

Review Article

Developing Entrepreneurial Intention Through Improving Entrepreneurial Knowledge and Self Efficacy (Study on Participated Soft Skills Training Ready to Work Students of Semarang Private Universities)

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Abstract - Entrepreneurship is a national treasure that must be protected, encouraged, and compensated in such a way because entrepreneurs are able to create jobs, opportunities, and prosperity for the country. This study aims to determine the effect of entrepreneurship knowledge and self-efficacy on entrepreneurial intention in Private Higher Education (PTS) students who attend Soft Skills Ready to Work Training in Semarang City. Respondents consist of 77 students. Data processed by multiple linear regression analysis. The results showed that there was a positive and significant effect of entrepreneurial knowledge and self-efficacy on entrepreneurial intention. Government and universities must give more attention to arise student's entrepreneurial intention. Thus several ways must be prepared for students to have an entrepreneurial desire and intention so that the availability of new jobs can be created.

Keyword - Entrepreneurship Knowledge, Self Efficacy, Entrepreneurial Intention.

I. INTRODUCTION

At present, the development of the entrepreneurial spirit is very necessary because some empirical evidence has shown, one of which is the result of research from David Mc Clelland (1961), that the welfare of the population in a country is influenced by economic development. Meanwhile, economic development is determined by the extent to which the country's population has an entrepreneurial spirit. Peter Drucker (1985) said that a country would prosper if it had an entrepreneur of at least 2% of the population because, with a high entrepreneurial spirit in a country, the country will be able to overcome the economic problems that occur in the country.

The Global Talent Competitiveness Index (GTCI) released the latest research results on ranking the global

competitiveness of the countries in the world. In 2019, the GTCI report focused on global competitiveness, especially in the field of entrepreneurship, especially how entrepreneurship is encouraged, nurtured, and developed and how it can affect the relative competitiveness of various countries. In the ranking of competitiveness, Indonesia scored 38.61 and ranked 67th in the world. This position is one level below the neighbouring ASEAN, Thailand, which has a score of 38.62. In the ranking of Asian countries, Indonesia ranks 9th after successive countries Singapore, Japan, Malaysia, South Korea, Brunei, China, and the Philippines and Thailand. The ranking that is still below is very reasonable because, at this time, the ratio of entrepreneurs in Indonesia has only reached around 3.1% of the population of productive age (Danang Girindrawardana, Executive Director of APINDO). However, the ratio of entrepreneurs in Indonesia has exceeded international standards, which is equal to 2%. Indonesia still needs to improve again and pursue the achievements of other countries. When compared with other countries, Indonesia is still losing, like Singapore, which has now reached 7%, Malaysia has reached 5%. To help encourage the strengthening of the economic structure, Indonesia still needs at least 4 million new entrepreneurs. Therefore the government needs to encourage the realization of new entrepreneurs in order to encourage economic growth.

The importance of the role of entrepreneurs in a country's economic activities is emphasized by Schumpeter (1939), that entrepreneurs have been shown to have a very important role in a country because, in addition to increasing a country's economic activities, it can also reduce or overcome unemployment. In this regard, it cannot be denied that the role of an entrepreneur can have an influence on the economic progress and



improvement of the Indonesian economy. Thus, increasing entrepreneurial development will be able to improve the Indonesian economy. The role of entrepreneurship is in the form of contributions in the transformation of low-income communities to higher incomes and from primary sector-based societies into service and technology-based societies (Wim Naude, 2008). By seeing the importance of entrepreneurship in building the economy of a nation, the interest in becoming entrepreneurs needs to be fostered for the younger generation in Indonesia. Slameto (2010) said that intention is a sense of preference and a sense of attachment to a thing or activity without anyone asking. Someone who is intent on something, then all the actions of what is done will lead to these interests. The intention is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest. To grow student interest in becoming entrepreneurs is not easy. Meredith (1996) said that fostering intention in being an entrepreneur does not necessarily be done without education and training that can move a student's entrepreneurial spirit.

