

The Influence of Personality, Entrepreneurship Curriculum, Entrepreneurship Knowledge, and Attitude on Entrepreneurship Intention with Social Support as Mediation

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Abstract. The purpose of this research was to analyse the influence of student's personality, entrepreneurship curriculum, entrepreneurship knowledge, and student's attitude on entrepreneurship intentions of FE Unesa management department students with social support as mediator. This research was descriptive quantitative using structural equation model (SEM). This research was conducted in Faculty of Economics, State University of Surabaya (Unesa). The approach and design in this study examined the variables of personality, entrepreneurship curriculum, entrepreneurship knowledge, attitude, social support and entrepreneurship intention in the students of class of 2012 in the Department of Management of Faculty of Economics, Unesa. The population in this study was all students who were active in the Department of Management of Faculty of Economics of Unesa, in the class of 2012. Partially, personality, entrepreneurship curriculum, and entrepreneurship knowledge had influence to social support, and entrepreneurship intention to the students of class of 2012 in the Department of Management of Faculty of Economics of Unesa. This research was a small part of previous studies on entrepreneurial intentions in students. The entrepreneurship intention of a student while they were still a student and after graduation had been studied previously, influenced by the personality variable. Other studies also showed the entrepreneurial intentions of a student influenced the role of entrepreneurial learning on campus, both formally and in the form of courses. The originality of this research is the use of social support as the mediation variable.

Keywords: Personality; entrepreneurship curriculum; entrepreneurship knowledge; attitude; social support; entrepreneurial intentions.

1. Introduction

The development of the business world, industry and the advancement of communication technology at this time is very instrumental in increasing the intensity of competition among universities in providing services to students. This is given the awareness of the community to take education at the college level. Public awareness of education can be shown from the results of the survey in 2012 which was conducted by Master Card. The study showed that 37% of Indonesians aged 18–24 years intended to continue their education within the next year. On the other hand, 12% of all respondents would attend the course (Puspitarini, 2012). In Indonesia, the world

economic crisis and an increase in world fuel price bring a variety of problems, including the increasing number of unemployment caused by the termination of employment by the company. Based on data from the Ministry of Manpower and Transmigration cited by Jawa Pos (May 12, 2014), it was indicated that as of May 1, 2010, there were 51,355 workers which were affected by termination, 28,017 were planned to be terminated, 22,440 were suspended. On the other hand, the number of new labor force was 2–2.5 million people in every year, while the number of employment was only 1 million people in every year. Thus, there was a difference of 1–1.5 million people who did not work and/or were looking for work in every year. Central Bureau of Statistics reported that the open unemployment rate in February 2014 reached 7.41% compared to February 2013, which was 7.71%. Meanwhile, the labor force participation rate in February 2014 experienced an increase, which reached 67.83% compared to February 2013, which was 67.60%.

Some of the contributing factors to the increasing number of educated unemployment in Indonesia are as follows: (1) Mismatch between the characteristics of graduates entering the workforce (labor supply side) with available employment (labor demand side). These incompatibilities may be specific such as the type of job desired, the status orientation, or the special skills issues required by the world of work. (2) The increasing symptoms of educated unemployment in Indonesia are partly due to the desire to choose a job that is safe from risk (Darmaningtyas, 2008). Thus, the educated workforce prefers to choose to be unemployed rather than getting jobs that are not in accordance with their wishes. (3) Limited absorptive capacity of formal sector employment, where the absorption of industry as end user is only 10–15%, so that there is an increase of new workforce that is not yet absorbed by industrial environment in every year. (4) Inefficient job market function, imperfect and non-current job/employment information flow causes many labor forces to work outside their field of expertise.

The problem of educated unemployment is a major problem faced by East Java Province, where the State University of Surabaya is located. In 2012, the number of unemployed college graduates amounted to 24,038 people and increased to 25,108 people in 2013 (Department of Manpower of East Java Province, 2014). It showed that the problem of educated unemployment of college graduates in East Java Province was a problem that must be solved. Thus, there was a need for the expansion of employment opportunities which was the main economic dimension of employment. Through employment opportunities, economic growth can be increased. Moreover, it can provide income to society and increase society's purchasing power. The reality showed that most students were less interested in entrepreneurship after they have graduated from college. Efforts to encourage the students in starting their own businesses have been done by educational institutions, including universities that include the curriculum of entrepreneurship courses and some entrepreneurship programs that can support the growing interest in entrepreneurship. However, the results have not been visible, which can be seen from

college graduates who have not been interested in entrepreneurship. It was also evidenced by the increasing number of educated unemployed.

This phenomenon acted as a challenge for the Department of Management of Faculty of Economics, State University of Surabaya (Unesa) which currently has a student of 994 people and is divided into three concentrations, namely: marketing, finance, and human resources. The curriculum content that pours softskill learning is the Entrepreneurship course which is currently a compulsory subject taught in public and private universities in accordance with directives from Directorate General of Higher Education (*Dirjen Dikti*). The entrepreneurship curriculum is an important part of making the students have entrepreneurial spirit so that it will be able to open the mindset of college alumni in order to create job field in the long run. This is in accordance with the results of research from Bridge *et al.* (2010) which explained that from the results of entrepreneurship education in college, it would be able to develop the invention of new business ideas that could be implemented in new business.

