrepreneurial Attitudes have a positive influence on Entrepreneurial Intentions, Subjective Norms have a positive influence on Entrepreneurial Intention, Entrepreneurial Education has a positive influence on Entrepreneurial Intentions.*

### Abstrak

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh antara Sikap Berwirausaha, Norma Subjektif dan Pendidikan Kewirausahaan terhadap Intensi Berwirausaha. Dalam penelitian ini populasi yang terjangkau berjumlah 193 siswa dengan sampel sebanyak 123 siswa. Hasil uji regresi linear berganda dengan hasil persamaan  $\hat{Y} = 2,950 + 0,245 X_1 + 0,214 X_2 + 0,627 X_3$ . Hasil uji F dalam tabel ANOVA yaitu F-hitung > F-tabel

dengan nilai  $180,152 > 2,68$ . Hal tersebut bermakna bahwa Sikap Berwirausaha, Norma Subjektif, dan Pendidikan Kewirausahaan berpengaruh secara simultan terhadap Intensi Berwirausaha, sehingga hipotesis diterima. Hasil uji t untuk Sikap Berwirausaha  $t\text{-hitung } 2,994 > t\text{-tabel } 1,980$ , Norma Subjektif  $t\text{-hitung } 3,398 > t\text{-tabel } 1,980$ , dan Pendidikan Kewirausahaan  $t\text{-hitung } 8,873 > t\text{-tabel}$

$1,980$ . Hal tersebut bermakna Sikap Berwirausaha memiliki pengaruh positif terhadap Intensi Berwirausaha, Norma Subjektif memiliki pengaruh positif terhadap Intensi Berwirausaha, Pendidikan Kewirausahaan memiliki pengaruh positif terhadap Intensi Berwirausaha.

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**HOW TO CITE :**

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\* Corresponding Author.

[moena10@unj.ac.id](mailto:moena10@unj.ac.id) Irni Puspitasari

ISSN

2302-2663 (online)

DOI: [doi.org/10.21009/JPEPA.007.x.x](https://doi.org/10.21009/JPEPA.007.x.x)

## INTRODUCTION

Based on BPS (Central Statistics Agency) data, it shows that the number of unemployed in Indonesia in August 2019 reached 7.05 million people. Compared to 2018, the number of unemployed people increased by 50 thousand people. The highest unemployment is SMK graduates with 10.42 percent of the total unemployed. Followed by high school graduates with 7.92 percent and Diploma 5.99 percent.

The high number of unemployed is also caused by the lack of entrepreneurs in Indonesia. Indonesia's current entrepreneurial ratio is 3.4 percent of the total population) (CNNIndonesia, 2020). If it is calculated by the population of Indonesia around 260 million people, the number of entrepreneurs in Indonesia is 8.84 million people. This number is still very small compared to the number of entrepreneurs in developed countries which reaches 14 percent. With the comparison of the entrepreneurial ratio of Indonesia and other countries which is quite large, it means that in developed countries there are already many people who become entrepreneurs and Indonesia is still far behind and there is a need for an increase in the number of people who are entrepreneurs.

Vocational High School (SMK) is one of the levels of education in Indonesia. SMK graduates are targeted to be ready to go directly into the world of work. But in reality in the field, vocational school graduates account for the largest unemployment rate compared to universities and high schools. Therefore, it is necessary to provide support and direction to vocational high school graduates so that they are not oriented to looking for work but must be oriented to open their own jobs.

Researchers have made observations about entrepreneurship intentions to 32 students of class XI and XII majoring in Office Administration at SMK YAPPA Depok. Based on the graph of observations about what they want to do after graduation, it shows that 63% choose to work, 31% choose to go to college or continue to college, and 6% want to be entrepreneurs. The data proves that the entrepreneurial intention of Yappa Vocational High School students in Depok is still very low. Most students choose to work, they think that entrepreneurship is not a promising thing and is difficult to do because of the many limitations.