The existence of entrepreneurship education and training for students will be able to increase the student's entrepreneurial knowledge. Entrepreneurship education can be defined as the efforts made by educational institutions to instil knowledge, values, souls, and entrepreneurial attitudes to students, equip them to become independent, creative, and innovative human beings. It also aims to create new entrepreneurs that are reliable and characterized in order to improve the welfare of the community. Entrepreneurial knowledge possessed by a student will strongly support entrepreneurial values because entrepreneurial knowledge is the ability of a person to produce something new through creativity and innovation, creating new ideas to capture existing opportunities. With the knowledge of entrepreneurship possessed by a student, it is hoped that it will be able to be used as an incentive to become entrepreneurs. If the stock of knowledge possessed by a student is believed to be able to bring good for his future, it will be able to foster interest for students to take action. The results of research from Josia Sanchaya Hendrawan and Hani Sirine (2017), Teddy Wijaya, J. Effendi Tanumihardja (2014), Darmanto and Yuliari (2018) found there was an influence between entrepreneurial knowledge and student entrepreneurial intention. Instead, the results of research from Flora Puspitaningsih found that there was nothing significant between entrepreneurial knowledge and entrepreneurial intention.

Self-efficacy is the self-confidence that a person has, that he is able to complete tasks effectively and efficiently. According to Jeanne Ellis Ormrod (2008), self-efficacy is an assessment of someone about their own ability to carry out certain behaviours or achieve certain goals, while Jess Gregory (2011) defines self-efficacy as self-confidence to know his ability so that he can do a form of control over the benefits of the person himself and events in the

surrounding environment. Armed with strong self-efficacy will be able to encourage the interest of a student to become an entrepreneur. The results of research from Rifqi Hapsah and Siti Ina Savira (2015) said there was a significant relationship between self-efficacy and entrepreneurial intention. Instead, Rosmiati et al. (2015) found that attitudes towards entrepreneurship were not significant to entrepreneurial intention. This makes the research gap so that research on entrepreneurial interests needs to be studied further.

Higher education is one of the institutions that can encourage the creation of new entrepreneurs through the learning process provided to students. Entrepreneurship courses are one of the subjects taught in various study programs, which include theories and practices regarding entrepreneurship. This is a form of giving entrepreneurship knowledge to students, so they are interested in becoming entrepreneurs. With the acquisition of entrepreneurship knowledge by students, it will add insight into how to entrepreneurship so that it can foster interest in entrepreneurship and can shape the mindset of students from job seekers to job creators. To be able to change the mindset of students, Soft Skills Ready to Work training for private universities students, cooperation with USAID RWRAP (Ready to Work Accelerator Program) with several private universities in Semarang City. The purpose of this training is to prepare students to enter the workforce by providing students with soft skills because soft skills are currently very important and are preferred in the workforce rather than hard skills. The research problem is whether the increase in entrepreneurial knowledge and self-efficacy can foster entrepreneurial intention in students of the Economics and Business faculty in the city of Semarang.

II. LITERATURE REVIEW

A. Entrepreneurial Intention

Entrepreneurial intention is the choice of a person's activity because they feel attracted, happy, and eager to entrepreneurship. The emergence of this interest is usually marked by the urge or motive, attention, pleasure, ability, and suitability or suitability. According to Hurlock (1993), the intention is an impetus arising from within a person to do what they want, and they are free to choose. Fu'adi (2009) revealed that the interest in entrepreneurship is the willingness to work hard and diligently to achieve the progress of its business, the willingness to bear the various risks associated with doing business, it is a willingness to take new paths and ways, the willingness to live frugally, the willingness of learning they experienced.

Santoso (1993) said that the intention in entrepreneurship is a psychological phenomenon to focus attention and do something about entrepreneurship with a feeling of pleasure because it brings benefits to him. Based on some of these definitions, it can be concluded that the intention in entrepreneurship is a condition where a person has attention, feelings of pleasure, and desire for entrepreneurship and seeks to be involved in

entrepreneurial activities and usually tends to become an entrepreneur as a choice of work. Thus it can be said that entrepreneurship is related to one's abilities and behaviour in creating and innovating. Therefore, a person's intention (students) in entrepreneurship can be increased through an integrated learning process.

In this study, the indicators of entrepreneurial intention are based on Purnomo (2005), namely, a strong will to achieve life's goals and needs, strong belief in one's own strength, honest attitude and responsibility, physical and mental endurance, perseverance, and tenacity and work and effort, good thinking creative and constructive, future-oriented, and risk-taking.

