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Factors That Influence Students' Entrepreneurial Intentions In The City Of Surabaya

Faktor-Faktor Yang Mempengaruhi Niat Berwirausaha Mahasiswa Di Kota Surabaya

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ABSTRACT
This study analyzes the influence of the subjective norms, perceived behavioral control, self-efficacy, personal attitudes, and entrepreneurship education on the emergence of entrepreneurial intentions among Surabaya city students. The research used a quantitative method with cross-sectional data. The research used a quantitative method with cross-sectional data. The data was collected through primary sources. Primary data was collected through a questionnaire which was distributed online via a Google form. The questionnaire was filled out by 224 active students studying in the city of Surabaya. SmartPLS 3 was used to process the data analysis using interval analysis levels. The findings revealed that Entrepreneurial Intention (EI) was impacted by Personal Attitude (PA), Self-Efficacy (SE), and Subjective Norm (SN). While Perceived Behavioral Control (PBC) and Entrepreneurship Education (EE) do not affect Entrepreneurial Intention (EI), it is evident from the study's findings that other variables can have a significant impact on entrepreneurial aspirations. Thus, the government should not solely prioritize entrepreneurship education but should also consider other factors to foster the emergence of entrepreneurial intentions.
Keywords: *Factor, Influence, and Entrepreneurial Intention (EI)*

ABSTRAK
Penelitian ini menganalisis pengaruh norma subjektif, kontrol perilaku yang dipersepsikan, efikasi diri, sikap pribadi, dan pendidikan kewirausahaan terhadap munculnya niat berwirausaha di kalangan mahasiswa kota Surabaya. Penelitian tersebut menggunakan metode kuantitatif dengan data cross-sectional. Penelitian ini menggunakan metode kuantitatif dengan data cross-sectional. Data dikumpulkan melalui sumber primer. Data primer dikumpulkan melalui kuesioner yang didistribusikan secara online melalui google form. Kuesioner diisi oleh 224 mahasiswa aktif yang berkuliah di kota Surabaya. SmartPLS 3 digunakan untuk memproses analisis data dengan menggunakan tingkat analisis interval. Temuan penelitian mengungkapkan bahwa Niat Kewirausahaan (EI) dipengaruhi oleh Sikap Pribadi (PA), Efikasi Diri (SE), dan Norma Subyektif (SN). Sementara Perceived Behavioral Control (PBC) dan Entrepreneurship Education (EE) tidak mempengaruhi Entrepreneurial Intention (EI), terbukti dari temuan penelitian bahwa variabel lain dapat memiliki dampak yang signifikan terhadap aspirasi kewirausahaan. Dengan demikian, pemerintah sebaiknya tidak hanya memprioritaskan pendidikan kewirausahaan saja, tetapi juga mempertimbangkan faktor-faktor lain untuk mendorong munculnya niat berwirausaha.
Kata Kunci: Faktor, Pengaruh, dan Intensi Berwirausaha (EI).

1. Introduction

Entrepreneurial intention should be fostered amongst millennials, particularly students, from an early age. Entrepreneurship is a critical factor in a country's economic growth and development (Hasani *et al.*, 2023). This can bolster the government's endeavors to advance the nation's welfare. However, aside from instigating entrepreneurial intentions, having ample resource capacity is also crucial in alleviating poverty. The government endeavors to enhance individuals' abilities through mandatory education and entrepreneurship initiatives for students, equitably distribute income among citizens through minimum wage regulations, and provide social assistance for the betterment of those with low economic status.

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The August 2022 National Labor Force Survey (Sakernas) for Indonesia reported an increase in the number of employed individuals to 135.30 million out of a total labor force of 143.72 million people. This marks a rise of 4.25 million people relative to the previous year (Indonesia, 2021). The majority of the labor force that worked between 2020 and 2022 held formal employment status as laborers, employees, or staffers, and transitioned into informal employment as entrepreneurs/irregular workers/unpaid family workers, and the rest became unemployed(Indonesia, 2021).

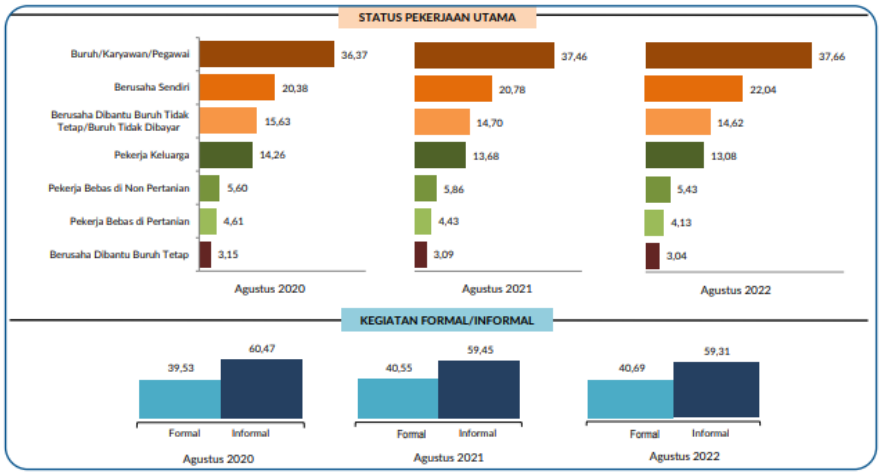
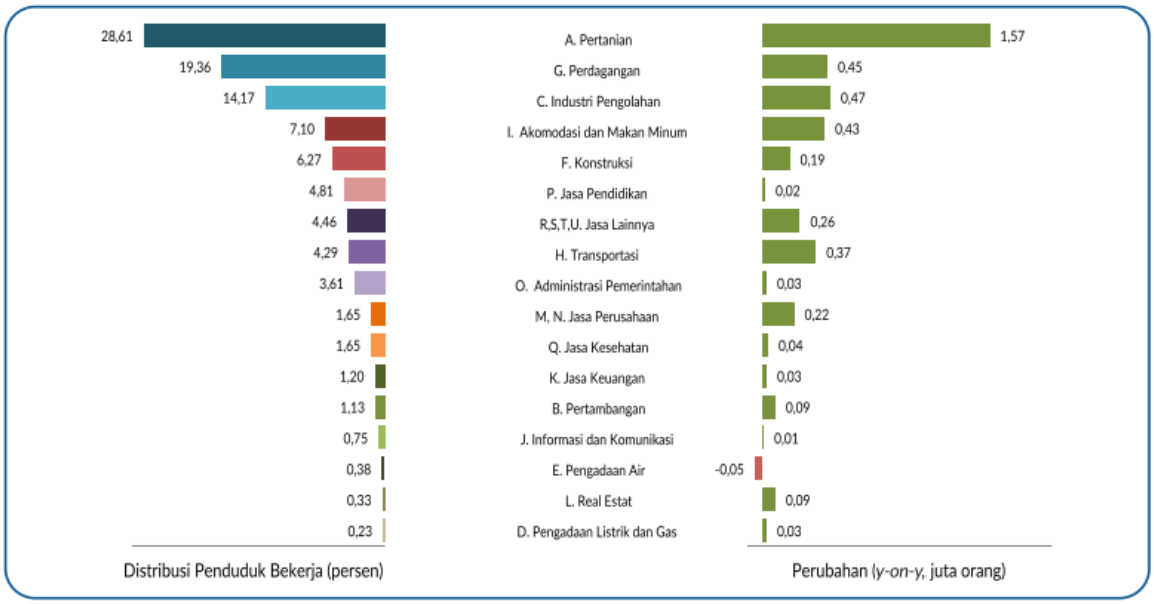