Based on data taken from pre-research questionnaires, students of SMK YAPPA Depok showed that there were 25% or 8 of 30 students who chose the cause of low entrepreneurial intention was not liking to face risk or lack of entrepreneurial attitude.

The data shows that only 21% or 7 out of 30 students of SMK YAPPA Depok chose the cause of the low entrepreneurial intention due to lack of entrepreneurship knowledge or entrepreneurship education. In YAPPA Depok Vocational School students, one of the biggest causes of low entrepreneurial intentions is social support or subjective norms, this can be seen from the data from the distribution of pre-research questionnaires. The data shows that 27% or 9 out of 30 students of SMK YAPPA Depok chose the cause of the lack of entrepreneurial intention due to the lack of support from family, teachers and friends.

Based on the explanation above, researchers are interested in examining some of these factors, namely entrepreneurial attitudes, subjective norms, and entrepreneurship education. Thus, the title that the researcher took was the Influence of Entrepreneurial Attitudes, Subjective Norms, and Entrepreneurship Education on Entrepreneurial Intentions.

## **LITERATURE REVIEW**

### **Entrepreneurial Intention**

Jaya & Seminari (2016) states that intention is a person's willingness to take an action in a certain way and shows how much effort is being made to realize a behavior. Nurrofi (2016) defines that intention is a person's urge to act in a way and describes the sacrifices made to bring up a behavior. Wibowo & Pramudana (2016) also state that intention can be interpreted by how much a person is confident to try and the effort that someone is designed to carry out.

Intentions indicate how strong a person's desire to do something is, and the amount of effort designed to deal with pressure (Firmansyah & Roosmawarni, 2020). According to Septiana & Nurkhin (2018), entrepreneurial intentions are the tendency of someone's desire to carry out entrepreneurial actions by making new products through the risk-taking business sector. Entrepreneurial intentions can indicate a person's efforts to realize entrepreneurial behavior (Firmansyah & Roosmawarni, 2020).

According to Kusmintarti et al., (2018), entrepreneurial intention is a cognitive representation of the actions to be implemented by individuals to either establish a new independent venture or to create new value within existing companies. (Utami, 2017)., The intention of entrepreneurship is a mind that encourages individuals to create business.

### **Entrepreneurial Attitude**

According to Sumarwan, attitude is an expression of consumer feelings about an object whether they like it or not, and attitudes can also reflect consumer confidence in an object (Mirawati et al., 2016). Meanwhile, according to Allport, attitude is a learned alternative to respond to an object consistently in a pleasant or unpleasant way (Mirawati et al., 2016). Attitude is the reaction of an individual to an object in the environment, in the study of these objects is entrepreneurship (Utami, 2017). Entrepreneurial attitude is a person's readiness to respond consistently to the character possessed by an entrepreneur, namely self-confidence, aiming at tasks and results, taking risks and likes challenges, leadership, originality, and aiming for the future (Dewi, 2016).

Azwar stated that attitude is an evaluative response that can be positive or negative (Pratana & Margunani, 2019). Meanwhile, according to Samuel, attitude is an affection or feeling towards a stimulus (Nurrofi, 2016). Andika and Madjid argue that attitude is a person's tendency to respond or receive stimuli to an object consistently both in likes and dislikes (Nurrofi, 2016).

According to Nafsiyah (2017) attitude is a person's response to all objects and situations based on mental and nervous states that are regulated through experience that gives a dynamic or directed influence. Attitudes are several types of action on something based on mental or emotional readiness (Rahmiyanti, 2020).

### **Subjective Norms**

Subjective norms are one's beliefs about the surrounding environment and the individual's encouragement to follow these norms (Santi et al., 2017). According to Ajzen subjective norm is a person's belief in the norm, the people around him and the individual's encouragement to follow these norms (Mirawati et al., 2016).

Subjective norms are a person's understanding of whether other people will support or not the realization of the action (Jaya & Seminari, 2016). According Wedayanti, NP, and Giantari, I., subjective norms are the views that are considered important by individuals who advise the individual to perform or not perform certain behaviors and motivation accompanied by willingness to do or not do something that was considered important (Utami, 2017). Subjective norms is person's belief about what important others want to do and one's motivation to comply with those others (Manfredo, 2009).