B. Entrepreneurial Knowledge

Many experts give a definition of entrepreneurship, such as (Thomas W. Zimmerer, 2008), is a process of applying creativity and innovation in solving problems and finding opportunities to improve business, which means that the higher the creativity and innovation, the more it will affect the problem-solving efforts faced prospective entrepreneurs in reading business opportunities that exist. While (Drucker 1985) said that entrepreneurship is an ability to create something new and different. While according to the Decree of the Minister of Cooperatives and SMEs No. 04 / Per / M.KUKM / IX / 2010), entrepreneurship is the spirit, attitude, behaviour, and ability of a person in handling businesses and or activities that lead to efforts to find, create, apply work methods, technology, and new products by increasing efficiency in order to provide better services and or obtain greater profits. From these notions, it can be said that entrepreneurial knowledge is the ability of a person to produce something new through creative thinking and innovative action so as to create ideas or opportunities and be able to take advantage of opportunities to take advantage of these changes.

The knowledge possessed by an entrepreneur will determine its success in entrepreneurship, because according to Suryana (2014), successful entrepreneurs, in general, are those who have competence, namely those who have knowledge, skills, and individual qualities that include attitudes, motivations, personal values, as well as the behaviour needed to carry out work/activities. The number of entrepreneurs who meet the requirements in a country is determined by the number of students who intend to become entrepreneurs (Linan & Chen, 2009). In countries with large populations, it makes sense to require serious support from the government to appoint students as entrepreneurs because it is entrepreneurial energy, creativity, and motivation that triggers the production and sale of new products and services. It is the entrepreneur who takes the risk of the company seeking profit and who seeks opportunities to make a profit by meeting unmet needs.

To fight competition, entrepreneurs create perceptions of difference and uniqueness in their products and services.

They continue to look for customer needs so that competition is unsatisfactory and find ways to offer their products and services in such a way that what they offer is more attractive than anything available. That is what a successful entrepreneur should do.

Opportunities in entrepreneurship require expertise in processing information, as stated by Maina (2011). That information can be obtained from various sources, for example, through educational programs that aim to build entrepreneurial knowledge and skills. In addition, Kwong (2016) found that there was a strong desire to choose a career as an entrepreneur. The main assumption of entrepreneurship education is that entrepreneurial knowledge can be taught, but not too personal characteristics, and entrepreneurs as disciplines can be learned (Oosterbeek, 2010; Drucker, 2014). This statement is confirmed by the idea that entrepreneurship education can improve and develop attitudes related to entrepreneurship and provide the skills needed to start a business. Linan (2004) proposes that entrepreneurship education for an individual strengthens the participants' intention to become entrepreneurs. Based on the description above, the hypotheses proposed in this study are:

H₁: Entrepreneurial knowledge has a significant effect on the entrepreneurial intention of private tertiary students participating in Soft Skills Ready to Work in the city of Semarang

C. Self Efficacy

Self-efficacy is one of the core elements of entrepreneurial interest because strong self-efficacy will lead someone to set high goals and create high motivation. Jess Gregory (2011) defines self-efficacy as self-confidence to know its ability so that it can exercise some form of control over its own benefits and be responsive to changes in the surrounding environment. Bandura (1997) defines self-efficacy as a person's belief in their ability to do a job at a certain level of performance or to achieve an expected outcome so that it will affect situations that affect their lives. At the same time, Jeanne Ellis Ormrod (2008) said that self-efficacy is a person's judgment about his own ability to carry out certain behaviours or achieve certain goals.

Based on these notions, it can be concluded that self-efficacy is a self-confidence owned by someone that he is able to complete the task effectively and efficiently so that the task produces the expected impact. Positive self-efficacy is a critical success factor that will create satisfaction that comes along with the knowledge that has been absorbed. Self-efficacy has a number of theoretical and practical applications for entrepreneurial success because starting a new business requires unique skills and abilities. Bandura (1986) explained self-efficacy consisting of 3 aspects, namely the level of difficulty of the task (magnitude), the strength of belief (strength), and generality (generality).

The results of Salanova, Llorens, and Schaufeli (2011), conclude the positive effects of self-efficacy on aspects such as effort, perseverance, goal setting, and performance. This shows that people with high self-efficacy towards entrepreneurship will be involved in entrepreneurial activities (Mueller, 2013). Pihie and Bagheri (2013) say to be a successful person needs to convince themselves that one has the ability and is able to carry it out. This needs to be done to shape experience in controlling behaviour (Engle et al., 2010).

