

Entrepreneurial_Intention_WCC. pdf *by*

Submission date: 26-Jun-2020 10:21AM (UTC+0700)

Submission ID: 1349815495

File name: Entrepreneurial_Intention_WCC.pdf (208.54K)

Word count: 5055

Character count: 27584

ENTREPRENEURIAL INTENTION AMONG VOCATIONAL HIGH SCHOOL STUDENTS IN INDONESIA

Kardoyo, Lola Kurnia Pitaloka, Fatkha Risqi

Abstract

The government has tried to increase the number of young entrepreneurs by establishing a vocational high school with various areas of expertise. The goal is creating a skilled young people in their respective fields and become graduates who are ready for work and can create jobs. The latest effort is adding entrepreneurship education in the curriculum and must be taught to be able to grow the entrepreneurial intentions of students. There are several factors that can influence students entrepreneurial intentions in several studies considered the level of influence is still weak ie subjective norms and family backgrounds. Due to the weakness of the two variables are selected, in this study add personal attitudes as a moderator variable to strengthen the level of significance because of the attitude itself into one of the variables that can strengthen one's intention is based on theory of planned behavior. The purpose of this study was to see how the subjective norm and family background affect entrepreneurial intention through personal attitudes. This study used a quantitative approach and statistical analysis of structural equation model for interesting hypothesis. The questionnaire covered with five likert as an option for collecting data. There are two population, school population and the student population in which to take samples of the school population is by cluster stratified proportionate random sampling while the sample of students using the formula slovin to determine the number of samples taken and used stratified sampling method and divided according to the portion with proportionate sampling. The results of this study are subjective norms that can affect a students entrepreneurial intention through personal attitudes which the subjective norm is other people's views on the specific behavior of a student which can affect a student's personal attitude. The pattern of beliefs formed others for students will shape students' perceptions about themselves and something that could affect him, so it can affect students' entrepreneurial intention.

Keywords: subjective norms, family background, personal attitudes, intentions entrepreneurship, vocational high school

Introduction

Indonesia is the country with the smallest number of entrepreneurs compared to other ASEAN countries. In 2019, the number of entrepreneurs in Indonesia just as much as 1.6% of the total population. The number is still far behind compared with Singapore amounted to 7%, Malaysia 5%, Thailand 4.5% and Vietnam at 3.3%. Ideal number of entrepreneurs in a country should be 2% in order to give a good impact for a country. To pursue the increase in the number of entrepreneurs, there have been several ways in which the government, the private sector and even educational institutions. One effort that has been done is to add entrepreneurship education in the curriculum both in upper secondary education system and universities.

The Indonesian government currently has an interest to increase the number of new entrepreneurs. Explore the potential of young people and generate new entrepreneur considered as a policy strategy to address unemployment continues to increase and decrease the number of poor people. Entrepreneurship activities can make someone became more independent, both of financially or mentally, the other good things one can do with entrepreneurship is they can create new jobs. Entrepreneurship is one of the foundations of the economy and entrepreneurship often considered as the main option to deal with the changing demands in the era of highly dynamic (Kristiansen and Indarti, 2004).

The current effort by government was to establish a vocational education. Vocational education is secondary education to prepare students with expertise in a particular field after graduation. Forms of vocational education units are Vocational High School, which until now have a wide range of specialized expertise. Hope the government with their vocational high school is to score graduates who have the skills that lead to the working world and the middle level can be set up businesses with the expertise they have acquired from school days.

Recent data show 60-65% of vocational high school graduates are absorbed into the industry, 13% went to college, 5% of established businesses and the rest are still unemployed. From the data it can be identified that the number of students who want to entrepreneurship are equal at least to the number of students who are unemployed which can be interpreted still many students who have a desire to open a business or intention to be an entrepreneur still low. After graduate, the student is likely to choose to join in large companies. There are only few students who want to open their own business because still fear with the failure factor. Factors of failure and fear of loss, students prefer to wait for their jobs to their work (Barba-Sanchez and Sahuquillo, 2017).

