

THE EFFECT OF STUDENT PERSONALITY AND ENTREPRENEURSHIP CURRICULUM ON ENTREPRENEURIAL

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Abstract

The purpose of this research was to analyze the student's personality of class of 2012, the curriculum of Entrepreneurship course in Department of Management of Faculty of Economics of Unesa, and to analyze the influence of personality and Entrepreneurship curriculum on entrepreneurship intentions of FE Unesa management department students. The type of this research was descriptive quantitative using multiple linear regression analysis. This research was conducted in Faculty of Economics, Department of Management, State University of Surabaya (Unesa), Ketintang Campus of Surabaya. 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. Partially, personality, entrepreneurship curriculum, and entrepreneurship knowledge had influence to entrepreneurship intention to student of class of 2012 in Department of Management of Faculty of Economics of Unesa. The entrepreneurship curriculum was still not optimal in directing students' intentions in entrepreneurship. The student personality became the main pushing factor in shaping entrepreneurship intentions. 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 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.

Keywords: Personality, Entrepreneurship Curriculum, Entrepreneurial Intentions

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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 the 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).

The International Labor Organization (ILO) reported the number of youth unemployment worldwide in 2014. In its report entitled "Global Employment Trends for Youth", youth unemployment rate was 13% or 81 million people, where 6.20 million people aged 15-24 years were actively engaged in economic activity. This is the largest number of unemployment throughout the ILO record. There has been an increase of more than 7.8 million unemployments within two years, measured on a 2016 basis. In the report, the ILO said that the unemployment rate of Indonesia in 2016 was 7.6% or 9.26 million people, 30-40% were youth unemployment and 10% of them were bachelor degree graduates. It was the first time in ten years that the number of global unemployment reached the highest number, which reached 200 million people or more (Nurcahyo, 2016). The limitations of the ILO in the International Conference of Labor Statistics held in 1994 stated that the definition of unemployment consisted of three aspects, namely: without work during the reference period, currently available for work, seeking work. For Indonesian context, willing to accept jobs or additional jobs is not included in the concept of unemployment, on the grounds that those seeking for work are assumed to be willing to accept work.

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 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%.

In the ASEAN region, Indonesia got the second rank after the Philippines with the highest unemployment rate of 7.7% of total unemployment in ASEAN in 2013. It was considered to threaten the stability of the region considering the overall population of Indonesia was the largest in comparison with neighboring countries (<http://www.detik.com>). In 2012, the unemployment rate in Indonesia was 9.7%, it decreased to 8.4% in 2013 and decreased again to 7.7% in 2014. Despite the decrease in 2014, Indonesia was still the second highest unemployment contributor after Philippines for ASEAN region. The emerging phenomenon in Indonesia was the increasing number of open unemployed college graduates, which was shown by BPS data over the period of 2014-2016. For Diploma/Academy graduates, it increased from 14.80% to 15.81%; and for university graduates, it increased from 16.35% to 16.71% (<http://waspadaonline.com>).

The data from Higher Education Database (PDDIKTI) showed that the number of universities in Indonesia in 2016 was 4.443 with 5.138.102 students. In addition to increasing the number of state universities in Indonesia, the government also made the addition of the entrance courses of State Universities (PTN) to optimize the filtration ability of students in Indonesia. Even the interest to build a college brand can influence the decision of the prospective student to decide on his choice even at the level of the study program (Muntean et al, 2009). Therefore, it became a challenge for universities to improve the

competitiveness of their graduates to be able to be absorbed in the world of work in accordance with their competence. However, from the current data collection, it was shown that unemployment of university graduates / intellectuals in East Java was in a staggering figure of 693.910 people in 2015 (BPS, 2016).

Some of the contributing factors to the increasing number of educated unemployment in Indonesia are: (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 work force 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.

Human Development Index data, released by UNDP (2010) showed that the quality of human resources in Indonesia was ranked as 124 out of 187 countries, when compared to other countries such as China (101); Philippines (112); Malaysia (61); Singapore (26) and Thailand (103). From the fact above, it can be concluded that the quality of human resources in Indonesia is still under other countries, adding to the increasingly complex problem of unemployment in Indonesia. Clearly, Indonesia has a big problem in overcoming unemployment, mainly in unemployed people who held degrees (graduate unemployment). If this case is not resolved soon, this will have a negative impact on social and community stability (<http://www.kembembagatan-dikti.net>). Given the negative impacts of unemployment on the community, discussions on efforts to address educated unemployment should focus on employment creation and other measures that can promote real economic growth.