Figure 1. Data on Percentage of Employment by Main Employment Status and Formal/Informal Employment Activities, August 2020-August 2022

Source: Indonesia, (2021)

One way to stabilize the economy and enhance welfare is by establishing a business or pursuing entrepreneurship. However, the proportion of Indonesia's entrepreneurial population is meager when contrasted with other Asian nations such as Malaysia, Singapore, and Thailand (Liputan6.com, 2021). The entrepreneurship ratio in Indonesia is only 3.74 percent compared to the average of 12 percent in developed countries (Liputan6.com, 2021). Therefore, the government is persistently attempting to boost the number of entrepreneurs in the nation.



Distribution of Working Population by Main Occupation, August 2022

Source: Indonesia, (2021)

The government aims to foster student entrepreneurship by leveraging universities' capacity to manage and facilitate the development of successful business ventures (kemdikbud.go.id, 2023). The government's first entrepreneurship program for students, Program Mahasiswa Wirausaha (PMW), aims to boost the entrepreneurship ratio. PMW enables students to develop creative and innovative business ideas by providing them with the necessary resources (kemdikbud.go.id, 2023). This program in entrepreneurship has the potential to cultivate the interest and entrepreneurial spirit of students (Kemahasiswaan.ub.ac.id, 2021). Program Pembinaan Kewirausahaan (P2MW) is the second government initiative aimed at assisting students in expanding their businesses (kemdikbud.go.id, 2023). Furthermore, the government will offer monetary aid to support the growth and training of businesses (kemdikbud.go.id, 2023). The Indonesian Government has implemented the Program Kewirausahaan Mahasiswa Indonesia (PKMI) to promote entrepreneurship among college students. The aim of PKMI is to enhance the capacity and competence of Indonesian students for entrepreneurship. The PKMI program is a conversion of the previously established Merdeka Belajar Kampus Merdeka (MBKM) education program. The program aims to foster student entrepreneurship by providing activities that encourage a business-oriented mindset. Accordingly, the government anticipates that universities participating in this program will not only produce job-ready graduates, but also cultivate a pool of highly skilled and competent young entrepreneurs (Kemdikbud, 2021).

Although the government has provided support for entrepreneurs through numerous programs, it is undeniable that the growth of entrepreneurship is contingent on the intentions of individual entrepreneurs. Therefore, it is crucial to explore the impact of Subjective Norm (SN), Perceived Behavioral Control (PBC), Self-Efficacy (SE), Personal Attitude (PA), and Entrepreneurship Education (EE) on individual Entrepreneurial Intention (EI) among students, with a particular focus on those studying in Surabaya. The following is the framework for this research model.