Barba-Sanchez research results contrary to the purpose of vocational education are divided into general purpose and special purpose. The specific objectives of vocational secondary education is (a) to prepare students to become productive people and able to work independently in accordance with competence in the chosen skill programs; (B) to prepare students to be able to choose a career, tenacious and persistent in competence and develop a professional attitude in the field of expertise that interested him; (C) provide students with science, technology and art to be able to develop themselves in the future either independently or through a higher level of education; and (d) provide students with the competencies that correspond to the selected program expertise.

A person will not decide to choose to be entrepreneurs in an instant, no process steps one through the means of education. Education in schools also play a role to create new entrepreneurship candidates. In education, a person the opportunity to identify opportunities to create innovation or turn ideas into practice. Interest in school in addition to providing knowledge and forming attitudes is to bring awareness to entrepreneurship (Diaz-Garcia and Moreno, 2010). Awareness of entrepreneurship can be obtained by providing the students good experience gained with the subjects of entrepreneurship or through practice.

Intentions can define the behavior of individuals to achieve their goal because no seriousness or commitment to take action. Intention is associated with a psychological state representing a person plans on what to do and is based on a desire that can be achieved (Turker and Selcuk, 2008). There are several factors that can affect a person's intentions such as entrepreneurship education, social factors, family factors, environmental factors, attitudes, subjective norms, perceived behavioral control and many more.

Intention is defined desire to perform the behavior in which the intent to entrepreneurship is a reflection of the state of mind and encourage individuals to start a business. Some indicators of research is (1) a desire to excel; (2) is responsible; (3) willing to take risks; (4) self-reliant; (5) innovative; (6) preference in the medium risks; (7) successful conviction; (8) cherish the time; and (9) an orientation on the future.

Turker research and Kristiansen have different results with the same variables that are subjective norm to entrepreneurial intention. Turker and Selcuk (2008) shows the result that the subjective norm becomes important things that can affect students entrepreneurship intention. Subjective norm itself is defined as social pressure or opinions of others that can determine a person perform a certain behavior. In determining the initiative and its intention to start entrepreneurship, students highly value the opinions of parents, best friend or mentor or teacher. Students tend to have not been able to convince himself to determine a selection, then they need a boost to determine whether or not their intentions. In contrast to Kristiansen (2004) it states that students do not need any encouragement of others to determine their intentions. If they intend to open a business, even parents who don't agree can not deter them. Because entrepreneurial intention can't grows in their so⁴s without the influence of others.

Subjective norm is defined as a ⁴erson's perception or outlook towards the beliefs of others that will affect the intention to perform or not perform the behavior to be taken into consideration. There are several indicators are used encapsulates belonging to Chen and He (2011), namely (1) the influence of interpersonal which includes influences from peers, family members and anyone who has experienced; (2) external influences that include influence from outside organizations such as social media; (3) belief in the norm; and (4) the motivation to comply.

The family is the first environment that is directly related to family members and may affect people in it. Parents as role models in the family, can affect children's character. In addition to being a role model, parents are also used as a source of inspiration for their children. It is not surprising, usually parents who are entrepreneurs, will affect their children's interest in entrepreneurship as well. Parents usually expect their children will follow in their footsteps, so parents will teach their children also entrepreneurship to entrepreneurship as well early (Fatoki and Olufunso, 2010). The role of families and parents is very important as a good motivation for entrepreneurship intention of students.

Another study states that the family is able to influence the entrepreneurial intentions of students, but the impact that a very small and insignificant. Relation to the encouragement given, family background was not enough to encourage people to grow berwirausahanya intentions. Encouragement yourself more able to encourage the intention was to appear rather than the support of family (De Clercq et al., 2011). Some of the indicators used for family background variables: (1) significant entrepreneurial parents; (2) moral support; and (3) the monetary support.