Wright and Stigliani (2013) revealed that the experience of entrepreneurs from starting businesses to running steadily would have better abilities in information processing, decision making, and other cognitive abilities than newborn entrepreneurs. This means that entrepreneurial success is a process (Makhbul & Hasun, 2011). According to Obschonka et al. (2010), time and experience help to achieve more positive results in the future, and success is the result of these efforts. Based on the description above, the hypotheses proposed in this study are:

H₂: Self-efficacy has a significant effect on the entrepreneurial intention of private tertiary students participating in Soft Skills Ready to Work training in the city of Semarang.

III. METHOD

This research is an explanatory study, with a population of all private university students in the city of Semarang who attended the Soft Skills Ready to Work training. The sampling technique used was purposive random sampling with the criteria of students who had attended Soft Skills Ready to Work training and had taken entrepreneurship courses, and the sampling method was done with quota sampling. Data collection through questionnaires was carried out for approximately 1 week by distributing questionnaires online (via Google Docs) to respondents. Multiple regression analysis is used as a tool to test the hypothesis Measurement of variables using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Entrepreneurial knowledge was adopted from Peter Drucker (1986) and Geoffrey G. Meredit (1995). Self-efficacy was adopted from Bandura in Feist, J. & Feist, G. J. (2011). and the entrepreneurial intention was adopted from Fu'adi (2009) and Santoso (1993). Before doing hypothesis testing, first, analyze the validity and reliability test data with Cronbach's alpha and Bartlett's KMO test.

IV. RESULTS AND DISCUSSION

Prior to data processing, the validity and reliability of the questionnaire were tested through Cronbach's alpha testing and Bartlett's KMO test.

Table 1. Validity and Reliability Test

Variable dan Indikator	Cronbach Alpha	KMO & Bartlett's Test	Validity
1. Entrepreneurial knowledge	0,723		
a) Dare to take risks		,696	,467
b) Able to analyze business opportunities		,658	,436
c) Creative and innovative thinking		,835	,637
d) Able to formulate problem solutions.		,782	,563
2. Self Efficacy	0,742		
a) The level of difficulty of the task (Magnitude)		,798	,549
b) Strength of belief (Strength)		,819	,576
c) Generality		,826	,590
3. Entrepreneurial Intention	0,807		
a) Feel motivated to become an entrepreneur		,713	,528
b) Feel interested in entrepreneurship		,846	,685
c) Feeling happy to be an entrepreneur		,802	,641
d) Desiring to be an entrepreneur		,824	,644

Source: processed primary data, 2020

Based on the results of the validity and reliability tests above, it shows that the KMO Barlet coefficient for all variables is above the cut of the value of 0.6 and the Cronbach Alpha reliability coefficient is above the cut of the value of 0.7, so that it can be said that all variables are valid and reliable.

A. Descriptive Statistical Analysis

Descriptive analysis is used in order to obtain an objective picture of the object of research and find out how many respondents stated the same thing about the research instruments. From the data collected through google from as many as 77 respondents, consisting of 22 men and 55

women, there were 31 (40.3%) respondents who had entrepreneurship and who were never as many as 46 (59.7%) respondents but had a tendency for entrepreneurship is quite high. It can be seen from the average respondent's answers of 4.15. This number has a tendency for the answers to agree. While respondents who have parents are already entrepreneurs, there are 35 respondents (45.5%), and 42 (54.5%) respondents are not entrepreneurial. This shows that the influence of the family's internal environment has a significant role in encouraging the interests of their children to become entrepreneurs. Table 2 explains the descriptive analysis of the questions posed.

Table 2. Descriptive Analysis

Variable dan Indikator	Mode	Average	Standard deviation
1. Entrepreneurial knowledge			
a) Dare to take risks	4	3,90	0,981
b) Able to analyze business opportunities	5	4,70	0,563
c) Creative and innovative thinking	5	4,38	0,874
d) Able to formulate problem solutions.	4	3,99	0,896
2. Self Efficacy			
a) The level of difficulty of the task (Magnitude)	4	3,49	0,837
b) Strength of belief (Strength)	4	3,34	0,868
c) Generality	4	3,47	0,718
3. Entrepreneurial Intention			
a) Feel motivated to become an entrepreneur	4	3,74	0,801
b) Feel interested in entrepreneurship	5	4,44	0,769
c) Feeling happy to be an entrepreneur	5	4,06	0,800
d) Desiring to be an entrepreneur	5	4,36	0,793

Source: processed primary data, 2020

The entrepreneurial knowledge variable has the highest value on the ability to analyze business opportunities and think creatively and innovatively with an average value of 4.70 and 4.38, so it is said that the respondent provides an agreed assessment for the instrument, in the sense that entrepreneurial knowledge is owned, then students have the tendency to be able to understand the current business opportunity analysis and be able to understand the emergence of ideas creatively and innovatively in trying, while the standard deviation values are 0.563 and 0.874, meaning that the respondents' answers vary, with the mode being at answer 4 which means students tend to give agreed responses to each statement submitted.