Personality by [Sesen \(2013\)](#) was a psychological characteristic that everyone had in behaving that caused a relatively consistent and persistent response to the environment. The concept of personality in this study was measured by the self-concept (Kristiansen and Indarti, 2004), the locus of control (behaviour control) ([Mazzarol et al., 1999](#)), and self-efficacy ([Carr and Sequeira, 2007](#); [Liñán et al., 2011](#); [Shook and Bratianu, 2010](#); [Zhao et al., 2005](#)). In some studies, such as Narendra CB. Handran (2006) and [Legohere and Callof \(2004\)](#), it was shown that personality influenced the entrepreneurship intentions of students when they graduated and also when they were still students. While the role of entrepreneurship learning in the campus on the intention of entrepreneurship was proved by many researchers, namely Duke (1996) who explained that students were very interested in learning both formal entrepreneurship and in the form of courses. This was also supported by research from Jayne (2005) which proved that entrepreneurship learning in universities needed to be communicated formally and informally in order to increase students' desire in developing businesses. Iriani's (2017) research also concluded that the model of learning which was designed as inclass and outclass learning could stimulate students' interest in entrepreneurship in the future.

Entrepreneurs had become an important function in the advancement of individuals, and had been a concern in increasing income growth, employment acceptance, job creator, and building a positive social environment ([Sesen, 2013](#)). Basically, entrepreneur was an individual career choice, therefore, entrepreneurial intentions often became one of the predictors of entrepreneur behaviour ([Sesen, 2013](#)). This could be caused by internal factors and environmental factors that formed the character of one's entrepreneur (Harun, 2017). The most important internal factors in this respect were personality which consisted of self-concept (Kristiansen and Indarti, 2004), the locus of control ([Mazzarol et al., 1999](#)), and self-efficacy ([Carr and Sequeira, 2007](#); [Liñán et al., 2011](#); [Shook and Bratianu, 2010](#); [Zhao et al., 2005](#)) on entrepreneurial intentions. Because the impact of personality traits on non-linear

entrepreneurial intentions and findings about the importance of the effects of traits on entrepreneurial intentions was often contradictory, many authors had discussed the impact of certain environmental factors (Franco *et al.*, 2010).

Attitude plays an important role in influencing entrepreneurial intentions. Although extensive research has been carried out on the relationship between attitudes and intentions, there has been little discussion that adequately covers rural people's attitudes and entrepreneurial intentions. Arif *et al.* (2002) further explain that there is a long tradition among Chinese entrepreneurs to formulate the handover of family businesses from father to son. Therefore, it is necessary to clarify which attitude elements are the most influential in shaping entrepreneurial intentions among rural communities. This will allow a greater understanding of why some people intend to participate in entrepreneurial activity and some do not.

Social support system is considered an important aspect of developing entrepreneurial intention. Several related aspects, such as environmental support and parental support, play an important role in influencing one's desire to become an entrepreneur (Indarti and Rostiani, 2008; Lee *et al.*, 2011; Suharti and Sirine, 2011). This opinion is reinforced by Kasmir (2006) which states that family support, especially parental support, is needed to increase motivation to become an entrepreneur.

The purpose of this research was to analyse the influence of student's personality, entrepreneurship curriculum, entrepreneurship knowledge, and student's attitude on entrepreneurship intentions of FE Unesa management department students with social support as a mediator. This research was a small part of previous studies on entrepreneurial intentions in students. The entrepreneurship intention of a student while they were still a student and after graduation had been studied previously, influenced by the personality variable. Other studies also showed the entrepreneurial intentions of a student influenced the role of entrepreneurial learning on campus, both formally and in the form of courses.

Many researchers provided different arguments with regard to factors that can shape individual entrepreneurial intentions. The entrepreneurial intention itself was related to the size of many factors such as personality characteristics variables by nature, educational factors, demographic factors, social and cultural factors (Sumardi and Fernandes, 2020). Several previous studies related to personality characteristics as well as entrepreneurship curriculum to entrepreneurial intentions indicated a difference in findings, which was the research gap of this study.

Some researchers have tested that personality had a significant influence on entrepreneurial intentions, namely: Galanakis and Giourka (2017), Farrukh *et al.* (2017), Mustafa *et al.* (2015, 2016), Bello *et al.* (2018), Devonish *et al.* (2010), Kakouris (2016), Elali and Al-Yacoub (2016), and Jarvis (2016). On the other hand, some studies showed that personality did not affect entrepreneurial intentions, namely: Prabhu *et al.* (2012), Aloulou (2016), Stedham and Wieland (2017), Ostapenko (2017), Yousaf *et al.* (2015), and Feder and Nițu-Antonie (2017).

Some researchers also examined the effect of entrepreneurship curriculum on entrepreneurial intentions with two polar results, namely: results which showed that the entrepreneurship curriculum affected entrepreneurial intentions (Gerba, 2012; Kakouris, 2016; Devonish *et al.*, 2010; Palalić *et al.*, 2017; Feder and Nițu-Antonie, 2017; Laviolette *et al.*, 2012; Mustafa *et al.*, 2016; Karimi *et al.*, 2014; Wang and Verzat, 2011; Mehtap *et al.*, 2017), and results that showed the entrepreneurship curriculum had no effect on the entrepreneurial intentions (Urban and Ratsimanetrimanana, 2015; Wu and Wu, 2008; Aloulou, 2016; Yao *et al.*, 2016).

Several previous studies have shown differences in findings that explained the partial effect between personality and entrepreneurship curriculum on entrepreneurial intentions. Previous research conducted by Martin *et al.* (2012) has examined how the formation of human capital through the results of entrepreneurship education. The results show entrepreneurship education has a significant relationship with human resource assets. The difference lies in the variables, hypotheses that are built and the methods applied. Compared with previous research, this study was able to measure the extent of personality and entrepreneurship curriculum on entrepreneurship intention. This study filled the gap of previous research, and complemented the results of previous studies that have not integrated the relationship of research variables comprehensively.