Creating self-employed entrepreneurs who are able to create and manage their own business, and have a mental as an entrepreneur, is one of the excellent breakthroughs to overcome the problem of educated unemployment, especially in various countries including in Indonesia. Based on reports from Global Entrepreneur Monitor (2011), entrepreneurial activity in the initial stages in some countries can be seen in Table 1.

Table 1. Percentage of Entrepreneurial Activity in the Initial Stages in Some Countries

Country	Percentage of population aged 16-64 years
Malaysia	4.9% of the population aged 16-64 years
Singapore	6.6% of the population aged 16-64 years
Thailand	19.5% of the population aged 16-64 years
South Korea	7.8% of the population aged 16-64 years
USA	12.3% of the population aged 16-64 years

Source : Global Entrepreneur Monitor, 2011

Table 1. showed that in the ASEAN region, Thailand was one of the countries with the highest entrepreneurial activity, which was 19.5% of the population aged 16-64 years, followed by Singapore (6.6%) and Malaysia (4.9%). While Indonesia, according to a report from Earnest Young (2011), it was showed that there was an increase from 23.300 new businesses in 2005 to 29.000 in 2009, or 0.6% of the total population of Indonesia in 2011 (240 million of inhabitants). The increase in the number of new businesses is supported by increased confidence in entrepreneurship programs provided by the university, as well as entrepreneurial success stories conducted by the media as well as government support in the form of funding for young entrepreneurs.

In developing and densely populated countries like Indonesia, more economic development processes rely on small businesses and there are many people start their own businesses. Therefore, encouraging the development of self-employment is one of the most important priorities in formulating public policy to accelerate economic growth and development. Self-employment is one of the decisive factors and a driving force in achieving economic development and job creation.

The role of entrepreneurship, including self-employment in development, namely: (a) reducing the number of unemployed through job opening; (b) increasing public incomes; (c) being development catalyst through productive enterprise; (d) increasing national resilience because it can reduce dependence on foreign nations, thus increasing productivity and economic resilience to become an independent nation.

From the facts above, this research tried to explore factors that influence entrepreneurial intentions to be encouraged, as early as possible starting from the campus setting, with students as the object of research. This study was different with previous studies where entrepreneurial intentions began to grow from

campus setting. This study used students who are still studying in college because according to Indarti and Rostiani (2008), the desire of students to start entrepreneurship or open their own business was the source of the birth of best entrepreneurs in the future. Thus, we needed an understanding of how to develop and encourage the birth of potential young entrepreneurs while they are still studying in college.

Unemployment Problems. 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 of 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 business 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.

According to some experts, including Prof. Daniel Rashid, which was published in the online newspaper, Republika (2013), he explained that the high rate of unemployment was because learning in college was too focused on academic/theoretical orientation, and it had less practical meaning. In addition, the

students were easy to get good grades and they were given easy access to graduate by the colleges. The increasing user demand did not only require hardskill of the students, but also softskill. Moreover, college provided low mentoring activities in practice. This opinion was in accordance with the results of a survey from the Department of Manpower of East Java region about the number of college graduates who could not directly be absorbed in the world of work because of several factors, namely: college freshmen were still not ready to be used (for work); they lacked of supportive skills; they had limited industry capacity; there were intense competition in industry; the number of Termination of Employment (PHK) was increased; and the freshmen had low entrepreneurial spirit.

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 in making the students to have entrepreneur 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 Simon Bridge, Cecilia Hegarty and Sharon Porter (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.

Entrepreneurship course (*KWU*) in the Department of Management consists of: (a) *KWU 1*, which is taken in the fourth semester with a weight of 2 credits. The standard of competence that is expected after taking this course is that students are able to design a business plan. The learning in *KWU 1* is done with an *inclass* model, starting from the students' initial understanding of management theory, business, business opportunity, entrepreneurship and business management. In addition, students also make observations on some existing business actors in order to know the business process in real terms. (b) Advanced *KWU*, which is taken in the eighth semester with a weight of 2 credits. The standard of competence that is expected after taking this course is that students can do business start-up because in this learning, students must do an internship and business practices through entrepreneurial activities in groups and formed in a business community that is expected to accommodate ideas and business development.