Based on earlier research that already exists, subjective norm variables and family background still low significance values and variables needed to strengthen the influence of the entrepreneurial intentions. In the theory of planned behavior, attitudes become an important variable to predict a person's intentions. Attitude is a form of trust in the individual before determining a course of action. Personal attitude is a form of the appeal before it can determine or decide a particular behavior. In research Zapkau et al (2014), stated that the attitude of becoming one of the predictor variables included in the theory and have a significant impact on entrepreneurial intentions.

Attitude is an evaluation of trust or positive and negative feelings a person if doing the behavior to be determined. Attitude can also be interpreted as a personal appeal to certain kinds of behavior. Some of the indicators used to measure attitudes are (1) perceived usefulness; (2) perceived enjoyment; and (3) perceived risk.

Some problems can be identified in this study is the lack of entrepreneurial intentions vocational high school students after graduation, but one of the presence of secondary vocational schools is that they have competence in the field in order to open a business. The purpose of this study was to analyze the effect of variable subjective norms, family background and personal attitudes towards entrepreneurial intention vocational high school students.

Research methodology

This study used a quantitative approach and statistical analysis to determine how much influence the subjective norm and family background on the entrepreneurial intention through personal attitude. Methods of data collection in this study is a questionnaire enclosed with five likert scale and questionnaire results were analyzed using statistical calculations using warpPLS aid 5.0. In quantitative research, hypothesis testing was performed used inferential statistics through some relevant analytical techniques in accordance with the objectives and characteristics of the research data.

The population in this study is divided into two populations for the school and for the student population. School population in this study were all vocational schools in Semarang whose number is 89 schools to take a grade 3 student population of the entire city of Semarang as many as 12 587 students. The sampling technique in this study was stratified proportionate random cluster sampling. The technique used to determine the sample schools. The sampling is to classify the school population according to the field of expertise of the school to obtain expertise as much as 7 categories: engineering, business management, shipping, aviation, pharmaceuticals, art and hospitality. Then in each field have some schools as samples randomly by lottery.

Sampling for students used the formula slovin with an error tolerance of 10% to obtain a sample of 99 students from 12 587 student population. The amount is subsequently regrouped based on the sharing of samples for each area of expertise of the school. The sampling technique to students used stratified sampling and by dividing the number of samples using the proportionate sampling. In dividing the proportion, the number of students in the field of business management and engineering have higher numbers than other areas of expertise.

3

Results and Discussion

Common methods used to account for the general bias towards variable measurement error. Survey methods may lead to bias a general method for the measurement of the different constructs derived from the same source. Common methods bias could be seen from the full collinearity VIFs full results from testing

that includes multicollinearity vertical and lateral. For the common criteria method bias, full collinearity should VIFs of <3.3.

Table 1. Full Value collinearity VIFs

variables	Full collinearity VIFs
Subjective Norms (X1)	2,297
Family Background (X2)	1,722
Personal Attitudes (Z)	3,252
Intention of Entrepreneurship (Y)	3.032

Source: Data processed in 2020

Shown in the table above, the full value of the variable collinearity VIFs subjective norm of 2,297, the family background variables amounted to 1,722, of 3,252 personal attitude variables and variable entrepreneurial intention of 3.032. With so collinearity VIFs full value of all the variables is <3.3, which means that the model is free from problems or mistakes in the model created in this study.

In warping, F.S be some measure of fit and quality indices that must be met are categorized as follows:

Table 2. Fit and Quality Indices

No.	Fit and Quality Indices	Fit criterion	Results Analysis	Ket
1	APC	p < 0.05	0.331 p < 0.001	Well
2	ARS	p < 0.05	0.474 p < 0.001	Well
3	Aars	p < 0.05	0.462 p < 0.001	Well
4	AVIF	Acceptable if <= 5, ideally <= 3.3	1,377	Ideal
5	AFVIF	Acceptable if <= 5, ideally <= 3.3	3,087	Ideal
6	GoF	Small > = 0.1, medium > = 0.25, large > = 0.36	.688	Large
7	SPR	Acceptable if > = 0.7, ideally = 1	0,800	Ideal
8	RSCR	Acceptable if > = 0.9, ideally = 1	0,940	Ideal
9	SSR	Acceptable if > = 0.7	1,000	Ideal
10	NLBCDR	Acceptable if > = 0.7	1,000	Ideal

Source: Data processed in 2020

The above table shows all the results fit and quality indices which are all already meet the criteria to be met. The results of the fit and quality indices in this study have shown that the ideal outcome where the data in this study are not eligible to be drawn into hypothetical and analyzed the results. After finding out the feasibility of the fit and quality indices, the results of SEM analysis with applications to test the hypothesis warpPLS shown in the figure below with a research model that is formed.