The importance of this research was seen from the increasing numbers of educated unemployment at this time, one of the reasons was the low entrepreneurship spirit. In addition, as a developing country, increasing entrepreneurial intentions is one way in increasing sustainable development in Indonesia and creating employment opportunities. Thus, entrepreneurship learning that has existed in university (State University of Surabaya) needed to be rearranged because (1) Entrepreneurship learning has not been able to measure how many students have the intention of entrepreneurship after completing this course. (2) The diversity of students' personalities that have not been directed in exploring their own potential. (3) Lack of mentoring and utilisation of the institutional network. (4) Entrepreneurial intention should not be raised when the students graduate from university, it can also be raised before they graduate so that they are able to create job opportunities while they are still studying at university. Thus, there was a need for research that was able to explore the extent of students' intentions in entrepreneurship after they have followed the course of Entrepreneurship 1 (KWU 1) and Advanced Entrepreneurship. Besides, it was necessary to identify the internal factors of the personality that can drive the intention.

2. Literature Review

Entrepreneur

Entrepreneurs were often used in attributes and resources that helped people to start new businesses and sometimes were used in interpreting business promotions and as a part of small businesses that was also implied as entrepreneurship

(Bridge *et al.*, 2010). The Northern Ireland government stated that “entrepreneurship” and “education action plan” showed that entrepreneurship was the ability of individuals to process a set of capabilities and each attribute to create unique, innovative and creative contributions in the workforce to create jobs or entrepreneurs (Bridge *et al.*, 2010). An entrepreneur was someone who decided to start a business, as a franchisee became a franchise, expanded a company, bought an existing company, or borrowed money to produce a new product or offered a new service, and was a manager or a person with risk. Basically, entrepreneur was an individual career choice, so entrepreneurial intentions often became one of the predictors in entrepreneur behaviour (Sesen, 2013).

Characteristics of successful entrepreneurs

According to Rye (1996) who formulated the characteristics of success for an entrepreneur, it consisted of: (1) Self-control, they wanted to control all of the business that they did; (2) ensuring completion of affairs, they liked activities that showed a goal-oriented progress; (3) self-directed, they motivated themselves with a high desire to succeed; (4) managing with targets, they quickly understood the details of the tasks to be accomplished to achieve the objectives; (5) opportunity analysers, they analysed all options to ensure their success and minimised risks; and (6) personal controller.

Personality

Personality traits were much debated, but in McClelland's (1961) and Bandura's (1977) research, the most influential one was self-efficacy. Some research on intentions which showed an impact on personality traits were self-concept (Kristiansen and Indarti, 2004), the locus of control (Mazzarol *et al.*, 1999), and self-efficacy (Carr and Sequeira, 2007; Liñán *et al.*, 2011; Shook and Bratianu, 2010; Zhao *et al.*, 2005) on entrepreneurial intentions. This study used the three characteristics of personality as an indicator.

Personality is a characteristic or style of a person who came from the formations received from the environment (Citradewi, 2015). Personality is related to the process of choosing a career/job (Anoraga, 2009, p. 1). This was supported by the statement of Holland (2004) which stated that a person would feel comfortable to work if the work was in accordance with the personality. The indicators that were used to measure the personality consisted of self-concept, self-efficacy, and locus of control.

Entrepreneurship Curriculum

The curriculum was one of the subjects and lesson materials that teachers should teach and learn from their students. According to Draker (2004, p. 3) the curriculum was an educational program that contained various teaching materials and learning experiences which was programmed, planned, and systematically designed on the basis of prevailing norms and used as guidelines in the learning process for educators to achieve educational goals.

Martin *et al.* (2012) stated that entrepreneurship education and training (EET) has a positive and significant relationship with human capital assets and entrepreneurship outcomes. In addition, the EET relationship and entrepreneurship outcomes are stronger for academic-focused EET interventions than for training-focused EET interventions.

Curriculum was an educational program that contained various teaching materials and learning experiences which was programmed, planned and systematically designed on the basis of prevailing norms and used as guidelines in the learning process for educators to achieve educational goals. Entrepreneurship was an act of courage, obedience in trying. Meredith (Susanti, 2008) suggested seven attributes of entrepreneurs: (1) Confidence, (2) job-oriented and result oriented, (3) dare to take risks, (4) leadership, (5) originality, (6) future-oriented, and (7) honest and diligent.

The entrepreneurship curriculum was measured by using several indicators, namely the purpose of KWU curriculum, target the students to be able to make business plan, the relevance of entrepreneurship materials to the business world, benefits of entrepreneurship in studying entrepreneurship, and the existence of co-operation in learning entrepreneurship.

Entrepreneurship Knowledge

According to Ahmad *et al.* (2015), entrepreneurial knowledge is a whole that is known about all forms of information that are obtained, processed and processed in the cognitive realm in the form of an understanding of how to gain entrepreneurship so that it raises the courage to take risks rationally and logically in handling a business. According to Melyana *et al.* (2015), entrepreneurship knowledge can be measured by indicators of high commitment to the task, willingness to be responsible, and the ability to lead.

Entrepreneurship Intention

According to Simamora (2002, p. 131), intention was something personal and related to the attitude of individuals who were interested in an object that would have the power or drive to conduct a series of behaviour to approach or get the object. Entrepreneurship intentions could be interpreted as a form of individual interest to start an independent business (Drennan *et al.*, 2005; Krueger and dan Carsrud, 1993; Souitaris *et al.*, 2007). According to Bhandari (1997), entrepreneurship intentions could be measured by social prestige, personal challenges, becoming a boss, innovation, leadership, flexibility and profit.