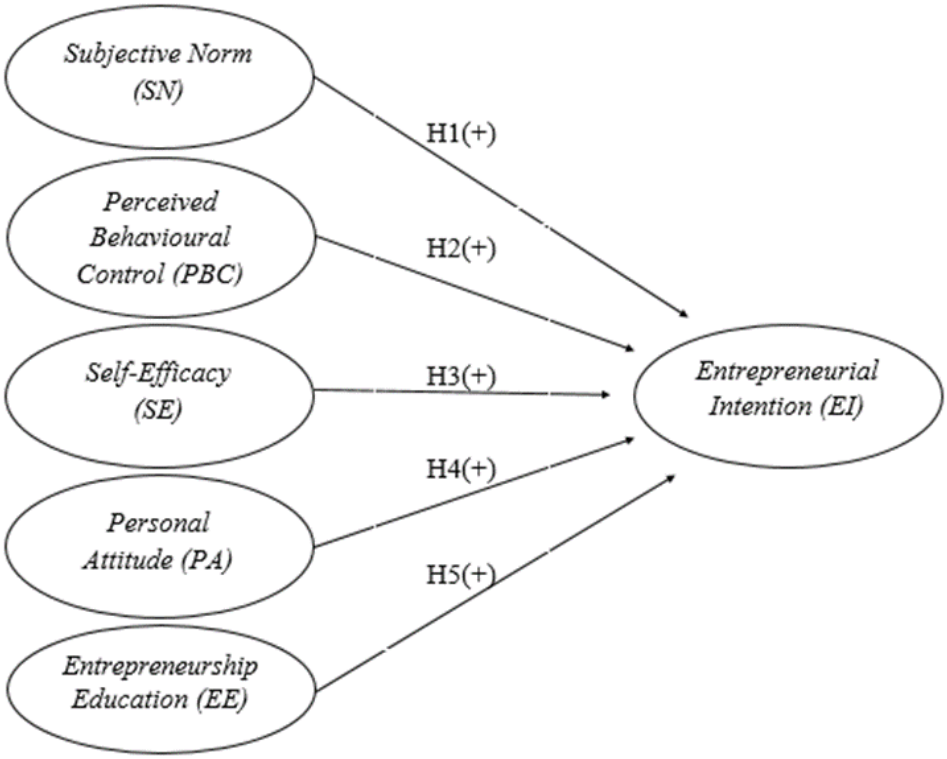


Figure 2. Researcher Model
Source : Costa *et al.* (2022) and has been processed

Subjective norms refer to individual behaviors that are influenced by the behavior or point of view of those around them. Additionally, individuals may experience pressure to conform to social norms or group expectations (Opesade & Alade, 2021). It is important to acknowledge that subjective norms may not always reflect the most rational or ethical course of action. An individual's perceived behavior can be influenced by a large part of the microsocial or closer environment (Alshagawi & Ghaleb, 2022). According to Siaputra & Isaac (2020), subjective norms arise due to social pressure that impacts individual behavior. It is estimated that in subjective norms, the environment may exert either positive or negative pressure on individuals (Ajzen & Fishbein, 1980).

The positive and negative influences experienced by individuals are contingent on their own beliefs and assessments (Ezeh *et al*., 2020). According to Hasani *et al*., (2023), individuals are more likely to positively evaluate or agree with the opinions of others whom they consider important or who have a significant impact on their lives. Subjective norms present within an individual's environment have the potential to influence their actions (Costa *et al.*, 2022). The belief of an individual in the reference group's views when undertaking an action (Al-Swidi *et al.,* 2014). From there, individuals will adapt to the social norms present within a group (Obrenovic *et al.,* 2022). Research by Costa *et al.* (2022) shows that subjective norms influence college students' perceptions of business ideas. Business ideas that create new ventures that are socially approved by their reference groups, such as friends, family, teachers, and significant others. Significant others can influence an individual's perception of how entrepreneurial activity is valued in the microsocial or closer environment (Santos *et al.,* 2016). According to Costa *et al.*, (2022); & Hasani *et al.*, (2023), Subjective Norm (SN) significantly affects Entrepreneurial Intention (EI). However, Ezeh et al., (2020) found that Subjective Norm (SN) did not have a significant effect on Entrepreneurial Intention (EI), contradicting their initial hypothesis.

Hypothesis 1 – Subjective Norm (SN) positively and significantly affects Entrepreneurial Intention (EI).

According to Ajzen (2020), Perceived Behavioral Control (PBC) arises from an individual's belief in their ability to take action. These beliefs are dependent on an individual's capabilities related to a specific task or behavior. Past events can either encourage or discourage perceptions of self-belief and the ability to control habits (Kavoura *et al.,* 2017). It is important to maintain objectivity in evaluating whether past events have had a positive or negative impact on these perceptions. Perceived Behavioral Control (PBC) refers to an individual's perception of the outcomes of both desirable and undesirable entrepreneurial activities (Alshagawi & Ghaleb, 2022). Individual knowledge must be acquired to enhance one's abilities (Costa *et al.,* 2022). The objective is to improve an individual's current self compared to their past. Lian & Y (2009) suggest that an individual's perception determines whether a task is deemed difficult or not. If individuals have the ability to manage risk, they will have the possibility to seize opportunities (Wilson *et al.*, 2007). Therefore, Perceived Behavioral Control (PBC) needs to be understood by students. It is hoped that by understanding Perceived Behavioral Control (PBC), students can develop entrepreneurial skills so that students can develop entrepreneurial activities and facilitate the creation of new businesses. Based on the findings of Costa *et al.* (2022), Perceived Behavioral Control (PBC) has a significant impact on Entrepreneurial Intention (EI). Perceived Behavioral Control (PBC) has a significant positive effect on Entrepreneurial Intention (EI). Ezeh *et al*. (2020) stated that the variable Perceived Behavioral Control (PBC) has a significant positive effect on Entrepreneurial Intention (EI). The results stated that Perceived Behavioral Control (PBC) influenced the highest coefficient value among students (Ezeh *et al.,* 2020). In addition, according to the findings of Hasani *et al.*, (2023) Perceived Behavioral Control (PBC) has a significant effect on Entrepreneurial Intention (EI).

Hypothesis 2 – Perceived Behavioural Control (PBC) will positively and significantly impact Entrepreneurial Intention (EI).

Self-efficacy plays a crucial role in the development of entrepreneurial aspirations and the creation of new businesses (Nguyen *et al*., 2021). Individuals are expected to evaluate their perceived abilities before dedicating effort to a task or making decisions, according to theory (Ding & Jiang, 2023). Costa *et al.* (2022) states that self-efficacy means individual beliefs. Self-efficacy will reflect an individual's thoughts on their beliefs and abilities (Bandura, 1989). Ding & Jiang, (2023) define self-efficacy as the behavior that stems from an individual's beliefs regarding their abilities and those of their environment. The individual's belief in their abilities to complete the task is under consideration (Cabir Hakyemez & Mardikyan, 2021). Based on Ajzen (2002), self-efficacy is founded on an individual's perception of their own skills and abilities. Therefore, individuals must self-motivate to attain an optimal state (Markman *et al*., 2002). The motivation aims to eliminate negative perceptions prior to attempting entrepreneurship. This is due to the significant impact that high self-confidence has on individual motivation towards entrepreneurial intentions (Nugroho & Darmasetiawan, 2019). According to Nugroho & Darmasetiawan, (2019) research, self-efficacy (SE) has a significant or supported impact on entrepreneurial intention (EI).