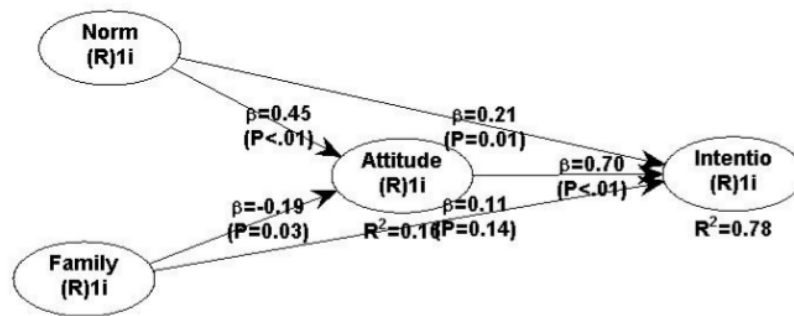


FIGURE 4. RESEARCH MODEL

The above model describes the plot of the results of the model analysis in this study. There is still a negative groove in the research model has a variable meaning can not affect each other. Test data on the above models are presented in the following table:

Table 3. Research Model

No.	lane	Coefficient	P Value
1.	Subjective Norms Attitude to Personal	0.45	P < 0.01
2.	Family Background Attitude to Personal	-0.19	P = 0.03
3.	Subjective norm Intention to Entrepreneurship	0.21	P = 0.01
4.	Background to the intention of Entrepreneurship	0.11	P = 0.14
5.	Personal attitude to the intention of Entrepreneurship	0.70	P < 0.01

Source: Data processed in 2020

The above table shows between subjective norms and personal attitudes show a positive coefficient, which means subjective norms influence on the student's personal attitude. Subjective norm is the possibility of individuals or groups agree or not perform certain behaviors. This construct is used to measure an individual's perception of all those who have a personal relationship, such as family members and friends, to approve or not an individual's decision to become an entrepreneur. The results of the analysis were positive and significant mean

that in taking any decision, students will appreciate and consider the suggestions and opinions of others who he believed as parents, peers and teachers or mentors. The better the subjective norm accepted by the students, it will affect both the attitude of a student. Grade 3 students of vocational high schools are generally still at the age of 16 to 18 years. At that age, students still need guidance to determine his personal attitude. Students are still not able to determine a good or bad attitude that he did. Adolescence still can not understand about personal attitude that should and should not do. Therefore, the required consent or not through the nearby neighborhood of students, especially older people (Altinay et al., 2012). Adolescence still can not understand about personal attitude that should and should not do. Therefore, the required consent or not through the nearby neighborhood of students, especially parents (Altinay et al., 2012).

The student's personal attitudes are formed by a variety of things, one of which is the family background. But in this study seems to reject the hypothesis that already exists. In this study, family background can not affect a student's personal attitude. Children born of a family of criminals, not means he will be a villain as well since not always children grow up with their families, there are other environments that can make a child to get his bearings. This contrasts with research that has been done before, such as by Fayolle (20005), the personal attitude of a child is formed from the teachings of parents and of how he sees his family. Background belaang family becomes the main thing that determines a child's personal attitude. Kids spend 80% of their time to grow among his family, The remaining 20% is they spend time in the school and its environment. This is because since small children already in the family, school and the surrounding neighborhood is only a very small role to determine the child's personal attitude.