According to Kotler (2005: 226) someone who would behave was strongly influenced by internal factors consisting of culture, social, personality and psychology. In addition, he was also influenced by external factors such as environment and stimuli marketers. In this study, internal factors used was only personality, assuming at the time of learning process on campus, factors like culture, social condition, and psychological of student were the same. While external factor used in this research was stimuli marketers in the form of entrepreneurship curriculum designed by universities and measured through the material, learning strategies and learning support media, while other variables were considered as equal.

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 (behavior control) (Mazzarol et al, 1999), and self-efficacy (Carrand Sequeira, 2007; Linan et al, 2011; Shook and Bratianu, 2010; Zhao et al, 2005).

In some studies, such as Narendra CB. Handran (2006) and Patrick Legohérel (2004), it was shown that personality influenced 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 Charles R. 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 Louise Jayne (2005) which proved that entrepreneurship learning in universities needed to be communicated formally and informally in order to increase students' desire in developing business. 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 behavior (Sesen, 2013). This could be caused by internal factors and environmental factors that formed the character of one's entrepreneur (Harun Sheen, 2013). The most important internal factors in this respect was personality which consisted of self-concept (Kristiansen and Indarti, 2004), the locus of control (Mazzarol et al, 1999), and self-efficacy (Carr and Sequiera, 2007; Linan 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).

Some of the references that had been described inspired the authors to integrate the two variables of personality and entrepreneurship curriculum in encouraging the formation of students' intentions in entrepreneurship, which was one of the reinforcers in creating new job fields.

The purpose of this research was to analyze the student's personality of class of 2012, the curriculum of Entrepreneurship course in Department of Management of Faculty of Economics of Unesa, and to analyze the influence of personality and Entrepreneurship curriculum on entrepreneurship intentions of FE Unesa management department students.

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 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. 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 significant influence on entrepreneurial intentions, namely: Galanakis, K. and Giourka, P., (2017), Farrukh, M., et al., (2017), Mustafa, MJ, et al., (2016), (2015), Bello, B., et al., (2018), Devonish, D., et al., (2010), Kakouris, A., (2016), Elali, W. and Al-Yacoub, B., (2016), Jarvis, LC, (2016). On the other hand, some studies showed that personality did not affect entrepreneurial intentions, namely: Prabhu, VP, et al., (2012), Aloulou, WJ, (2016), Stedham, Y. and Wieland, A., (2017), Ostapenko, N., (2017), Yousaf, U., et al., (2015), Feder, ES and Antonie, R.N.D.

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, DT, (2012), Kakouris, A., (2016), Devonish, D., et al (2010), Palalić, R., et al., (2017), Feder, ES and Nițu-Antonie, RD, (2017), Laviolette, EM, et al. (2012), Mustafa, MJ, et al., (2016), Karimi, S., et al., (2014), Wang, Y. and Verzat, C., (2011), Mehtap, S., et al., (2017), Prophet, G), and results that showed the entrepreneurship curriculum had no effect on the entrepreneurial intentions (Urban, B. and Ratsimanetrimanana, FA, (2015), Wu, S. and Wu, L., (2008), Aloulou, WJ, (2016), Yao, X., 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 shows 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 number of educated unemployment at this time, which one of them was caused by 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 who 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 utilization of 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 in 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.

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, Hegarty, and Porter, 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, Hegarty, and Porter, 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 predictor in entrepreneur behavior (Sesen, 2013).

The benefits of entrepreneurship consisted of: (1) Providing opportunities and freedom to control their own destiny; (2)

Providing opportunities for change; (3) Providing opportunities for self-potential; (4) Having the opportunity to gain the most possible benefit; (5) Having the opportunity to take an active role in the community and gain recognition of their efforts; (6) Having an opportunity to do something that was liked and grow a sense of fun in doing it.