Hypothesis 3 – Self-Efficacy (SE) will positively and significantly impact Entrepreneurial Intention (EI).

Based on Ajzen & Fishbein (1980) theory, personal attitudes are defined as positive or negative evaluations towards an action. In general, people's actions are determined by their intentions, making intention the strongest predictor of an individual's behavior (Ajzen, 1991). According to Muça & Zeqiri (2020), individuals evaluate their behavior based on the benefits they will receive. Generally, the greater the benefits received, the stronger the intention to perform a specific action. Lüthje & Franke, (2003) & Yurtkoru *et al.* (2014) assert that individual intentions can significantly influence entrepreneurial intentions. According to Alshagawi & Ghaleb (2022), the entrepreneurial context comprises three motivational antecedents that can be referred to as Perceived Entrepreneurial Attitudes (PA). Nuseir *et al.* (2020) contend that personal attitudes, personality traits, and beliefs influence the decision to start a new business and become an entrepreneur. In general, the behavior of individuals depends on how much benefit is to be gained (Muça & Zeqiri, 2020). According to research conducted by Hasani *et al*. (2023), individuals' intentions can influence their entrepreneurial intentions.

Hypothesis 4 – Personal Attitude (PA) exerts a positive and significant influence on Entrepreneurial Intention (EI).

Last, Entrepreneurship education (EE) support is necessary for efficient knowledge acquisition in entrepreneurship (Boulton & Turner, 2006). EE is generally characterized by experiential learning, leading to a connection between the student community and the business world (Boon *et al*., 2013). The provision of entrepreneurship education should cover areas such as enterprise management, introduction to business opportunities, risk management and the provision of guidance to students who aspire to create their own businesses (Li & Liu, 2011). Gustav, (2021) defines entrepreneurship education as a practical program aimed at preparing students to become successful entrepreneurs. Educational institutions play a significant role in promoting entrepreneurship among millennials (Ezeh et al., 2020). Entrepreneurship education offered by universities can foster students' interest in pursuing an entrepreneurial career (Nugroho & Darmasetiawan, 2019). Esteves (2013) said argues that higher education should offer knowledge that extends beyond material resources to create welfare value. Thus, universities must implement strategies that enhance students' confidence to participate in entrepreneurial activities (Costa *et al*., 2022). So it is hoped that entrepreneurship education can encourage student entrepreneurial intentions. Entrepreneurship education (EE) has a significant influence on entrepreneurial intention (EI), based on research conducted by Costa *et al.* (2022); Ezeh *et al.* (2020); and Nugroho & Darmasetiawan, (2019). However, Hasani *et al.,*

(2023) reported inconsistent results, as their research showed that EE did not have a significant effect on EI.

Hypothesis 5 – Entrepreneurship Education (EE) exerts a positive and significant impact on Entrepreneurial Intention (EI).

The Theory of Planned Behavior (TPB) is the selected agency theory utilized to explain this research. TPB was developed to predict and elucidate individual intentions to take action (Ajzen, 1991). According to Ajzen, (2020), Personal Attitude (PA), Perceived Behavioral Control (PBC), and Subjective Norms (SN) impact individual actions and behaviors. The Theory of Planned Behavior comprises four key components: Personal Attitude (PA), Perceived Behavioral Control (PBC), Subjective Norms (SN), and Behavioral Intention (Ezeh *et al.,* 2020). Scholars, including (Ezeh *et al.*, 2020). Alshagawi & Ghaleb (2022); Costa *et al.* (2022); Ezeh *et al.* (2020); & Hasani *et al.* (2023) applied this theory to anticipate and elucidate individual intentions related to entrepreneurship. However, Costa et al., (2022) and Nugroho & Darmasetiawan, (2019)did not evaluate Personal Attitude (PA) in their research. Further research is needed on "Factors That Influence Students' Entrepreneurial Intentions In The City Of Surabaya", this research based on the varying results of recent studies by Alshagawi & Ghaleb, (2022); Costa et al., (2022); Ezeh et al., (2020); Hasani et al., (2023); and Nugroho & Darmasetiawan, (2019). The problem formulation is designed to achieve the study objectives. Therefore, this study aims to investigate the influence of Subjective Norm (SN), Perceived Behavioral Control (PBC), Self-Efficacy (SE), Personal Attitude (PA), and Entrepreneurship Education (EE) on Entrepreneurial Intention (EI) of students studying in Surabaya. The purpose of this research is to identify and demonstrate the factors that impact the entrepreneurial intentions of students in Surabaya.

2. Method

The research to be conducted is a partial replication of the research conducted by Costa *et al.* (2022) entitled "Student´s Entrepreneurial Intention in Higher Education at ISLA". Through this research, it can be seen about the influence given by the variables of subjective norms, perceived behavioral control, self-efficacy, personal attitudes, and entrepreneurship education on entrepreneurial intentions among students studying in the city of Surabaya. This study will add the independent variable Personal Attitude (PA) to Entrepreneurial Intention (EI), which refers to the results of the research by Hasani *et al.* (2023) entitled "Education and enterprising profile of young community: evidence from a transition country". The Theory of Planned Behavior (TPB) is a framework utilized to elucidate and anticipate the formation of individual intentions to perform actions. This study is classified as a basic research with the use of quantitative methods. Data collection was carried out through online surveys. The research population consisted of active students from all faculties and different levels of study, including S1, S2, and Profesi. The student population is studying at Universitas Surabaya, Universitas Ciputra, Universitas Kristen Petra, Universitas Hang Tuah, Universitas 17 Agustus, Universitas Pembangunan Nasional Veteran, Universitas Widya Kartika, Universitas Widya Mandala, Universitas Airlangga, Universitas Terbuka, Politeknik Perkapalan Negeri Surabaya, Institut Teknologi Sepuluh Nopember, and Institut Teknologi Telkom Surabaya. All universities are situated in the city of Surabaya, located in East Java, Indonesia. Past studies have utilized samples of students (Alshagawi & Ghaleb, 2022; Costa et al., 2022; Ezeh et al., 2020; Hasani et al., 2023; Nugroho & Darmasetiawan, 2019). This research utilizes primary data collection through cross-sectional surveys distributed online via Google Forms to students in the city of Surabaya. The interval analysis levels are processed by Partial Least Square (PLS) in the data analysis technique. Partial Least Squares (PLS) is a straightforward and effective data analysis method. This method is capable of measuring data across all scales, minimizing the need for interpretation. Later, validity and reliability tests will be conducted on the variables' instruments