Attitude

The theory of attitudes in this study is a development of the Attitude Toward The Behaviour variable in the Theory of Planned Behaviour (TPB). Attitude toward behaviour is a positive or negative evaluation of an object, person, institution, event, behaviour or intention (Ajzen, 1991). In addition, Ajzen (1991) argues that Attitude Toward The behaviour is determined by beliefs about the consequences of a behaviour or in short, called behavioural beliefs. According to Hariyono (2020), the

pattern of attitudes, behaviour, and local cultural values instilled by parents in children is the basis for developing the next behaviour. The definition of attitude was also conveyed by Sarlito and Eko (2009), Attitude is a process of assessment carried out by an individual on an object.

Attitude is a group of beliefs and feelings that are inherent about certain objects and the tendency to act on these objects in certain ways (Calhoun, 2006). Attitude is a term that reflects the feeling of pleasure, displeasure, or a neutral feeling from someone to something. Fishbein and Ajzen argued that there are two groups in the formation of attitudes, namely: Behavioural Belief and Evaluation of Behavioural Belief.

Based on several opinions, it can be said that attitude is a reaction or response in the form of an assessment that arises from an individual towards an object. Attitude can also be interpreted as a manifestation of awareness of the environment. The process that initiates the formation of attitudes is the existence of objects around the individual providing a stimulus which then affects the individual senses, the information captured about the object is then processed in the brain and causes a reaction. Basically the formation of an entrepreneurial spirit is influenced by internal and external factors (Priyanto, 2008). Internal factors that come from within the entrepreneur can be in the form of personal traits, attitudes, willingness, and individual abilities that can provide individual strength for entrepreneurship. While external factors come from outside the entrepreneur, which can be elements from the surrounding environment such as the family environment, the business environment, the physical environment, the socio-economic environment and others. Gurbuz and Aykol (2008) and Tjahjono and Ardi (2010), found that several elements of the attitude contained in the TPB model from Fishbein and Ajzen had an effect on students' entrepreneurial intentions. Attitude elements contained in the TPB include autonomy/authority, economic challenge, self-realisation, and perceived confidence, security and workload, avoid responsibility, and social career. Attitude is one of the factors that causes success or failure in entrepreneurship. Lack of sincerity in trying and a half-hearted attitude towards the business will result in the business being carried out to be unstable and will lead to failure. With a half-hearted attitude, the possibility of failing will be greater.

Social support

In addition to internal factors, external factors that can influence students' entrepreneurial intentions are social support. Academic support, social support and business environment support (Gurbuz and Aykol, 2008) are also thought to be contextual factors that influence entrepreneurial intentions. Social support is obtained from the people around. For example, parents, close friends, and so on.

Hypotheses Formation

Personality characteristics based on traits were proven to be intriguing, yet it was an imperfect predictor of many aspects of entrepreneurship including the desire to start a business, run a business, succeed in running a business, and run

inter-enterprise cooperation (Shaver and Scott, 1991). Previous study by Zain *et al.* (2010) at the State University in Malaysia found that characteristic factors of personality traits such as achievement needs and self-efficacy played an important role in affecting a person's decision making for entrepreneurship. Characteristics of personality based on these traits can be categorised into three general areas, namely: motivational factors, self-evaluation, and cognition. Motivational factors consisted of achievement needs, risk-taking and desire for freedom; self-evaluation factors covered locus of control and self-efficacy; and cognition factors consisted of beliefs and attitudes.

According to Kotler (2005, p. 226), someone who would behave was strongly influenced by internal factors consisting of culture, social, personality and psychological factors. TPB in Dian and Thinni (2017) explains that a person's behaviour will arise because of the intention to behave. TPB is specific to one's specific behaviour and to all behaviours in general. One's intention to behave can be predicted by three things: attitudes toward behaviour, subjective norms, and perceived behavioural control. In addition, he/she was also influenced by personality and external factors like environment and stimuli marketers. The internal factor used in this study was only personality, assuming at the time of learning process on campus, factors such as culture, social condition, and psychological of student were just the same. While the external factor used in this study was stimuli marketers in the form of entrepreneurship curriculum designed by University, and it was measured through the material, learning strategies and learning support media. Meanwhile, other variables were considered to be equal. Thus, Hypothesis 1 to be tested was as follows:

- H1.** Personality affects entrepreneurial intention.
- H2.** Entrepreneurship curriculum affects entrepreneurial intention.
- H3.** Entrepreneurship knowledge affects entrepreneurial intention.
- H4.** Attitude affects entrepreneurship intention.
- H5.** Personality affects social supports.
- H6.** Attitude affects social support.
- H7.** Social support affects entrepreneurship intention.

3. Methodology

The type of this research was descriptive quantitative. This research was conducted at the Faculty of Economics, Department of Management, State University of Surabaya (Unesa), Ketintang Campus of Surabaya. The approach and design in this study examined the variables of personality, Entrepreneurship curriculum, and Entrepreneurship Intention, attitude, social support, and entrepreneurship intention in the students of class of 2012 in the Department of Management of Faculty of Economics, Unesa. The population in this study was all students who were active in the Department of Management of Faculty of Economics of Unesa, in the class of 2012. The number of samples in this study was 190 students. The sampling technique used was non-probability sampling.