Research has been conducted to mention that children spend a lot of time with his family, but when viewed at the school in Indonesia, students obviously spent more time at the school where he will interact with many people. Interaction with many friends and teachers at school from 7 am to 4 pm make students more formed the perception of the school environment and the surrounding environment. Confidence in the impact of the behavior of a student in Indonesia is formed not from his family but from the student environment. Most of parents we know want to provide the best education for children with wanted children into the school that has a good environment in order to form a good perception and confidence to the child.

Variable subjective norm and significant effect on the students entrepreneurial intention. Students generally are not able to grow their own entrepreneurial intentions, so they are often asked for advice or opinions to others he trusts. Especially if we are talking about entrepreneurship, there are two sides that can be seen here. The first of these is, entrepreneurs has always been known as a job that can make a lot of money compared to working in the office. The reverse side is, to be an entrepreneur is definitely not easy. Many failures must be

experienced before eventually becoming a successful entrepreneur. In fact, not a few who suffer losses up to bankruptcy. This second side is often feared by individuals to start a business (Matlay et al., 2014).

Students who fear the risk will be borne make him tried to ask for advice or an opinion on the desire to start a business. Approval and positive support constantly growing self-confidence of students and foster goodwill berwirausahanya. Conversely, do not agree on the immediate and does not support it well, will make dissuade students to entrepreneurship. However, according to Ismail et al (2009), subjective norms could be misunderstood by the students. Parents, peers and teachers have been supportive and give a positive response so that students have the intention of entrepreneurship, but the views of students, the response given environment say no. Differences in perception could change the mindset of students. That is why in the Ismail et al. research, subjective norm does not influence the entrepreneurial intentions of students. This is what makes the reason why vocational high school student in the Semarang city is still low which has the entrepreneurial intention. Where their different perceptions of the outlook presented someone else and that he had received. So, good communication is essential in order to avoid differences in perception between the delivered and received.

The story about the failure from person who had been started a business is not a wrong step so students not just imagined the good things about to start a business, but he also will consider a variety of risks that will face and how to solve them so that students are not easy to give up. But behind it, the surrounding environment should also be offset by the success story after successfully passing a failure without giving up. The story, it will usually be told by the family that is also an entrepreneur. Where parents have experienced bitterness and sweetness of the trip so that it can become a successful entrepreneur. Many childs will imitate their parents because parents is someone who will always be seen by children from childhood to adulthood. Not infrequently, when adults, his job will not be far away from their parents work. Ethics and attitudes in deciding what he wants is also not out of the role of parents. That's why the family background is very important to determine the intention of entrepreneurship students because the story above, it usually will not be told by parents who only regular employees.

The results of this study explains that family background and significant effect on the students entrepreneurial intention. Tong et al (2011), whose results claim that family backgrounds affect a student's entrepreneurial intentions significantly. Many things must be considered to be an entrepreneur, one of which is the capital. One of the forms of capital are financial, students who have a background of the parents of an entrepreneur, it would have the intention to become entrepreneurs as well as to see his parents and when students need capital to start a business, a parent who is also an entrepreneur definitely will not hesitate

to give financial aid in the form of money. Unlike the students who come from families of employees or not entrepreneurial.

Family background influence the entrepreneurial intentions in many studies are actually much opposed. A student's family background is important because it can make its own views for a student like what the job is. But on the job, in the modern era like this, parents not only as students views. Many entrepreneurs figure who became the idol of youth. Such a figure could grow the entrepreneurial intentions of students although none of his family is an entrepreneur. Especially now been applied entrepreneurship education has begun to be given in the subjects. In addition to be given in the form of education, many companies that provide scholarships businesses and held a competition for anyone who has a business innovation and intend to be entrepreneurs to be given the funds and accounted for. The number of views and easy access to become entrepreneurs make students no longer care for his family background. Although it does not have the figure of an example of an entrepreneur who is close to him, but through the Internet, students can find the figure of success in this field with ease and emulate (Ferreira et al., 2012).

Theory of planned behavior was explained one of the factors that affect a person's intention is attitude. Construction of a personal stance on this theory focused on the personal magnetism to perform certain behaviors. Assess personal attitude as a positive entrepreneurship will arise if the student thinks that entrepreneurship is something that profitable him. While assessing the personal attitude of entrepreneurs is negative, it would appear the assumption that entrepreneurs will not be profitable for him or would only complicate her, and then students will not be interested in self-employment.