to ensure accuracy. The study's findings will be elucidated by means of descriptive analysis. As explained by Furadantin, (2018) descriptive analysis involves the researcher's explanation of the subject of study, identification of respondent characteristics, and charting respondents' tendency to answer each variable indicator question.

To test the hypotheses, Structural Equation Modeling (SEM) was applied using the SmartPLS 3 software program. Pet analysis was conducted for the purpose of hypothesis testing in this study, employing the Likert scale to gauge individuals' attitudes and opinions towards statement instruments. The scale consists of five options, ranging from 1 to 5. Data analysis in this study includes descriptive analysis, as well as validity and reliability testing, and model fit assessment. Data screening was conducted on October 14, 2023, resulting in a final sample of 224 respondents that can be considered for further analysis. According to the theory proposed by Hair, J. F. et al., (2018), this study has already achieved the required number of respondents. For models with ≤ 7 construct variables and using ≥ 3 construct indicators for each variable, it is imperative to collect a minimum of 150 respondents (Hair, J. F. et al., 2018).

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

All items utilized in this study were obtained from prior (Alshagawi & Ghaleb, 2022; Costa et al., 2022; Ezeh et al., 2020; Hasani et al., 2023). Each item sheds light on the factors that may impact entrepreneurial intentions, particularly among students enrolled in Surabaya colleges and universities. Based on a survey conducted online using Google Form. The population obtained was 236 respondents. However, after passing the sample selection that can be used as many as 224 respondents. This is because there are respondents who do not fit the criteria. The criteria needed in this study are active students and students from all faculties in the city of Surabaya. While some of the population is no longer active or has finished and some of the rest are studying outside the city of Surabaya. Therefore, the following are the characteristics of the sample in this study.

Tabel 1. Sample Characteristics

Faktor	Frekuensi	(%)
Gender		
Female	137	61.16
Male	87	38.83
Total	224	100.00
Age		
18-25	224	100.00
Total	224	100.00
Semester		
1-5	86	38.39
6-10	138	61.60
Total	224	100.00
Regional		
Java Island	163	72.76
Outside Java Island	61	27.23
Total	224	100.00
Parental Occupation		
Entrepreneur	95	42.41
State Employee	14	6.25
Self-Employed	80	35.71
Other	35	15.62
Total	224	100.00

Source : Google Form and has been processed

3. Results And Discussion

Result

Based on theoretical studies, it is possible to predict the impact of Subjective Norm (SN), Perceived Behavioral Control (PBC), Self-Efficacy (SE), Personal Attitude (PA), and Entrepreneurship Education (EE) variables on Entrepreneurial Intention (EI). In order to verify the previously discussed predictions, an online questionnaire was distributed. The items utilized in this study have also been utilized in previous studies. Later, the acquired data will undergo testing with the outer model to establish the connection between the independent and dependent variables. In this study, assessing the outer model comprises factor loading, reliability tests, convergent validity and discriminant validity. Based on Ghazali & Latan, (2015) convergent validity can be measured from each construct should be highly correlated. The convergent value of each construct on reflective indicators is assessed by the average variance extracted (AVE) (Furadantin, 2018). According to Sarstedt *et al.*, (2020); & Wong, (2013), the AVE value should be 0.5 or more, which corresponds to 50% or more of the item variance.