Entrepreneurship Profile. according to David E. Rye (1996), in order entrepreneurship profile to succeed, he/she should be a person who: (1) had high achievement; (2) was risk takers; (3) was problem solvers; (4) was status seeker; (5) had a high level of energy reserves; (6) had a high confidence; (7) avoid the emotional level; (8) required personal satisfaction. So it could be concluded that entrepreneurs were someone who attached importance to achievement and needed to be sure that they must be able to master their own destiny.

Characteristics of Successful Entrepreneurs. According to David E. 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 analyzers, they analyzed all options to ensure their success and minimized risks; (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; Linan 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.

Self-Concept. Self-concept became a rapidly growing discussion in the field of social psychology (Gecas, 1982). Self-concept was based on attribution perspective, self-concept could be viewed as a theory related to one's view of himself, as an experience and process of interaction with the outside world (Epstein, 1973 in Gecas, 1982). The concept of self in a person was also influenced by external factors, because the individual could not escape from the influence of the environment.

Self-Efficacy. Self-efficacy was first developed by a behavioral figure named Albert Bandura in 1981 (Bandura, 1983). The concept of self-efficacy had since been developed by Bandura and was the subject of continuing study. The concept led to a person's belief in his ability. Bandura (1983) asserted that self-efficacy was a person's specific assessment of his ability to prepare actions in order to complete his task. Self-efficacy directed the individual to always focus and be confident in his ability to achieve the stated objectives.

Bandura (1983) stated that the sources of information which affected self-efficacy consisted of mastery experience which acted as an indicator of a person's ability, vicarious experience that could change the belief of one's efficacy through the transmission of competence and comparison with the achievement of others, verbal persuasion from others that the individual has certain abilities, and the physiological and affective states of those who judged their ability, strength, and ease of being disturbed.

Locus of Control. Self-control was related to a person's ability related to environmental conditions. Ghufuron and Risnawati (2010) stated that the ability to control and manage behavioral factors was appropriate to situations and conditions to present themselves in socializing the ability to control behavior, attract interest, desire to change behavior to suit others, to please others, to always conform with others, and cover up his/her feelings.

According to Averill in Ghufuron and Risnawati (2010) there

were three aspects of self-control, namely: behavior control, cognitive control, and control of satisfaction (decisional control). Cognitive-related self-control was one's ability to manage information and interpret it.

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: 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.

According to Law of Republic of Indonesia No. 20 year 2003 about National Education System, curriculum was a set of plan and arrangement about objectives, content, and lesson material, and also a way used as guidance of organizing learning activity to reach certain educational purpose. According to Nurgiantoro (2004: 16), the components of the curriculum consisted of: (a) The objective component which had three types of stages, namely: long-term, medium-term and near-term objectives; (b) content/ materials component was everything that was given to the students in teaching and learning activities in order to achieve the goal. Criteria that could be taken into consideration, including meaning, usefulness, and human development; (c) media component (facilities and infrastructure) was a means of infrastructure in learning. Media was an intermediary to describe the contents of the curriculum to be more easily understood by learners and to have optimal retention; (d) strategy component was related to the manner of delivery or the manner in implementing the teaching, conducting assessment, conducting guidance, and regulating both general and specific activities; (e) teaching and learning process components was very important in the teaching system, because it was expected that the teaching and learning process would change the behavior of the students. The successful implementation of the teaching and learning process was an indicator of the successful implementation of the curriculum.

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

Entrepreneurship Knowledge. According to Ahmad, Diana, and Mukeri (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 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: 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 behavior to approach or get the object. Entrepreneurship intentions could be interpreted as a form of individual interest to start an independent business (Drennanetal, 2005; Krueger and Carsrud, 1993; Souitaris et al., 2007). According to Bhandari (1997), entrepreneurship intentions could be measured by social prestige, personal challenges, become a boss, innovation, leadership, flexibility and profit.