This study used a structured questionnaire which was given directly to the respondents. Questionnaire was in the form of a closed statement with a choice of answers provided in the questionnaire and open questions. For closed statements, it was measured by using Likert scale with a score of 1–5. This study used questionnaire and interview as the data collection techniques. The questionnaire was given to the respondents, the active students of class of 2012 in the Department of Management of Faculty of Economics of Unesa. The questionnaire was used to obtain the primary data. The questionnaire provided contained a closed question and an open question. While interviews were conducted on several respondents in order to dig more detailed information related to student responses to entrepreneurship courses and the concept of student personality in understanding the future. In this research we use structural equation model (SEM) method with PLS approach for analysing the influence between variables. The analytical technique chosen to analyse the data and test hypotheses in this study is the SEM to answer the hypothesis used partial least square (PLS). According to Ghazali (2012, p. 41) the calculation is carried out using the Smart PLS tool because it is multi-lane and the model used is reflective. The calculation model is carried out using the Smart PLS tool because in this study it has a multi-path relationship and is formative and reflective. The formative model is a model that shows the direction of the relationship from indicators to latent variables. The reflective model is a model that shows the relationship between latent variables and indicators. The research design used is shown in Fig. 1.

Variables used in this study consisted of exogenous variables, namely Personality (X1) and Entrepreneurship Curriculum (X2), Entrepreneurship knowledge (X3), and Attitude (X4) as well as the endogen variable, social support, and Entrepreneurship Intention (Y2).

The entrepreneurship intention reflected one's commitment to start a new business (Krueger and dan Carsrud, 1993). An understanding of one's intentions in

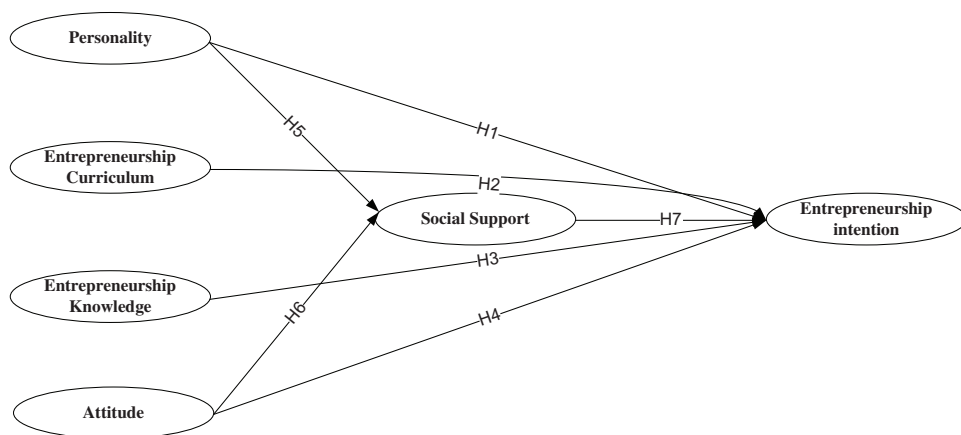


Fig. 1. Research design survey instrument.

entrepreneurship could reflect a person's inclination to entrepreneurship in real terms (Jenkins and Johnson, 1997). Entrepreneurship intentions could be measured by the following indicators:

- (a) Choosing a job as an entrepreneur meant that one was willing to be responsible for the risk of choice.
- (b) Dare to take a risk and be willing to bear the risk of own choice.
- (c) The desire to seek business information meant that he/she was more optimal in finding information.
- (d) Hated to rely on others, which meant being able to manage oneself, there was support from the surrounding environment, and more optimal use of resources.

The statistical analysis used in this study is multiple linear regression analysis with independent variables in the form of personality and entrepreneurship curriculum while the dependent variable is entrepreneurship intention. Multiple regression analysis is chosen because based on the hypothesis formed, personality and entrepreneurship curriculum are assumed to influence entrepreneurship intention (Fernandes *et al.*, 2019).

4. Results and Analysis

This study uses a research instrument in the form of a questionnaire. The questionnaire needs to be evaluated quantitatively, namely checking the validity and reliability of the study (Solimun and Fernandes, 2017). The results of the research instrument validity test are presented in Table 1.

Table 1 above shows the value of the corrected item correlation on the questionnaire for all indicators and items with a value above 0.3. So, it can be concluded that all items have met the validity. The next stage is presented instrument reliability testing. The instrument is declared reliable if the Cronbach Alpha value is > 0.6 . The results of the research instrument reliability test are presented in Table 2.

Table 2 shows Cronbach's Alpha value of the four research variables is more than 0.6. From these results, it can be concluded that Personality (X1), Entrepreneurship curriculum (X2), Entrepreneurship knowledge (X3), Attitude (X4), Social Support (X5) and entrepreneurship Intention (Y2) are valid and reliable, so the data collected through this questionnaire can be used for data analysis at a later stage.

The first stage in WarpPLS research is measuring the outer model. There are two external measurements of the WarpPLS, namely the reflective and formative models. Based on Table 2, it can be seen about the measurement model, the measurement weight value, and the p -value of each indicator for each variable.

Based on Table 3, it can be concluded that all of these latent variables have good and feasible indicators. Further, it can be used to determine the most dominant indicator contributing to the latent construct. The best indicator that forms Personality (X1) is belief in self-concept (X1.1), which has the highest factor loading of 0.352. The dominant indicator that Entrepreneurship curriculums (X2) is Objective

Table 1. Validity test.