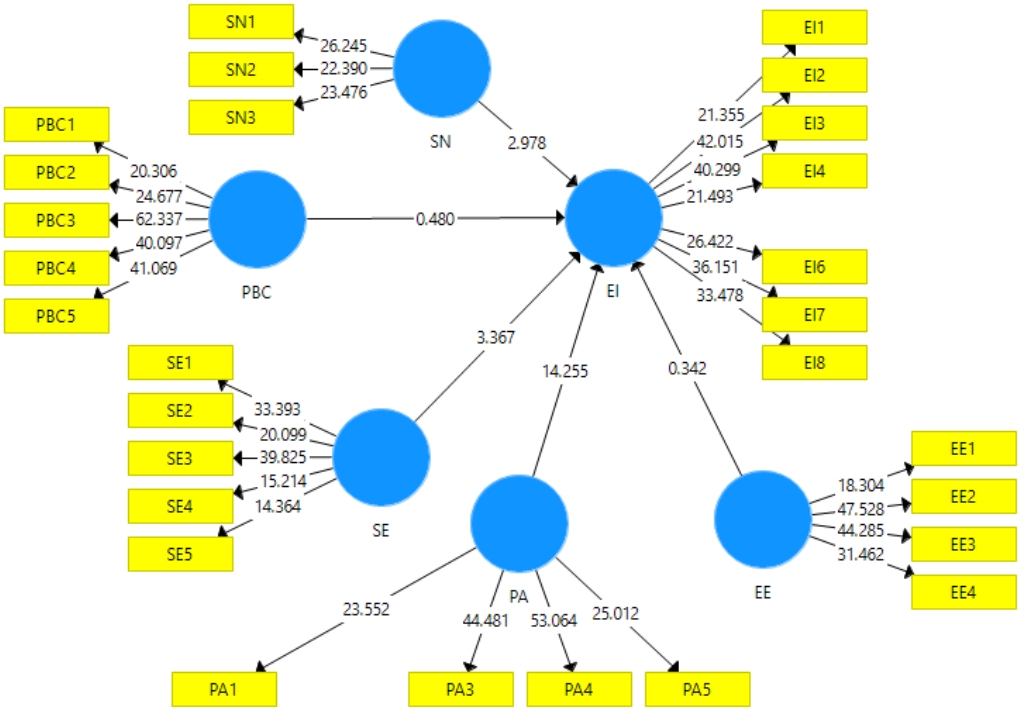


Figure 3. Measurement Model

Source: SmartPLS (Has been processed, 2023)

The validity test utilized in this study is Structural Equation Modeling (SEM), which is a multivariate analysis employed to describe the linear relationship between observation variables (indicators) and variables that cannot be measured directly at the same time (source). As per Sugiyono, (2013), the validity test can demonstrate the ability of the measuring instrument employed to measure data and examine the quality of the statement items being tested on respondents. The reliability test evaluates the consistency among each statement item at a specific time and the congruity of data collected from distributed questionnaires filled out by participants (Sugiyono, 2013).The test utilized the Cronbach alpha method. To accurately portray the variables being assessed, numerical measurement guidelines were employed (Hair *et al.*, 2022). The reliability measure is deemed acceptable when it falls within the range of 0 to 1, with a specific value between 0.60 and 0.70 (Hair, J. F. *et al.,* 2018). Subsequently, item statements will be utilized to determine the reliability value for each variable. According to Ghazali & Latan, (2015), the reliability test criteria are based on the Cronbach alpha coefficient

value, which should be greater than 0.6, and the composite reliability, which should be greater than 0.6 to 0.7. The minimum acceptable level for the AVE value is 0.50, as recommended (Fornell & Larcker, 2014).

Table 2. Factor Loading, Construct Reliability and Convergent Validity

Construct	Item	Loading	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurial Intention (EI)	EI1	0.775	0.917	0.920	0.934	0.669
	EI2	0.842				
	EI3	0.849				
	EI4	0.789				
	EI5	DELETED				
	EI6	0.797				
	EI7	0.837				
	EI8	0.832				
	EI9	DELETED				
	EE1	0.754				
Entrepreneurship Education (EE)	EE2	0.888	0.871	0.873	0.912	0.724
	EE3	0.891				
	EE4	0.861				
Perceived Behavioural Control (PBC)	PBC1	0.782	0.896	0.899	0.924	0.709
	PBC2	0.810				
	PBC3	0.891				
	PBC4	0.863				
	PBC5	0.859				
Personal Attitude (PA)	PA1	0.776	0.845	0.848	0.896	0.683
	PA2	DELETED				
	PA3	0.852				
	PA4	0.871				
	PA5	0.802				
	PA6	DELETED				
Self-Efficacy (SE)	SE1	0.817	0.835	0.852	0.882	0.601
	SE2	0.754				
	SE3	0.827				
	SE4	0.752				
	SE5	0.719				
Subjective Norm (SN)	SN1	0.847	0.768	0.769	0.866	0.682
	SN2	0.824				
	SN3	0.806				

Source: SmartPLS (Has been processed, 2023)

Furadantin, (2018) posits that the purpose of discriminant validity lies in assessing whether each indicator is reflective and accurate in measuring its corresponding construct, through its high correlation with the said construct. Measurements from different constructs must not exhibit a high correlation relationship (Ghazali & Latan, 2015). Ghazali & Latan, (2015) said value of the cross loading should be greater than 0.7. Henseler *et al.*, (2015) describe the Fornell-Larcker Criterion as a 30-year-old, conventional method. It compares the square root value of the Average Variance Extracted (AVE) of each construct with the correlation between other constructs in the model. If the square root of the average variance extracted (AVE) for each construct is greater than the correlation value between that construct and other constructs in the model, then the model is considered to have good discriminant validity (Wong, 2013). According to Henseler *et al.*, (2015), in order to evaluate the discriminant validity of two reflective constructs using HTMT, the value must be less than 0.9.

Table 3. Discriminant Validity

	Entrepreneurial Intention (EI)	Entrepreneurship Education (EE)	Perceived Behavioural Control (PBC)	Personal Attitude (PA)	Self-Efficacy (SE)	Subjective Norm (SN)
Entrepreneurial Intention (EI)	0.818					
Entrepreneurship Education (EE)	0.404	0.851				
Perceived Behavioural Control (PBC)	0.486	0.446	0.842			
Personal Attitude (PA)	0.814	0.444	0.518	0.826		
Self-Efficacy (SE)	0.511	0.332	0.572	0.455	0.775	
Subjective Norm (SN)	0.519	0.291	0.381	0.471	0.303	0.826

Source: SmartPLS (Has been processed, 2023)

Numerical measurement guidelines can accurately determine the representation of variables (Hair *et al.*, 2022). A reliability measure is deemed acceptable if it falls within the range of 0 to 1, with a value of 0.60 to 0.70 (Hair, J. F. *et al.,* 2018). Costa *et al.,* (2022) argue that obtaining discriminant validity requires comparing the AVE results of each latent variable with the correlation between variables. The AVE value must be no less than 0.5 (Fornell & Larcker, 2014). Sarstedt *et al.*, (2020); & Wong, (2013) suggest an AVE of 0.5 or more, equivalent to at least 50% of the item variance, as a benchmark. According to Table 2, the outer loading ranges from 0.754 to 0.891, the Cronbach alpha ranges from 0.768 to 0.917, the composite reliability ranges from 0.866 to 0.934, and the Average Variance Extracted (AVE) ranges from 0.601 to 0.724. As a result, we can conclude that all items used in this study are valid and reliable.