The self-efficacy variable has the same value with an average value of 3.49 and 3.34 and 3.47, so it can be said that the respondent provides an agreement agreeing on the statement given, in the sense of self-efficacy possessed by the student, the student will be able to overcome difficulties encountered in business activities, while the standard deviation values are 0.837, 0.868 and 0.718 respectively, meaning that the respondent's answer varies with the mode value in answer 4, which means students tend to give responses that agree with each statement submitted.

The variable of entrepreneurial intention has the highest value on feeling interested, happy, and desire to be an entrepreneur with an average value of 4.44, 4.06, and 4.36, so it can be said that the respondent gave the assessment agreed on the instrument, in the sense of entrepreneurial interest possessed by students will be interested and happy as well as desiring to be entrepreneurs, while the standard deviation values are 0.769, 0.800 and 0.793, meaning that the answers of respondents vary, with the mode in answer 4 which means students tend to give responses agreeing on each statement submitted.

B. Classical Assumption Analysis

The normality test was carried out by the Kolmogorov Smirnov test. The results of the analysis showed that the significance of the Kolmogorov Smirnov test produced was $0.219 > 0.05$ ($\alpha = 5\%$). These results conclude that the assumption of normality has been fulfilled. Multicollinearity test is done by looking at the VIF value. The results of the analysis showed that the VIF values of the two independent variables of the study were 1,076 and 1,076 < 10 , and tolerance values were 0.930 and 0.903 < 1 . These results concluded that there was no multicollinearity in the regression model. The heteroscedasticity test is done with the Glacier test. The results of the analysis show that the significance value of the independent variables is greater than 0.05, so it can be concluded that in the regression model, heteroscedasticity or, in other words, the non-heteroscedasticity assumptions have been fulfilled. Thus the regression model is free from violations of classical assumptions.

C. Determination Coefficient Test (R^2)

From table 3, it is known that the adjusted R square value is 0.441. This means that 44.1% of the Entrepreneurial Intention can be explained by Entrepreneurial Knowledge and Self Efficacy. The remaining 55.9% is explained by causes other causes outside the model.

D. F Test

Based on the F test in table 3., the calculated F value is 29.159 with a probability of significance that indicates 0,000. Testprobability values are much smaller than $\alpha = 0.05$. This shows that the research model is good or fit

E. Testing Models And Hypotheses

Multiple linear regression analysis was performed to test the hypothesis set. Data processing is done by the SPSS program v. 24.00. The following are the results of multiple linear regression analysis:

Table 3. Multiple Regression Analysis

Variable	Beta Coefficient	Standard error	t value	Sig	Conclusion
Entrepreneurial knowledge	0,515	0,129	5,706	0,000	Significant
Self efficacy	0,305	0,032	3,379	0,001	Significant
R	0,664				
R ²	0,441				
F value	29,158				
Sig F	0,000				

Source: processed primary data, 2020

The calculation results as shown in table 3 above obtained the linear regression equation as follows: $Y = 0.515 X_1 + 0.305 X_2 + e_i$. (X_1 = entrepreneurial knowledge, X_2 = self efficacy). The coefficients of the two independent variables are positive, meaning that the movement of the two independent variables is in the same direction as the dependent variable, meaning that if the knowledge in entrepreneurship increases, and also if the student's self-efficacy will certainly increase intention in entrepreneurship. The coefficient of determination or R^2 is used to measure how far the model's ability to explain variations in entrepreneurial intention. The coefficient of determination generated in the regression model in this study amounted to 0.441. This value indicates that the variables of entrepreneurial knowledge and self-efficacy can explain entrepreneurial intention by 44.1%, while 53.9% are explained by other variables not examined. Based on table 3 above, it can be seen that the F test produces an F count of 29.158 with a significance value of $0.000 < 0.05$ ($\alpha = 5\%$). From these results, it can be concluded that knowledge of entrepreneurship and self-efficacy simultaneously influence the intention in entrepreneurship so that the proposed model is declared acceptable.