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, Akram and Ghani (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 categorized 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: 226), someone who would behave was strongly influenced by internal factors consisting of culture, social, personality and psychological factors. Theory of planned behavior in Dian and Thinni (2017) explains that a person's behavior will arise because of the intention to behave. Theory of planned behavior is specific to one's specific behavior and to all behaviors in general. One's intention to behave can be predicted by three things: attitudes toward behavior, subjective norms, and perceived behavioral control. In addition, he/she was also influenced by personality and external factors like environment and stimuli marketers. Internal factors 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 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, the hypothesis 1 to be tested was as follows:

H1: Personality affects Entrepreneurial Intention

Entrepreneurship education is a part of the formal education curriculum in several universities, aiming to provide knowledge, creativity, skills, experience, confidence and decision-making techniques and the risks required to start a business. Various entrepreneurship education programs provided include: Entrepreneurship Lecture, Entrepreneurship Apprenticeship, Student Creativity Program, Empowerment Training, Self Employment Program and various other programs provided by each university in its effort to enhance entrepreneurial intentions among students. Similar to a corporate entity of higher education, it should always try to improve the quality of its graduates in terms of knowledge and skills to be/readily be accepted in the job market or have the capability of entrepreneurship. However, with the lack of available jobs, and the government that will reduce the number of civil servants and will not receive civil servants, the higher education institutions should give more direction to curriculum and entrepreneurship programs so that graduates are able and willing to become self-employed entrepreneurs.

The entrepreneurship curriculum is an important part in making the students to have entrepreneurial intention so that it will be able to open the mindset of alumni of college in order to create job field in the long run. This is in accordance with the results of research from Simon Bridge, Cecilia Hegarty and Sharon Porter (2010) which explained that from the results of entrepreneurship education in college, it will be able to develop the invention of new business ideas that can be implemented in new business. Thus, the hypothesis 2 to be tested was as follows:

H2: Entrepreneurship Curriculum affects Entrepreneurial Intention

According to Suryana (2006), there are several forms knowledge that must be possessed by an entrepreneur, namely: knowledge will be pioneered and knowledge will be the surrounding business environment that will affect activities entrepreneur and knowledge of the business to be pioneered; knowledge of roles and responsibilities; knowledge of personality and responsibilities; and the last knowledge is knowledge about organizational and business management

H3: Entrepreneurship Knowledge affects Entrepreneurial Intention

METHODOLOGY

The type of this research was descriptive quantitative. This research was conducted in 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 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 to 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. The research design used was shown in Figure 1.

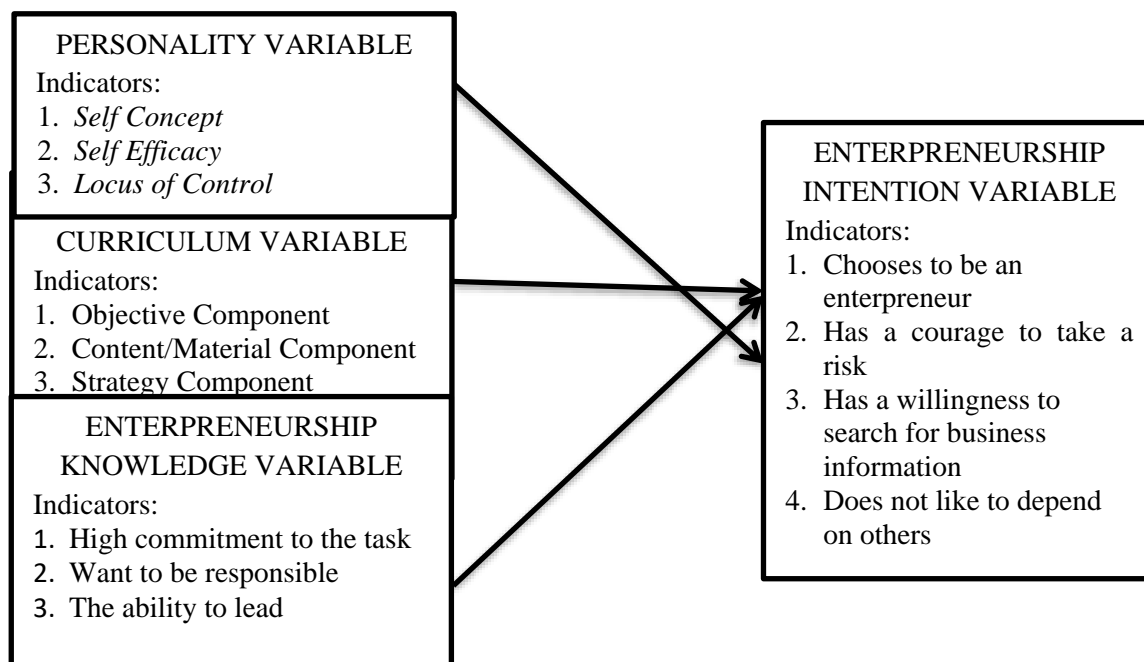


Figure 1. Research Design

Survey instrument

Variables used in this study consisted of independent variables, namely : Personality (X1) and Entrepreneurship Curriculum (X2), as well as the dependent variable, Entrepreneurship Intention (Y).