Several indicators belonging to Entrepreneurial Intention (EI) and Personal Attitude (PA) were removed to obtain these results. Specifically, EI 5, EI 9, PA 2, and PA 6 were removed due to their loading value being below 0.7, which makes them unreliable (Sarstedt *et al.*, 2020; Wong, 2013). The loading values for EI 5, EI 9, PA 2, and PA 6 are 0.684, 0.644, 0.470, and 0.681, respectively.

Table 4. Statistik Deskriptif

	No.	Missing	Mean	Median	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
SN1	1.000	0.000	4.353	5.000	1.000	5.000	0.899	2.756	-1.647
SN2	2.000	0.000	4.156	4.000	1.000	5.000	0.963	1.419	-1.225
SN3	3.000	0.000	4.312	5.000	2.000	5.000	0.840	-0.035	-0.963
PBC1	4.000	0.000	3.621	4.000	1.000	5.000	0.868	-0.309	-0.376
PBC2	5.000	0.000	3.567	4.000	1.000	5.000	0.928	-0.674	-0.147
PBC3	6.000	0.000	3.647	4.000	1.000	5.000	0.924	-0.051	-0.405
PBC4	7.000	0.000	3.701	4.000	1.000	5.000	0.923	0.062	-0.500
PBC5	8.000	0.000	3.647	4.000	1.000	5.000	0.943	-0.026	-0.399
SE1	9.000	0.000	4.210	4.000	2.000	5.000	0.723	0.097	-0.628
SE2	10.000	0.000	4.036	4.000	2.000	5.000	0.784	-0.288	-0.455
SE3	11.000	0.000	4.040	4.000	1.000	5.000	0.758	0.151	-0.439
SE4	12.000	0.000	4.058	4.000	2.000	5.000	0.745	-0.199	-0.421
SE5	13.000	0.000	4.076	4.000	2.000	5.000	0.801	-0.668	-0.401
PA1	14.000	0.000	4.304	4.000	1.000	5.000	0.772	1.199	-1.054
PA2	15.000	0.000	4.357	5.000	1.000	5.000	0.811	1.335	-1.247
PA3	16.000	0.000	4.152	4.000	1.000	5.000	0.815	-0.227	-0.585
PA4	17.000	0.000	3.830	4.000	1.000	5.000	1.034	-0.186	-0.679

PA5	18.000	0.000	3.969	4.000	1.000	5.000	0.883	0.415	-0.682
PA6	19.000	0.000	3.915	4.000	1.000	5.000	1.012	0.212	-0.791
EE1	20.000	0.000	4.420	5.000	1.000	5.000	0.763	3.166	-1.545
EE2	21.000	0.000	4.116	4.000	1.000	5.000	0.889	1.698	-1.190
EE3	22.000	0.000	4.129	4.000	1.000	5.000	0.859	1.859	-1.147
EE4	23.000	0.000	4.040	4.000	1.000	5.000	0.868	1.200	-0.986
EI1	24.000	0.000	4.098	4.000	1.000	5.000	0.744	0.465	-0.554
EI2	25.000	0.000	3.987	4.000	1.000	5.000	0.923	-0.443	-0.556
EI3	26.000	0.000	3.911	4.000	1.000	5.000	1.040	-0.596	-0.563
EI4	27.000	0.000	4.286	4.000	1.000	5.000	0.784	1.459	-1.056
EI5	28.000	0.000	4.143	4.000	1.000	5.000	0.865	0.669	-0.907
EI6	29.000	0.000	3.728	4.000	1.000	5.000	1.023	-0.746	-0.290
EI7	30.000	0.000	4.152	4.000	1.000	5.000	0.842	0.102	-0.746
EI8	31.000	0.000	4.112	4.000	1.000	5.000	0.897	0.535	-0.857
EI9	32.000	0.000	4.156	4.000	1.000	5.000	0.854	0.728	-0.912

Source: SmartPLS (Has been processed, 2023)

Construct path coefficients are measured to determine significance, strength of relationship, and to test hypotheses (Furadantin, 2018). Sarstedt *et al.,* (2020) said path coefficients range from -1 to +1, with a value closer to +1 indicating a stronger relationship between the two constructs, while a value closer to -1 indicates a negative relationship. To determine the connection between Subjective Norm (SN), Perceived Behavioural Control (PBC), Self-Efficacy (SE), Personal Attitude (PA), Entrepreneurship Education (EE), and Entrepreneurial Intention (EI), a bootstrapping analysis was performed. SN has a significant impact on EI with a beta coefficient of 0.157, t-statistics of 2.982, a standard deviation of 0.053, and a p-value of 0.003, indicating that the hypothesis is accepted. Perceived Behavioral Control (PBC) has a negative beta value of -0.024, t statistic of 0.458, standard deviation of 0.052, and a p-value of 0.647, leading to rejection of the hypothesis regarding its effect on Entrepreneurial Intention (EI). On the other hand, Self-Efficacy (SE) has a positive beta value of 0.167, t statistic of 3.303, standard deviation of 0.051, and a p-value of 0.001, thus supporting the hypothesis of its influence on EI. Personal attitude (PA) towards entrepreneurial intention (EI) has the highest path coefficient (beta 0.668), with a t-statistic of (14.411), standard deviation of (0.046), and p-value of (0.000), supporting the hypothesis. However, entrepreneurship education (EE) on entrepreneurial intention (EI) has a path coefficient (beta 0.017), with a t-statistic of (0.332), standard deviation of (0.050), and the highest p-value of (0.740), thus rejecting the hypothesis. Thus, all research hypotheses are statistically significant, except for the impact of Perceived Behavioral Control (PBC) and Entrepreneurship Education (EE) on Entrepreneurial Intention (EI).