Variable	Indicator	Correl	Result
Personality (X1)	Self-Concept (X1.1)	0.752	Valid
	Self-Efficacy (X1.2)	0.753	Valid
	Locus of Control (X1.3)	0.789	Valid
Entrepreneurship curriculum (X2)	Locus of Control (X1.3)	0.789	Valid
	Content/Material Component (X2.2)	0.835	Valid
	Strategy component (X2.3)	0.782	Valid
	Teaching and learning process component (X2.4)	0.807	Valid
Entrepreneurship Knowledge (X3)	Strategy component (X2.3)	0.782	Valid
	Teaching and learning process component (X2.4)	0.807	Valid
	The ability to lead (X3.3)	0.725	Valid
Attitude (X4)	Autonomy/authority (X4.1)	0.735	Valid
	Economic challenge (X4.2)	0.756	Valid
	Self-realisation (X4.3)	0.689	Valid
	Perceived confidence (X4.4)	0.758	Valid
	Security and workload (X4.5)	0.744	Valid
	Avoid responsibility (X4.6)	0.803	Valid
	Social career (X4.7)	0.659	Valid
	Helped (Y1.1)	0.676	Valid
Social Support (Y1)	Information (Y1.2)	0.872	Valid
	Awarded (Y1.3)	0.849	Valid
Entrepreneurship Intention (Y2)	Chooses to be an entrepreneur (Y2.1)	0.766	Valid
	Has courage to take a risk (Y2.2)	0.659	Valid
	Has willingness to search for business information (Y2.3)	0.766	Valid
	Does not like to depend on others (Y2.4)	0.777	Valid

Source: Research Data (2020).

component (X2.1) with the highest loading factor of 0.38. Then, the dominant indicators that form Entrepreneurship Knowledge are the High commitment to the task (X3.1) which have the highest loading factor of 0.291. The indicators that best form Attitude (X4) are self-realisation (X4.3) which have the highest factor loading value of 0.266. Social Support (Y1) has an indicator with the highest loading factor of 0.410, namely Information. The best indicator from Entrepreneurship Intention

Table 2. Reliability test.

Variable	Alpha-Cronbach	Conclusion
Personality (X1)	0,792	Reliable
Entrepreneurship Curriculum (X2)	0,746	Reliable
Entrepreneurship Knowledge (X3)	0,755	Reliable
Attitude (X4)	0,65	Reliable
Social Support (Y1)	0,751	Reliable
Entrepreneurship Intention (Y2)	0,756	Reliable

Source: Research Data (2020).

Table 3. Measurement model.

Variable	Indicator	Weight	<i>p</i> -value
Personality (X1)	Self-concept (X1.1)	0.352	< 0,001
	Self-efficacy (X1.2)	0.253	< 0,001
	Locus of control (X1.3)	0.289	< 0,001
Entrepreneurship curriculum (X2)	Locus of control (X1.3)	0.289	< 0,001
	Content/material component (X2.2)	0.235	< 0,001
	Strategy component (X2.3)	0.282	< 0,001
	Teaching and learning process component (X2.4)	0.207	< 0,001
Entrepreneurship Knowledge (X3)	Strategy component (X2.3)	0.282	< 0,001
	Want to be responsible (X3.2)	0.284	< 0,001
	The ability to lead (X3.3)	0.259	< 0,001
Attitude (X4)	Autonomy/authority (X4.1)	0.262	< 0,001
	Economic challenge (X4.2)	0.255	< 0,001
	Self-realisation (X4.3)	0.266	< 0,001
	Perceived confidence (X4.4)	0.245	< 0,001
	Security and workload (X4.5)	0.246	< 0,001
	Avoid responsibility (X4.6)	0.250	< 0,001
	Social career (X4.7)	0.251	< 0,001
	Helped (Y1.1)	0.233	< 0,001
Social Support (Y1)	Information (Y1.2)	0.410	< 0,001
	Awarded (Y1.3)	0.399	< 0,001
Entrepreneurship Intention (Y2)	Chooses to be an entrepreneur (Y2.1)	0.410	< 0,001
	Has a courage to take a risk (Y2.2)	0.259	< 0,001
	Has a willingness to search for business information (Y2.3)	0.359	< 0,001
	Does not like to depend on others (Y2.4)	0.458	< 0,001

Source: Research Data (2020).

(Y2) is “Does not like to depend on others” which has the highest factor loading value of 0.458

The second stage in the WarpPLS research is to measure the inner model or also known as the structural model. The structural model presents the relationship between the research variables. The structural model coefficient explains the magnitude of the relationship between one variable and another. There is a significant effect between one variable on the other variable if the *p*-value < 0.05. In WarpPLS, there are two effects, namely the direct effect and the indirect effect. Table 4 presents the results for direct effect test and Table 5 presents the results for indirect effect test.

Table 4 presents the results of the following inner model testing:

- (1) Direct effect of personality on Entrepreneurship intention has a path coefficient of 0.239 and *p*-value of 0.001 (less than 0.05). There is a significant direct effect of Personality on Entrepreneurship intention. Considering that the path coefficient is positive, it can be concluded that the higher the personality, the Entrepreneurship intention will also increase.

Table 4. Result of estimation and testing the direct effect.

Relations between variables	Hypothesis	Path coefficient	<i>p</i> -value	Conclusion
Personality → Entrepreneurship intention	H1	0,239	0,001	Significant
Entrepreneurship curriculum → Entrepreneurship intention	H2	0,255	< 0, 001	Significant
Entrepreneurship knowledge → Entrepreneurship intention	H3	0,207	0,004	Significant
Attitude → Entrepreneurship intention	H4	0,161	0,020	Significant
Personality → Social support	H5	0,186	0,008	Significant
Attitude → Social support	H6	0,231	< 0, 001	Significant
Social support → Entrepreneurship intention	H7	0,186	0,002	Significant

Table 5. Result of estimation and testing of indirect effects.

Indirect effect			Coefficient	<i>p</i> -value	Conclusion
Independent	→	Dependent			
Personality (X1)	→	Entrepreneurship intention (Y2)	0,234	0,015	Significant
Attitude (X4)	→	Entrepreneurship intention (Y2)	0,139	0,047	Significant

Source: Research Data (2020).

