

Conference Paper

Entrepreneurial Intentions: Theory of Planned Behavior Perspectives

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Abstract

Rooted in this study are the important principles of enterprise and entrepreneurship, which raise important questions about how entrepreneurship education should be positioned institutionally. These questions address theoretical and philosophical challenges, strategic choices and institutional capacities. One of the programs of the Directorate General of Higher Education (DIKTI) of the Ministry of Education and Culture of the Republic of Indonesia, which is aimed at all state universities and several selected private universities, is the independent entrepreneurship program. This has been implemented in higher education to foster the entrepreneurial spirit and culture of Indonesian students. Participants in this study were students who had attended entrepreneurship training or were taking entrepreneurship courses at the Papua University Campus and at Dian Nuswantoro University, Semarang. The sampling method in this study was non-probability sampling with purposive sampling. The data collection was carried out by a survey. The data analysis was conducted using multiple linear regression analysis. The results of the study showed that the instrumentation readiness variable had a positive effect on entrepreneurial intentions, while the need for achievement and self-efficacy variables had no effect.

Keywords: Need for achievement, self-efficacy, instrumental readiness, entrepreneurial intentions.

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1. Introduction

In recent years, academics and policymakers have increasingly promoted entrepreneurship education programs [1, 2]. Rooted in this study the important principles concerning enterprise and entrepreneurship, which raise important questions about how entrepreneurship education should be positioned institutionally. These questions address theoretical and philosophical challenges, strategic choices and institutional capacities.

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The independent entrepreneurship program (PMW) in higher education (PT) is implemented to foster entrepreneurial spirit and culture of Indonesian students. One of the programs of the Directorate General of Higher Education (DIKTI) of the Ministry of Education and Culture of the Republic of Indonesia which is aimed at all state universities and several selected private universities. The Ministry of Education and Culture has developed various policies and programs. One of the programs that has been developed is the Co-op program (Cooperative Education Program) since 1998. Then, with the aim of forming entrepreneurship through higher education, starting in 2003 a Co-op program was developed which provides learning opportunities to work in an integrated manner in Small Enterprises and Intermediate.

The entrepreneurship program is a vehicle for synergistic integration between mastery of science, technology and the development of an entrepreneurial spirit and culture. The role of universities in motivating their undergraduate graduates to become young entrepreneurs is very important in growing the number of entrepreneurs. The increase in the number of entrepreneurs from among scholars will reduce the increase in the number of unemployed, even increase the number of new jobs. In addition, efforts to overcome the increase in unemployment have been carried out through the concept and implementation of a new paradigm of higher education, which prioritizes the function of entrepreneurship education as a means to produce independent graduates (graduates who create jobs), not alumni as job seekers but as job creators [3]. The Student Entrepreneurial Program (PMW), as part of the education strategy in Higher Education, is intended to facilitate students who have an interest in entrepreneurship and start a business based on science, technology and art. The facilities provided include education and internship entrepreneurship training, preparation of business plans, capital support and business assistance. This program is expected to be able to support the government's vision and mission in realizing national independence through job creation and empowerment.

Student graduates from higher education institutions or Higher Education Institutions (HEIs) when entering a changing and unstable work environment. Technology and daily conditions have an impact on the world of job opportunities; the majority of new jobs will be created at small and medium-sized companies. Large companies generally require a smaller number of workers than small and medium enterprises [4, 5]. Identifying psychological and contextual antecedents of the decision to undertake entrepreneurial activities is very important, because entrepreneurial intentions are influenced by personal drive factors, their development and implementation depend on the individual's ability to recognize and pursue opportunities [6].

Entrepreneurship studies can be seen from various perspectives and can be carried out in various fields of life. One of them is in the field of higher education. In this case, it needs to be analyzed in more depth how entrepreneurship education has an effect in terms of providing entrepreneurial skills depending on whether entrepreneurship can be taught and learned. According to many studies, entrepreneurial skills related to entrepreneurial behavior can be learned [2, 7]. This study focuses on efforts to integrate entrepreneurship studies and institutional theory [8]. Recent studies on entrepreneurial change at ten universities in the United States, United Kingdom, Finland, Sweden and Norway show how entrepreneurship programs are influenced by the institutional structure of universities and their engagement with their environment [9]. In addition, other studies in various institutional contexts support the institutional environment and determinants of entrepreneurial activity [10, 11]. Therefore, in our study using institutional theory [12] in this study the university is seen as a contextual framework for taking action to improve and equip students for entrepreneurship, so that students after graduation gain experience and skills in managing a startup business or start-up business in digital era. Based on the experience and skills acquired by start-up businesses, it is a competitive advantage of these entrepreneurs, and it is even hoped that they will be sustainable by taking advantage of opportunities in the digital era [13]. The purpose of this study is to provide a new understanding that goes beyond the classic view of the entrepreneur as an unlimited and separate agent who manages his / her resources in the form of obtaining funding and coaching opportunities, as well as recommendations from the University on Banking to get bigger capital and other networks in order to be able to. become a business that develops in a sustainable manner. In addition, this study focuses on looking at the determinants of entrepreneurial intention.