F. Discussion

Based on the results of testing the hypothesis using a partial test (t-test), the results obtained that entrepreneurship knowledge has a significant influence on entrepreneurial interest. This can be seen from the significant value in the t-test of the entrepreneurial knowledge variable of 0,000 or smaller than the level of significance (α) 0.05. Based on this, the first hypothesis, which reads entrepreneurial knowledge significantly influences the entrepreneurial interest of students of private tertiary institutions participating in Soft Skills Ready to Work training in the city of Semarang and is proven to be acceptable. This means that the higher the student's knowledge of entrepreneurship, the higher the interest in entrepreneurship will be. The findings of this study are in line with the findings of the research of Yud Buana et al., 2017 which concludes that entrepreneurship education is significant with interest in entrepreneurship.

Based on the results of testing the hypothesis using a partial test (t-test) obtained the results that self-efficacy has a significant influence on entrepreneurial interest. This can be seen from the significant value in the t-test of the entrepreneurial knowledge variable of 0.001 or smaller

than the level of significance (α) 0.05. Based on this, the first hypothesis, which reads self-efficacy has a significant effect on the entrepreneurial interest of students of private tertiary institutions participating in soft skills training ready to work, is proven true and can be accepted, meaning that the higher the self-efficacy, the higher the interest for entrepreneurship. This finding is in line with the statement (Zellweger, Sieger, & Halter, 2011) that personal attitudes that are able to survive in perceived situations are a key factor of self-efficacy. Fayolle and Gailly (2015) also found that self-efficacy significantly influences entrepreneurial behaviour and is a major tool in entrepreneurship education to increase student entrepreneurial intentions. In addition, Ferreira, Raposo, Gouveia Rodrigues, Dinis, and do Paco (2012) stated that Self-efficacy in a state of the conscious mind would direct its attention to the desire for entrepreneurship.

V. CONCLUSION

Knowledge of entrepreneurship and self-efficacy possessed by PTS students who participated in soft skills training at work in Semarang significantly influenced the interest in entrepreneurship. This has been shown that there are already quite a lot of students who have become entrepreneurs and are also encouraged to see people who are successful in entrepreneurship because their parents are also entrepreneurs. On the other hand, some students are not interested in becoming entrepreneurs because they don't like challenges and are less willing to take risks. Entrepreneurs are unique because they are able to bring together the money, raw materials, manufacturing facilities, skilled labour, and land and buildings needed to produce products or services, and an entrepreneur is able to manage the marketing, sales, and distribution of superior products or services to satisfy the satisfaction of its customers.

An entrepreneur has an optimistic attitude and is oriented towards the future because he believes that success occurs if he is able to move quickly, willing to try different strategies to achieve the goal of benefit, one of which is profit. Thus, someone who can exploit the existing potential and can proportionately provide new jobs. In addition, several ways must be prepared for students to have desires and intentions about entrepreneurship so that new job availability is provided.

The managerial implication of this finding is the commitment of the higher education institution as an institution that can provide knowledge to students through teaching and learning. In entrepreneurship, there are several things that need to be capital in addition to material capital, capital that is non-material, such as knowledge and skills (skills) need to be owned by someone who will choose to become entrepreneurs. Theoretically, the findings of this study have integrated the two theories of behaviour as proposed by Ajzen (1991) and entrepreneurial theory by Shapero and Sokol (1982) as a model of entrepreneurial intentions by developing through elements of entrepreneurial knowledge.

Therefore the role of universities as institutions that can provide learning in the form of entrepreneurship knowledge and training to improve students' skills in entrepreneurship is very much needed. Besides that, universities should provide opportunities for students to be involved and committed to developing their businesses so that they can live up to the characteristics of entrepreneurship in facing risks, innovating, facing failure, and so forth, so that they will be able to increase student self-efficacy in entrepreneurship. To realize the interests of students later after graduation as young entrepreneurs, policies are needed that can support entrepreneurship with nuances of social conditions in addition to entrepreneurship education created by universities. In addition, the policy was made because the development of entrepreneurship education has significant progress globally.

The limitation of this study is that it is limited to students who only attend soft skills training, where the conclusions of the study cannot yet be generalized to students of the Faculty of Economics and Business. Future research is recommended to take the object in all economics and business faculty students at the Semarang Private University. Another factor is that the cross-sectional method cannot yet see the benchmarks of success in entrepreneurial interest. Because interest is not necessarily significant with behaviour, future research suggestions carry out research with longitudinal methods and add to the concept of entrepreneurial behaviour.

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