- (2) Direct effect of Entrepreneurship Curriculum on Entrepreneurship intention has a path coefficient of 0.255 and *p*-value < 0.001 (less than 0.05). There is a significant direct effect of Entrepreneurship Curriculum on Entrepreneurship intention. Considering that the path coefficient is positive, it can be concluded that the higher the personality, the higher the entrepreneurship intention.
- (3) Direct effect of entrepreneurship knowledge on entrepreneurship intention has a path coefficient of 0.207 and *p*-value of 0.004 (less than 0.05). There is a significant direct effect of entrepreneurship knowledge on entrepreneurship intention. Considering that the path coefficient is positive, it can be concluded that the higher the entrepreneurship knowledge, the higher the entrepreneurship intention will be.
- (4) Direct effect of Attitude on Entrepreneurship intention has a path coefficient of 0.161 and *p*-value of 0.020 (less than 0.05). There is a significant direct effect of Attitude on Entrepreneurship intention. Considering the path coefficient is positive, it can be concluded that the higher the Attitude, the higher the Entrepreneurship intention will be.
- (5) Direct effect of personality on social support has a path coefficient of 0.186 and a *p*-value of 0.008 (less than 0.05). There is a significant direct effect of Personality on social support. Considering that the path coefficient is positive, it can be concluded that the higher the personality, the higher the social support will be.

- (6) Direct effect of Attitude on social support has a path coefficient of 0.231 and a p -value of < 0.001 (less than 0.05). There is a significant direct effect of attitude on social support. Considering that the path coefficient is positive, it can be concluded that the higher the attitude, the higher the social support will be.
- (7) Direct effect of Social support on entrepreneurship intention has a path coefficient of 0.186 and p -value 0.002 (less than 0.05). There is a significant direct effect of social support on Entrepreneurship intention. Considering that the path coefficient is positive, it can be concluded that the higher the social support, the higher the entrepreneurship intention.

The indirect effect of personality on Entrepreneurship Intention by social support

Based on Table 5, Personality (X1) has a positive and significant effect on Entrepreneurship Intention (Y2) with social support (Y1) as mediation. This means that the attitude (Y1) is able to mediate the relationship between Personality (X1) and Entrepreneurship Intention (Y2) of 0.234 with a p -value of 0.015.

The indirect effect of attitude on Entrepreneurship Intention by social support.

Based on Table 5, attitude (X4) has a positive and significant effect on Entrepreneurship Intention (Y2) with social support (Y1) as mediation. This means that the social support (Y1) is able to mediate the relationship between attitude (X4) and Entrepreneurship Intention (Y2) of 0.139 with a p -value of 0.047.

5. Discussion

Personality

The personality concept developed in this study referred to the personality theory of Bandura which could be operationally interpreted as the psychological characteristics of the students of class of 2012 in behaving consistently and responding to entrepreneurship courses. Indicators of this personality were measured by using self-efficacy, locus of control, and self-control or self-concept.

Self-Efficacy

The majority of the students of management department of class of 2012 realised and believed that with entrepreneurship they can be successful people if they were able to plan all the resources needed to become entrepreneurs. But on the other hand, students lack confidence if they were able to overcome the existing problems and less ready to bear the risks that would occur, given the ability of their entrepreneurship was still not enough. This could be seen in most of the management students who less often follow the activities outside the lecture so that they had less learning and challenging experience.

Locus of Control

In regard to the self-control among the students of management department of class of 2012, they realised that to be successful or not in being an entrepreneur was very dependent on themselves and that they must fight with hard work and not depend on the luck factor. Besides, they understood that many events were beyond their shadow so if they wanted to do entrepreneurship, it required careful planning. This was often to make doubts or the unpredictability of students in deciding to work independently and willing to bear all the risks that exist.

Self-Concept

In regard to the concept of self, the students of management department of class of 2012 had a desire to apply knowledge and experience of entrepreneurial practice acquired when they were in college, but the external environment such as family, parents, and the current environment was less supportive. This was understandable from the results of interview of some students who explained that their family background demanded that after college they must work and earn income to become prestigious in the environment.

In general, it could be explained that the personality of the students of management department of class of 2012 in behaviour showed a sense of independence and courage to face risks. While from the perspective of environmental conditions, they lacked dynamism. It was realised, however, that their background factors, largely derived from the rural and the limitations of association and experience, greatly affected their behaviour. This condition was in accordance with the concept proposed by Michell *et al.* (1998) that personality characteristics had an effect on one's behaviour and also the result of research of Ghufroon and Risnawati (2010) which explained that behaviour control was greatly influenced by one's ability in accessing information.

Entrepreneurship Curriculum

The entrepreneurship curriculum was designed to address the high level of unemployment in Indonesia. As a follow-up, then entrepreneurship became one of the curriculum content that was taught in college. It was expected that by becoming one of the curriculum content, entrepreneurship could be understood as science and knowledge, especially for students before graduation to be used as stock in entrepreneurship (Fernandes and Taba, 2018).

Objective Component

The purpose of the entrepreneurship curriculum was to form a mindset or entrepreneurial mindset that put forward creative and innovative ideas (Hutahayan *et al.*, 2019). In addition, it formed the soul and entrepreneurial characteristics where the entrepreneurial mindset was also very necessary for all professionals. Another goal of the entrepreneurship curriculum was to encourage and motivate students to do entrepreneurship so that students would have a role as a job creator, rather than as a job seeker.