Tan and Thomson suggested that subjective norms are social impacts that influence a person to behave (Alhamdi & Ambiyar, 2018). Kruger, et al suggested that subjective norms refer to the perception of relationships in which social networks influence individual behavior and recognize that a group of people has a major influence on people's behavior (Ma'sumah & Pujiati, 2018). Andika and Madjid stated that subjective norms are individual beliefs to follow the advice of those around them to carry out entrepreneurial activities (Ma'sumah & Pujiati, 2018). Trihatmoko and Harsono stated that the norms in entrepreneurship will be an element that strengthens or weakens entrepreneurial intentions (Pratana & Margunani, 2019).

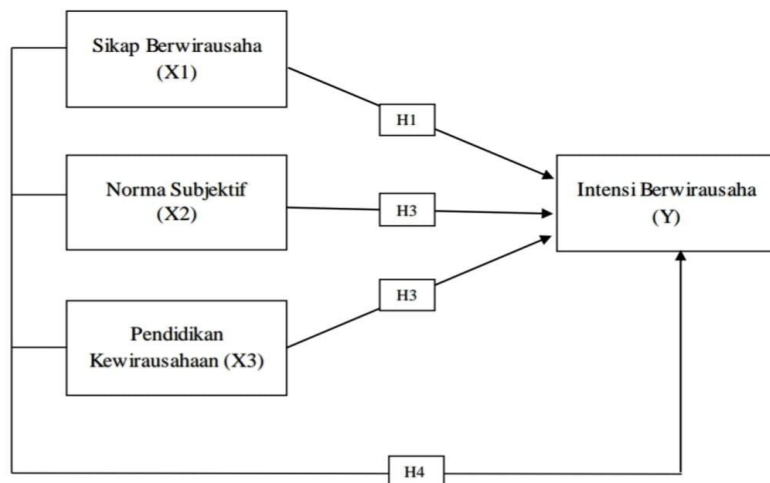
### **Entrepreneurship Education**

According to Nursito and Nugroho, entrepreneurship education is in the form of knowledge and understanding of values, behavior, and skills regarding entrepreneurship in facing life's challenges (Anggraeni & Nurcaya, 2016). Meanwhile, according to Gerba entrepreneurship education is a conscious thing that someone does to increase knowledge about entrepreneurship (Adnyana & Purnami, 2016).

Entrepreneurship education is a planned effort to increase students' knowledge, intentions, and competencies which are realized through innovative, creative, and risk-taking behavior (Purwana & Wibowo, 2017). According to Alberti and Poli, entrepreneurship education is a structured and formal transmission of entrepreneurial competence which refers to the provision of skills, concepts and mental awareness of a person (Adnyana & Purnami, 2016). Entrepreneurship education is a way of inculcating an entrepreneurial spirit and mentality by participating in educational institutions and other institutions such as training institutions and so on (Purwana & Wibowo, 2017).

Entrepreneurial education is made up of teaching and learning activities needed for the development of knowledge, skills, attitudes and personal character for the practice of entrepreneurship in accordance with one's age and development (Kusmintarti et al., 2018)

According to Aritonang, the goal of entrepreneurship education is to build individuals with character, skills, and understanding to become entrepreneurs (Anggraeni & Nurcaya, 2016). According to Keat et al., the main purpose of entrepreneurship education is to change the views, behavior and interests of students so that they master entrepreneurship, and have an entrepreneurial mindset and in the future will become a successful entrepreneur and can open new jobs (Wibowo & Pramudana, 2007). 2016).



Sources : Data diolah oleh peneliti, 2021

## Research Hypothesis

Based on the elaboration of the conceptual description and theoretical framework, the hypothesis proposed by the researcher is as follows:

H1 There is a positive and significant influence between entrepreneurial attitudes and entrepreneurial intentions. In other words, the higher the entrepreneurial attitude that appears, the higher the entrepreneurial intention.