Personality was a characteristic or style of a person who came from the formations received from the environment (Citradewi, 2015). Personality related to the process of choosing a career/ job (Anoraga 2009: 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:

1. Self Concept

- The urge to do something from the surrounding environment
- Self-development due to experience
- Encouragement to do as it gets knowledge

2. Self Efficacy

- The belief to succeed
- The existence of a belief that he/she solve the problem
- The existence of confidence in managing
- The existence of planning
- Readiness to be responsible for the risk
- A belief for success
- The existence of self-confidence because he/she has the provision of skills
- The existence of self-confidence because he/she has the

provision of knowledge

3. Locus of Control

- The willingness inside one self
- The existence of inner abilities
- There is self-doubt
- Unexpected events
- Luck factor
- Believe in the result of hard work

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 a courage, an obedience in trying. Gooffrey G. Meredith (in 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, (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
- The existence of cooperation in learning Entrepreneurship

In this study, the dependent variable was the entrepreneurship intention. The entrepreneurship intention reflected one's commitment to start a new business (Krueger, 1993). An understanding of one's intentions in entrepreneurship could reflect a person's inclination to entrepreneurship in real terms (Jenkins & Johnson, 1997). Entrepreneurship intentions could be measured by the following indicators:

- Choosing a job as an entrepreneur which meant that one was willing to be responsible of the risk of choice.
- Dare to take a risk, that was willing to bear the risk of his own choice
- The desire to seek business information, it meant that he/she was more optimal in finding information
- 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.

RESULTS AND ANALYSIS

Participants' profile

From the results of open questions and questionnaires with students of Department of Management of class of 2012 which had been processed and analyzed, the researcher obtained the respondents' characteristic in Table I.

Table I. Respondents' Characteristics

Criteria	Percentage
<i>Plan after graduating from college</i>	
Entrepreneurship	14.3%
Working	57.1%
Entrepreneurship & Working	28.6%
<i>The meaning of entrepreneurship learning when taking a course in Department of Management?</i>	
Learning to become an entrepreneur	68.6%
Giving experience in entrepreneurship	20.0%
Adding a knowledge and experience	11.4%
<i>Job Interest</i>	
Employee	22.9%
Entrepreneur	51.4%
Employee and Entrepreneur	25.7%
<i>The use of entrepreneurship learning in college</i>	
Growing the soul of an entrepreneur	34.3%
Adding the knowledge about entrepreneurship	65.7%
<i>The readiness of entrepreneurship material if one's to begin a business?</i>	
Ready	85.7%
Not yet	5.7%
Enough	8.6%
<i>The lacks of entering working world or independent business</i>	
Capital	
Business partner	28.6%
Experience	5.7%
Afraid of Risk	11.4%
Self Ability	14.3%
	40%

The following was the data with multiple regression results between independent variables, namely personality (X_1) and

entrepreneurship curriculum (X_2) to the dependent variable, namely the entrepreneurship intention (Y)

Table 2. Multiple Linier Regression Coefficient

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	6.549	2.648		2.473	.015		
Total_X1	.186	.040	.421	4.625	.000	.756	1.323
Total_X2	.106	.041	.236	2.589	.011	.756	1.323
Total_X3	.136	.042	.319	3.576	.002	.756	1.323

a. Dependent Variable: Total_Y

From the table above, we can know about the magnitude of the influence of personality (X_1) and Entrepreneurship Curriculum (X_2) on Intentions Entrepreneurship (Y). The magnitude of the influence of personality and entrepreneurship curriculum on entrepreneurial intentions can be seen in the equation as follows:

$$Y = 6.549 + 0.186 X_1 + 0.106 X_2 + 0.136 X_3$$

Details:

Y = Estimation value of Entrepreneurship Intention Variable

X_1 = The value of personality variable
 X_2 = The value of entrepreneurship curriculum
 X_3 = The value w entrepreneurship knowledge

The test of the influence of personality and entrepreneurship curriculum on entrepreneurship intentions, the magnitude contribution of variable of personality and entrepreneurship curriculum to entrepreneurial intentions. Adjusted R square

value was the coefficient of determination value with a value of 0.318 or 31.8%. The value showed that the personality and entrepreneurship curriculum variable influenced the entrepreneurial intention variable by 31.8%. On the other hand, the rest was influenced by other variables that were not used in this study.

Based on the table above, it can be concluded as follows:

- a. The value of $X_1 t_{count}$ was 4.625 was supported by the sign value of 0.00 that was less than 0.05. So it was said that the personality variable had a significant influence on the entrepreneurial intentions of students of class of 2012 of FE Unesa.
- b. The value of $X_2 t_{count}$ was 2.589 with the sign value. of 0.011 that was less than 0.05. So it can be said this entrepreneurship curriculum variable (X_2) had a significant influence on the entrepreneurial intentions of students of class of 2012 of FE Unesa.
- c. The value of $X_3 t_{count}$ was 3.576 with the sign value. of 0.002 that was less than 0.05. So it was said that the entrepreneur knowledge variable had a significant influence on the entrepreneurial intentions of students of class of 2012 of FE Unesa.

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 concept or self-concept.

Self Efficacy. The ability of students of management department of class of 2012, the majority of students realized and believed that with entrepreneurship they can be successful people if they were able to plan all the resources needed to become the entrepreneur. 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 were still not enough. This could be seen from 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. Self-control of the students of management department of class of 2012 realized that to be success or not in being an entrepreneur was very dependent of themselves and must be fought with hard work, not only depended on the luck factor. Besides, they understood that many events were beyond the shadow so that if they wanted to do an entrepreneurship, it required a 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. The concept of self as 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 researchers to 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 behaving showed a sense of independence and courage to face risks. While from environmental conditions that were very dynamic was still lacking. It was realized, however, that their background factors, largely derived from the rural and the limitations of association and experience, greatly affected them in behaving. This condition was in accordance with the concept proposed by Michell et al (1998), that personality characteristics had an effect on one's behavior and also the result of research of Ghufon and Risnawati (2010) which

explained that behavior 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.

Objective Component. The purpose of the entrepreneurship curriculum was to form a mindset or entrepreneurial mindset that put forward creative and innovative ideas. 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 job creator, rather than as 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) II lied 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 organize 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 to equate perceptions and direction in preparing reports of degree 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 TOT certificate.

Teaching and Learning Process Component. Teaching and Learning Process conducted must meet 16 times face-to-face meetings. 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 business.

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 behavior 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 which 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 rise the entrepreneurship intention. While 62.8%, 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 found that knowledge entrepreneurship has a positive and significant influence towards entrepreneurial intentions. This means getting higher entrepreneurial knowledge, it will increase intention student entrepreneurship. In accordance with the research conducted by Apriliyanti (2012), knowledge the entrepreneurship obtained is used as capital it's important to succeed with more knowledge good, and good control then commitment in running the business is getting higher and more capable responsible for making the intention held for higher entrepreneurship.

While 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. Theoretical contribution of this study is: this research can strengthen and develop entrepreneurship theory, especially in developing intention model from Izek Ajzen (1991) about the influence of environment factor (entrepreneurship and personality education) to 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 on entrepreneurship. Secondly, this research is expected to be an input for local governments and other self-help organizations implementing economic empowerment programs. Third, for banking institutions, this research can be an input material to improve their business loan disbursement.

CONCLUSION AND SUGGESTION

From the result of research, it can be concluded that partially, personality, entrepreneurship knowledge, and entrepreneurship curriculum had influence to entrepreneurship intention to 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. The 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.

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 the result of research showed that entrepreneurship curriculum gave a very small effect compared with personality. (2) It will be better to optimize learning strategies by emphasizing interesting materials, such as access to capital assistance that is done regularly to the business community.

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