2. Literature Review

The theory of planned behaviour [14, 15] postulates three conceptually independent determinants of intention: attitude towards the behaviour, subjective norm and perceived behavioural control. The theory of planned behavior was developed by Ajzen [16] moving from the earlier theory of reasoned action [17]. Both theories assume that people's behaviors rely upon deliberative bases (for instance, the contemplation of the outcomes of a certain action), but theory of planned behavior (TPB) also adds a component able to take into account both real and perceived difficulties that a person may experience in relation to the act of performing (or not performing) a certain behavior. Thus, TPB is a psychological model that takes into account three fundamental aspects of

human behavior: personal attitude, subjective norms, and perceived behavioral control. These are the basic antecedents of the intention to engage in a certain behavior, which in turn mediates their relation with actual behavior.

3. Research Method

3.1. Types of Research

This type of research is applied research with a quantitative approach [18]

3.2. Population and Sample

The population in this study were all students who had or had attended entrepreneurship training or were taking entrepreneurship courses at the Universitas Papua, Manokwari- West Papua and at Universitas Dian Nuswantoro, Semarang, Central Java. The sampling method in this study uses a non-probability with a purposive sampling technique. The data collection technique was carried out by surveying with questionnaires [19]

3.3. Test Instruments with Validity Test and Reliability Test.

Before a more detailed study was carried out, the researcher conducted a pre-survey in order to carry out the validity and reliability tests. After the data collected 30 for each campus tested the validity and reliability and confirmatory factor analysis. Then the remaining questionnaires were distributed to respondents for both campuses, namely the Universitas Papua and Universitas Dian Nuswantoro.

3.4. Data Analysis

This study uses multiple linear regression analysis with the aim of seeing the effect of independent variables on the dependent variable.

4. Results

Based on the results of multiple linear regression analysis, the analysis results for the University of Papua campus are as follows:

Sample of respondents were collected using both paper with final sample of descriptive analysis was performed to know the mean value of the answer of each research variables. In this research the variables are (Need of Achievement) X1, (Self-Efficacy) X2, Instrumental Readiness (X3) and Entrepreneurial Intentions (Y).

Next step is the summary of model measurement which shows the correlation coefficient (R) of 0.355 which indicates a weak correlation and the R square value of 0.126, that explains 12.6% of the variations in real life and so the model is not good model. The final step is to look into the coefficients table as listed below in Table 2. The result shown in Table 2 explains the structure of the model. The constant is the C, and then X1 is Need of Achievement, X2 is Self-Efficacy, and X3 is Instrumental Readiness. So we can rewrite the regression equation as follows: $Y = 6.008 + 0.010X1 + 0.098X2 + 0.292X3$.

The results of multiple linear regression analysis obtained the results of the analysis for the Dian Nuswantoro University campus as follows:

Sample of respondents were collected using both paper with final sample of descriptive analysis was performed to know the mean value of the answer of each research variables. In this research the variables are (Need of Achievement) X1, (Self-Efficacy) X2, Instrumental Readiness (X3) and Entrepreneurial Intentions (Y).

Next step is the summary of model measurement which shows the correlation coefficient (R) of 0.617 which indicates a strong correlation and the R square value of 0.381, that explains 38.1% of the variations in real life and so the model is good model. The final step is to look into the coefficients table as listed below in Table 2. The result shown in Table 2 explains the structure of the model. The constant is the C, and then X1 is Need of Achievement, X2 is Self-Efficacy, and X3 is Instrumental Readiness. So we can rewrite the regression equation as follows: $Y = 4.367 + 0.001X1 + 0.111X2 + 0.435X3$.

5. Discussion

In the light of theory and empirical findings it can be seen that instrumental readiness has a positive relationship towards entrepreneurial intention and an increase of 1 unit in instrumental readiness leads to increase of 0.292 in instrumental readiness. Furthermore, if instrumental readiness, need for achievement and Self-efficacy were zero, instrumental readiness would be constant at level of 6,008. Likewise for the Universitas Dian Nuswantoro, a significant variable on entrepreneurial intentions is instrumental readiness.

6. Conclusion

Based on the discussion in this study it can be concluded that the instrumentation readiness variable has a positive effect on entrepreneurial intentions, while the need for achievement and self-efficacy variables have no effect. Based on these results, the future research agenda requires a larger sample, so that it can describe the real conditions and improve the questionnaire that is more in line with the conditions of entrepreneurial culture in Indonesia.

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