Content/Material Component

Each student in the Management Department will get an entrepreneurship course that was given in the 4th semester and advanced entrepreneurship that was given in the final semester. The difference between entrepreneurship (KWU) I and advanced entrepreneurship (KWU) lay in the output produced, where the output of entrepreneurship (KWU) I was a business plan produced by students in groups/teams. While the output of entrepreneurship (KWU) II was a degree/entrepreneurial events, where all students collaborate to organise entrepreneurial activities.

Media (Facilities and Infrastructure) Component

The medium used in both entrepreneurship and entrepreneurial learning was divided into inclass and outclass. Learning inclusions included learning that was done in the room/class, where students were taught about the theory. Outclass learning was done outside the classroom, where students conducted field observations, surveys, and interviews with business owners to explore information about business developments and implemented strategies.

Strategy Component

At this stage, the learning strategy implemented the Contextual Teaching and Learning (CTL) model, in which lecturers associated material taught with real-world situations and encouraged students to make connections between their knowledge and application in daily life. On the other hand, students got debriefing for further entrepreneurship related to the implementation of the title event and entrepreneurial events. Demonstration needed to be done, including equating perceptions and direction in preparing reports of degrees and entrepreneurship. As an entrepreneurial course lecturer, all lecturers who were joined as entrepreneurship faculty had got a briefing of entrepreneurship material at the time of attending Training of Trainer (TOT) so that the lecturer of entrepreneurship got a TOT certificate.

Teaching and Learning Process Component

Teaching and Learning Process conducted must achieve face-to-face meetings 16 times. In the learning process of entrepreneurship, it had been determined the standard of graduation was the result of holding a degree and entrepreneurial events. In the future, students were expected to be more motivated to develop their businesses.

Findings

The results of this study indicated that the influence of personality and entrepreneurship curriculum on entrepreneurial intention had a significant positive effect simultaneously with the value of 31.8% while the rest was influenced by other variables. This, in accordance with the theory of consumer behaviour in deciding something always influenced/driven by internal factors inherent in consumers/individuals, one of which was the personality (self-concept, self-efficacy, and locus of

control) and external factors designed by the marketer between another form of activity program.

In this case, the program designed by university/Unesa, in the form of curriculum of entrepreneurship 1 and advanced entrepreneurship, aimed to form student entrepreneur mindset as well as business practice activities in groups that were managed in the event of entrepreneurship in the hope that their business instincts had emerged and in the end it could give rise to the entrepreneurship intention. While 62.8%, were influenced by other variables outside this study because the entrepreneurial profession for college alumni today was often undertaken when they had worked first so they would have the capital. But there were also other reasons, for example, after they were not satisfied to work then they became entrepreneurs. So if they were asked about entrepreneurial intentions when they had not plunged into society, the answer was still normative.

Based on the results of the study, it is found that knowledge entrepreneurship has a positive and significant influence towards entrepreneurial intentions. This means getting higher entrepreneurial knowledge will increase the intention of student entrepreneurship. In accordance with the research conducted by Apriliyanti (2012), knowledge about the entrepreneurship obtained is used as capital and it is important to succeed with more knowledge and good control, then commitment to run the business is higher and one is more capable and responsible for making the intention for higher entrepreneurship.

The partial influence of personality had a greater contribution compared to the entrepreneurship curriculum and entrepreneurship knowledge in shaping the intention of entrepreneurship students. The phenomenon of personality of the management students in determining the attitude of intending to become entrepreneur was strongly driven by their belief that by becoming an entrepreneur they would be a successful person in life, it could be developed from experience and level of sustainability that was determined by the efforts of self. Thus, although the curriculum of entrepreneurship was well designed and interesting, the contribution was smaller, because the students considered it as the course program so that the short-term target value was passed without thinking about the impact of the accompanist/multiplier effect of this curriculum content.

Theoretical Contributions

Theoretically, the results of this study can add scientific discourse related to the development of the concept of students' entrepreneurial intentions. This study examined the influence of personality and entrepreneurship education on students' entrepreneurial intentions developed based on theory and concepts so that the findings of this study can contribute theoretically and practically. The theoretical contribution of this study is as follows: This research can strengthen and develop entrepreneurship theory, especially in developing the intention model from Ajzen (1991) about the influence of environmental factors (entrepreneurship and personality education) on entrepreneurial intention.

Practical Contributions

Firstly, this research can be an input for educational institutions that provide entrepreneurship programs to improve students' entrepreneurial intentions. These institutions should consider programs that can motivate personality and improve the entrepreneurship curriculum so that it will have an impact on students' desire for entrepreneurship. Secondly, this research is expected to be an input for local governments and other self-help organisations implementing economic empowerment programs. Third, for banking institutions, this research can be an input material to improve their business loan disbursement.

6. Conclusion and Suggestion

From the result of the research, it can be concluded that partially, personality, entrepreneurship knowledge, attitude, and entrepreneurship curriculum had an influence on entrepreneurship intention of student of class of 2012 in Department of Management of Faculty of Economics of Unesa. The entrepreneurship curriculum can bring up the business instincts of students and ultimately can bring up entrepreneurial intentions. The student personality became the main pushing factor in shaping entrepreneurship intentions. Entrepreneurship knowledge has a positive and significant influence towards entrepreneurial intentions. This means that the higher the entrepreneurial knowledge, it will increase student entrepreneurial intentions. Attitude and personality can bring up social support, also it can bring up to entrepreneurship intention.

Some of the suggestions put forward from this research are (1) for further research, the future researcher can put more emphasis on learning strategy in entrepreneurship curriculum, considering that the result of research showed that entrepreneurship curriculum gave a very small effect compared with personality. (2) It will be better to optimise learning strategies by emphasising interesting materials, such as access to capital assistance that is done regularly to the business community.

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