H2 There is a positive and significant influence between subjective norms on entrepreneurial intentions. In other words, the higher a person's belief in the norm, and the individual's encouragement to follow the norm, the higher his entrepreneurial intention.

H3 There is a positive and significant influence between entrepreneurship education on entrepreneurial intentions. In other words, the better the entrepreneurship education provided, the better the entrepreneurial intention.

H4 There is a positive influence between entrepreneurial attitudes, subjective norms and entrepreneurship education together on entrepreneurial intentions. In other words, the higher the entrepreneurial attitude, subjective norms, and entrepreneurship education provided, the higher the entrepreneurial intention.

## RESEARCH METHODS

This study uses descriptive research with a quantitative approach. The method used is a survey method. The affordable population in this study were the class XII students of SMK Yappa Depok, as many as 190 students.

The data collection technique was carried out using a questionnaire (questionnaire) as a data collection tool. Questionnaires will be distributed to 123 respondents.

This study uses the SPSS (Statistical Package for Social Science) version 22 application in processing the data. Data analysis was carried out using multiple linear regression

# RESULTS AND DISCUSSION

## 1. Test Requirements Analysis

### a. Normality test

**Tabel 4.13**  
**Uji Normalitas Kolmogorov-Smirnov**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		123
Normal	Mean	.0000000
Parameters <sup>a,b</sup>	Std. Deviation	2.48666006
Most Extreme	Absolute	.048
Differences	Positive	.026
	Negative	-.048
Test Statistic		.048
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.  
 b. Calculated from data.  
 c. Lilliefors Significance Correction.  
 d. This is a lower bound of the true significance.  
 Sumber: Data diolah oleh peneliti, 2021

Based on the results of the calculation of the output of SPSS 25, the data has a significance value of  $0.200 > 0.05$ , so it can be concluded that the data is normally distributed and can be used in further analysis using statistical methods.

### b. Linearity Test

**Tabel 4.14**  
**Hasil Uji Linearitas X1 dengan Y**

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Intensi Berwirausaha * Sikap Berwirausaha	Between Groups	(Combined)	2644.757	19	139.198	9.336	.000
		Linearity	2471.352	1	2471.352	165.746	.000
	Deviation from Linearity		173.405	18	9.634	.646	.855
			1535.779	103	14.910		
Within Groups			4180.537	122			
Total							

Sumber: Data diolah oleh peneliti, 2021

**Tabel 4.16**  
**Hasil Uji Linearitas X3 dengan Y**

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Intensi Berwirausaha * Pendidikan Kewirausahaan	Between Groups	(Combined)	3377.232	23	146.836	18.096	.000
		Linearity	3203.680	1	3203.680	394.825	.000
	Deviation from Linearity		173.552	22	7.889	.972	.505
			803.304	99	8.114		
Within Groups			4180.537	122			
Total							

Sumber: Data diolah oleh peneliti, 2021

**Tabel 4.15**  
**Hasil Uji Linearitas X2 dengan Y**

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Intensi Berwirausaha * Norma Subjektif	Between Groups	(Combined)	2877.822	26	110.685	8.157	.000
		Linearity	2609.457	1	2609.457	192.297	.000
	Deviation from Linearity		268.365	25	10.735	.791	.744
			1302.715	96	13.570		
Within Groups			4180.537	122			
Total							

Sumber: Data diolah oleh peneliti, 2021

The significance value of the Linearity of Entrepreneurial Attitudes, Subjective Norms and Entrepreneurship Education variables is  $0.000 < 0.05$ , so it can be concluded that the variables of Entrepreneurial Attitude (X1), Subjective Norms (X2), Entrepreneurship Education (X3), and Entrepreneurial Intentions (Y) have a relationship linear.