The study states that a positive outcome to the personal attitudes towards entrepreneurship intentions, which means personal attitudes and significant effect on entrepreneurial intentions. This study is in line with the basic theory used in this study where the attitude is one of the factors that can influence the entrepreneurial intentions. Personal attitude shown as the feeling you get someone to be able to accept or reject a particular object or behavior. Personal attitude arising from the expectations and beliefs about the personal impact of which is generated by the behavior. Perception is thought by the students will bring a positive intention or negative intention. On the basis of the support of parents and the environment, not necessarily to bring a positive entrepreneurial intention (Karabulut, 2016).

Conclusion

The conclusion of this study is variable subjective norms, family background and personal attitude can affect a students entrepreneurial intentions. Because a vocational high students grade 3 are generally still in her teens where

they still need support and encouragement from the environment. Family background is important because students see first hand who kept his real examples about being an entrepreneur. Because direct view and engage directly with the family, a good perception will appear on entrepreneurship. Even so, for its influence on personal attitudes, family background reject the hypothesis that there is. The reason is the density of the education system in Indonesia, enables students to spend more time at school than at home, which means students spend more time with his friends and teachers rather than with his family. As a result, all the things that shape perceptions and beliefs of a student has changed the direction of the family into the school environment and the surrounding environment. Means subjective norms influence the entrepreneurial intentions through personal attitude and the level of significance to be high, but otherwise family background directly affects entrepreneurial intentions without going through a personal attitude.

References

- Altinay, L., Madanoglu, M., Daniele, R., & Lashley, C. (2012). The influence of family tradition and psychological traits on entrepreneurial intention. *International Journal of hospitality management*, 31 (2), 489-499.
- Barba-Sánchez, V., & Atienza-Sahuquillo, C. (2018). Entrepreneurial Intention among engineering students: The role of entrepreneurship education. *European Research on Management and Business Economics*, 24 (1), 53-61.
- Chen, Y., & He, Y. (2011). The impact of strong ties on entrepreneurial intention. *Journal of Chinese Entrepreneurship*, 3 (02), 147-158.
- Choo, S., & Wong, M. (2006). Entrepreneurial intention: triggers and barriers to new venture creations in Singapore. *Singapore management review*, 28 (2), 47-64.
- De Clercq, D., Honig, B., & Martin, B. (2013). The roles of learning orientation and passion for work in the formation of entrepreneurial intention. *International Small Business Journal*, 31 (6), 652-676.
- Díaz-García, MC, & Jiménez-Moreno, J. (2010). Entrepreneurial intention: the role of gender. *International Entrepreneurship and Management Journal*, 6 (3), 261-283.
- Fatoki, OO (2010). Graduate entrepreneurial intention in South Africa: Motivations and obstacles. *International Journal of Business and Management*, 5 (9), 87-98.
- Fayolle, A. (2005). Evaluation of entrepreneurship education: performing behavior or intention increasing ?. *International Journal of Entrepreneurship and Small Business*, 2 (1), 89-98.
- Fayolle, A., & Linan, F. (2014). The future of research on entrepreneurial intentions. *Journal of Business Research*, 67 (5), 663-666.
- Ferreira, JJ, Raposo, ML, Rodrigues, RG, Dinis, A., & Paço, AD (2012). A models of entrepreneurial intention: An application of the psychological and behavioral approaches. *Journal of Small Business and Enterprise Development*, 19 (3), 424-440.