## 2. Classical Assumption Test

### a. Multicollinearity Test

Tabel 4.17  
Hasil Uji Multikolinearitas

Model	Coefficients <sup>a</sup>						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.950	2.128		1.387	.168		
Sikap Berwirausaha	.245	.082	.188	2.994	.003	.385	2.600
Norma Subjektif	.214	.063	.221	3.398	.001	.358	2.794
Pendidikan Kewirausahaan	.627	.071	.571	8.873	.000	.366	2.736

a. Dependent Variable: Intensi Berwirausaha

Sumber: Data diolah oleh peneliti, 2021

Based on the output of the Coefficients table above, it is known that the Tolerance value of the Entrepreneurial Attitude variable is  $0.385 > 0.1$  and the VIF value is  $2.600 < 10$ . The Tolerance value for the Subjective Norm variable is  $0.358 > 0.1$  and the VIF value is  $2.794 < 10$ . The Entrepreneurial Education variable has Tolerance value is  $0.366 > 0.1$  and VIF value is  $2.736 < 10$ . Based on the Tolerance and VIF values for each variable, it can be concluded that the regression model in this study does not have multicollinearity problems.

### b. Heteroscedasticity Test

Tabel 4.18  
Hasil Uji Heteroskedastisitas Spearman's rho

		Correlations				
		Sikap Berwirausaha	Norma Subjektif	Pendidikan Kewirausahaan	Unstandardized Residual	
Spearman's rho	Sikap Berwirausaha	Correlation Coefficient	1.000	.740**	.723**	.044
		Sig. (2-tailed)	.	.000	.000	.631
		N	123	123	123	123
Norma Subjektif		Correlation Coefficient	.740**	1.000	.756**	.057
		Sig. (2-tailed)	.000	.	.000	.530
		N	123	123	123	123
Pendidikan Kewirausahaan		Correlation Coefficient	.723**	.756**	1.000	.087
		Sig. (2-tailed)	.000	.000	.	.337
		N	123	123	123	123
Unstandardized Residual		Correlation Coefficient	.044	.057	.087	1.000
		Sig. (2-tailed)	.631	.530	.337	.
		N	123	123	123	123

\*\* Correlation is significant at the 0.01 level (2-tailed).

Sumber: Data diolah oleh peneliti, 2021

Based on the output table above, it is known that the significance value of Entrepreneurial Attitude (X1) is  $0.631 > 0.05$ , the significance value of Subjective Norm (X2) is  $0.530 > 0.05$  and the significance value of Entrepreneurship Education (X3) is  $0.337 > 0.05$ . The significance value of each variable can be concluded that in this study there is no heteroscedasticity problem.

## 3. Multiple Regression Test

Multiple regression equation as follows:



$$\hat{Y} = 2,950 + 0,245 X_1 + 0,214 X_2 + 0,627 X_3$$

The regression equation obtained a constant value of 2.950, meaning that the results of this study predict the value of entrepreneurial intention of 2.950 if there are no Entrepreneurial Attitudes, Subjective Norms, and Entrepreneurship Education variables or when all X variables are equal to zero.

#### 4. F test and t test

##### a. F Uji test

**Tabel 4.20**  
**Hasil Uji F**  
**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3426.152	3	1142.051	180.152	.000 <sup>b</sup>
	Residual	754.384	119	6.339		
	Total	4180.537	122			

a. Dependent Variable: Intensi Berwirausaha

b. Predictors: (Constant), Pendidikan Kewirausahaan, Sikap Berwirausaha, Norma Subjektif

Sumber: Data diolah oleh peneliti, 2021

Based on the output of the F test table above, it can be seen that the resulting F-count value is 180,152. While the F-table can be searched in the statistical table by looking at the value at a significance level of 0.05 df 1 (number of variables – 1) or (4 – 1) = 3 and df 2 = n – k – 1 (n is the number of respondents and k is the number of variables) so that df 2 = 123 – 3 – 1 = 119. The F-table value is 2.68 and the resulting F-count is 180,152 meaning F-count > F-table 180,152 > 2.68. Based on this, it can be concluded that Entrepreneurial Attitudes, Subjective Norms and Entrepreneurship Education simultaneously influence Entrepreneurial Intentions, meaning that the hypothesis is accepted.