- Ismail, M. Khalid, SA, Othman, M., Jusoff, HK, Rahman, NA, Kassim, KM, & Zain, RS (2009). Entrepreneurial Intention among Malaysian undergraduates. *International Journal of Business and Management*, 4 (10), 54-60.
- Karabulut, AT (2016). Personality traits on entrepreneurial intention. *Procedia-Social and Behavioral Sciences*, 229, 12-21.
- Koe, WL, Sa'ari, JR, Majid, IA, and Ismail, K. (2012). Determinants of entrepreneurial intention among the millennial generation. *Procedia-Social and Behavioral Sciences*, 40, 197-208.
- Kristiansen, S., & Indarti, N. (2004). Entrepreneurial Intention among Indonesian and Norwegian students. *Journal of Enterprising Culture*, 12 (01), 55-78.
- Marques, CS, Ferreira, JJ, Gomes, DN, & Rodrigues, RG (2012). Entrepreneurship education: How psychological, demographic and behavioral factors predict the entrepreneurial intention. *Education + Training*, 54 (8-9), 657-672.
- Matlay, H., Solesvik, M., & Westhead, P. (2014). Cultural factors and entrepreneurial intention. *Education + Training*, 56 (08), 680-696.
- Moriano, JA, Gorgievski, M., Laguna, M., Stephan, U., & Zarafshani, K. (2012). A cross-cultural approach to understanding the entrepreneurial intention. *Journal of career development*, 39 (2), 162-185.
- Naktiyok, A., Karabey, CN, & Gulluce, AC (2010). Entrepreneurial self-efficacy and entrepreneurial intention: the Turkish case. *International Entrepreneurship and Management Journal*, 6 (4), 419-435.
- Obschonka, M., Silbereisen, RK, & Schmitt-Rodermund, E. (2010). Entrepreneurial intention as developmental outcome. *Journal of Vocational Behavior*, 77 (1), 63-72.
- Remeikiene, R., Startiene, G., & Dumciuviene, D. (2013, June). Explaining entrepreneurial intention of university students: The role of entrepreneurial education. In *International conference* (pp. 299-307)
- Siu, WS, & Lo, ESC (2013). Cultural contingency in the cognitive models of entrepreneurial intention. *Entrepreneurship Theory and Practice*, 37 (2), 147-173.
- Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007). Do entrepreneurship Programs raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business venturing*, 22 (4), 566-591.
- Tong, XF, Tong, Dyk, and Loy, LC (2011). Factors Influencing entrepreneurial intention among university students. *International journal of social sciences and humanity studies*, 3 (1), 487-496.
- Turker, D., & Selcuk, SS (2009). Which Affect factors of entrepreneurial intention of university students ?. *Journal of European Industrial Training*, 33 (02), 142-159.
- Westhead, P., & Solesvik, MZ (2016). Entrepreneurship education and entrepreneurial intention: Do female students benefit ?. *International Small Business Journal*, 34 (8), 979-1003.
- Zapkau, FB, Schwens, C., Steinmetz, H., & Kabst, R. (2015). Disentangling the effects of prior entrepreneurial exposure on entrepreneurial intention. *Journal of Business Research*, 68 (3), 639-653.

Zhang, Y., Duysters, G., & Cloudt, M. (2014). The role of entrepreneurship education as a predictor of university students' entrepreneurial intention. *International Entrepreneurship and Management Journal*, 10 (3), 623-641.

ORIGINALITY REPORT

7%

SIMILARITY INDEX

4%

INTERNET SOURCES

5%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

- 1** Moch. Khoirul Anwar, A'rasy Fahrullah, Ahmad Ajib Ridlwan, Muhammad Hasan Muzaki, Clarashinta Canggih, Achmad Kautsar. "THE INFLUENCE OF RELIGIOSITY ON INCOME AND PROSPERITY: THE INDONESIAN CONTEXT", Humanities & Social Sciences Reviews, 2020
Publication 2%
 - 2** Submitted to Universitas Negeri Jakarta
Student Paper 2%
 - 3** Submitted to Universitas Negeri Semarang
Student Paper 2%
 - 4** Nurfaizi Suwandi. "THE MIGRATION BEHAVIOR MODEL OF INDONESIAN FEMALE MIGRANT DOMESTIC WORKERS IN EGYPT", Corporate Ownership and Control, 2015
Publication 1%
-

Exclude quotes On

Exclude bibliography On

Exclude matches < 30 words