##### b. t test

**Tabel 4.21**  
**Hasil Uji t**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.950	2.128		1.387	.168
	Sikap Berwirausaha	.245	.082	.188	2.994	.003
	Norma Subjektif	.214	.063	.221	3.398	.001
	Pendidikan Kewirausahaan	.627	.071	.571	8.873	.000

a. Dependent Variable: Intensi Berwirausaha

Sumber: Data diolah oleh peneliti, 2021

The tcount value of the Entrepreneurial Attitude variable is 2,994. The tcount value of the Subjective Norm variable is 3.398. The tcount value of the Entrepreneurship Education variable is 8.873. While the value for ttable is 1,980. So it can be concluded that Entrepreneurial Attitudes, Subjective Norms, and Entrepreneurship Education have a positive and significant influence on Entrepreneurial Intentions.

#### 5. Coefficient of Determination

Tabel 4.22

## Hasil Uji Koefisien Determinasi

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905 <sup>a</sup>	.820	.815	2.518

a. Predictors: (Constant), Pendidikan Kewirausahaan, Sikap Berwirausaha, Norma Subjektif

b. Dependent Variable: Intensi Berwirausaha

Sumber: Data diolah oleh peneliti, 2021

Based on the Model Summary table above, it can be seen that R square (R<sup>2</sup>) is 0.820. This means that 82% of the variables of Entrepreneurial Attitude (X1), Subjective Norms (X2) and Entrepreneurship Education (X3) can explain the Entrepreneurial Intention variable (Y) simultaneously. While the remaining 18% is influenced by other variables not examined.

## CLOSING

### Conclusion

1. There is a positive and significant influence between entrepreneurial attitudes and entrepreneurial intentions. This is based on the t-count value of entrepreneurship attitude of 2,994 > t-table of 1,980.

2. There is a positive and significant influence between subjective norms and entrepreneurial intentions. This is based on the subjective norm t-count value of 3.398 > t-table 1.980.

3. There is a positive and significant influence between entrepreneurship education and entrepreneurial intentions. This is based on the t-count value of 3.398 > t-table 1.980.

4. There is a simultaneous positive and significant influence between entrepreneurial attitudes, subjective norms and entrepreneurship education with entrepreneurial intentions. it can be seen from the F-count of 180.152 > F-table 2.68.

### Implication

An educator is expected to be able to improve students' entrepreneurial attitudes, subjective norms and entrepreneurship education by providing motivation for entrepreneurship and providing more enjoyable learning on entrepreneurship subjects so that later this will have implications for increasing students' entrepreneurial intentions.

Students with a high entrepreneurial attitude, especially on indicators of having responsibilities such as being able to complete assignments well, then the entrepreneurial intention of students will increase.

The existence of individual beliefs for entrepreneurship comes from the expectations and support of people around such as family, teachers and friends. This means that if students are given the confidence and support to start a business, their entrepreneurial intentions will increase

Providing good entrepreneurship education such as providing knowledge about business opportunities, operating a business, and knowledge of business plans, will increase students' entrepreneurial intentions.

### **Research Limitations**

One of the limitations of this study is that the researcher is only able to examine three factors that influence entrepreneurial intentions, while there are still several other factors that can affect entrepreneurial intentions. In addition, researchers also only conducted research with a sample of SMK students. Due to the Covid-19 pandemic in Indonesia, researchers can only provide questionnaires via Google Forms and that is included in the limitations of this study.

### **Recommendations for Further Research**

For researchers who will conduct research on entrepreneurial intentions, they are expected to examine other factors that can influence entrepreneurial intentions. and can also use different samples such as conducting research on university-level students. This is so that further research can be more useful and broaden knowledge. In addition, in collecting data using questionnaires, it is best to come directly to the school or university that is the sample, so that it is easier to get data according to the predetermined target.

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