Table 4. Direct Hypotheses

Hipotesis	Path Coefficience	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Decisions
Subjective Norm (SN) → Entrepreneurial Intention (EI)	0,157	0.157	0.161	0.053	2.982	0.003	Supported

Perceived Behavioural Control (PBC)➔ Entrepreneurial Intention (EI)	-0,024	-0.024	-0.021	0.052	0.458	0.647	Not Supported
Self-Efficacy (SE)➔ Entrepreneurial Intention (EI)	0,167	0.167	0.165	0.051	3.303	0.001	Supported
Personal Attitude (PA)➔ Entrepreneurial Intention (EI)	0,668	0.668	0.665	0.046	14.411	0.000	Supported
Entrepreneurship Education (EE)➔ Entrepreneurial Intention (EI)	0,017	0.017	0.020	0.050	0.332	0.740	Not Supported

Source: SmartPLS (Has been processed, 2023)

4. Discussion

The research findings indicate that Subjective Norm (SN) significantly influences Entrepreneurial Intention (EI), as discussed in the preceding section. Therefore, it is evident that subjective norms play a crucial role in the development of entrepreneurial intentions among male and female students in Surabaya city. The environment influences the actions and behavior of both male and female students (Opesade & Alade, 2021; Siaputra & Isaac, 2020). Individuals who hold significant influence over perceptions of entrepreneurial activities in microsocial or close environments are crucial (Santos *et al.,* 2016). This study aligns with the findings of previous research (Costa et al., 2022; Hasani et al., 2023). According to Costa *et al.* (2022), subjective norms have an impact on the perceptions of business ideas among college students. The findings regarding the impact of Self-Efficacy (SE) on Entrepreneurial Intention (EI) align with the proposed hypotheses in the preceding section. SE has a significant effect on EI. Nugroho & Darmasetiawan, (2019)) research, conducted on students at the Faculty of Business and Economics, University of Surabaya, produced comparable results. In other words, the construct of Self-Efficacy (SE) precedes entrepreneurial intention and serves as a significant resource for facilitating the process of new business creation, contributing to the effectiveness of learning as well. This is a crucial factor emphasized in the study conducted (Nguyen et al., 2021).

Personal attitude (PA) was not examined in the primary reference journal (Costa et al., 2022). Nonetheless, our study revealed that PA has the greatest influence on Entrepreneurial Intention (EI), which aligns with our research expectations. Our results coincide with the findings of Alshagawi & Ghaleb, (2022) and Hasani *et al.,* (2023). This means that Personal Attitude (PA) or attitude refers to the positive or negative behavior of individuals when carrying out an action (Ajzen & Fishbein, 1980). Nuseir *et al.* (2020) posit that personal attitudes, personality traits, and beliefs influence the decision to start a new business and become an entrepreneur.

Research on the relationship between Perceived Behavioral Control (PBC) and Entrepreneurial Intention (EI), as well as the impact of Entrepreneurship Education (EE) on EI, reveals findings contrary to initial expectations. Specifically, the study's results suggest that PBC does not significantly affect EI. There are no factors that can prevent supporting students' entrepreneurial intentions. Marcellino & Dewi, (2023) research yields corresponding findings with respect to the impact of Perceived Behavioral Control (PBC) on Entrepreneurial Intention

(EI). Perceived Behavioral Control (PBC) did not show a significant impact on Entrepreneurial Intention (EI) among final year students from Ciputra University and Petra Christian University Surabaya, according to research by (Marcellino & Dewi, 2023). At the same time, the study found that the relationship between Entrepreneurship Education (EE) and EI did not meet initial expectations. The research findings on the impact of Entrepreneurship Education (EE) on Entrepreneurial Intention (EI) coincide with those of Hasani et al., (2023), indicating that EE has no significant effect on EI. This lack of impact may be attributed to the business segment's factual needs not being met by current entrepreneurship education programs (Hasani et al., 2023).

5. Conclusion

The government supports increasing the entrepreneurship ratio to enhance the welfare of Indonesian citizens. Various programs have been developed to achieve this goal, including initiatives targeting Indonesian students. These initiatives comprise financing for students with businesses, the MBKM program that transforms courses into entrepreneurial practice, the presence of an entrepreneurship thesis, a program mandating that all Indonesian universities impart entrepreneurship classes to all students, among others. The objective is to foster a substantial entrepreneurship rate concomitant with enhanced quality. However, these endeavors yield suboptimal outcomes. Indonesia's entrepreneurship ratio is relatively low in comparison to other Southeast Asian countries. This necessitates further research on factors that influence the emergence of entrepreneurial intentions. The aim of this study is to identify the factors that influence entrepreneurial intentions, with a focus on students studying in Surabaya.

The findings of the study indicate that Subjective Norm (SN), Self-Efficacy (SE), and Personal Attitude (PA) exerted a considerable impact on Entrepreneurial Intention (EI), as hypothesized. Conversely, Perceived Behavioral Control (PBC) and Entrepreneurship Education (EE) yielded unforeseen outcomes. Specifically, PBC and EE did not significantly affect Entrepreneurial Intention (EI). Based on this research, the study offers theoretical and practical insights into the factors that can influence Indonesia's low entrepreneurship ratio. Based on this research, the study offers theoretical and practical insights into the factors that can influence Indonesia's low entrepreneurship ratio. The research is informative, shedding light on potential causes of low entrepreneurial rates in the country. The study demonstrates that entrepreneurship education does not contribute to the emergence of entrepreneurial intentions. Research regarding entrepreneurship education finds a negative correlation between its impact and personal attitudes, which provide the greatest influence on entrepreneurial intentions compared to other factors. This research provides practical insight into the limited impact of entrepreneurship education on student entrepreneurial intentions. Personal attitude emerges as a critical factor influencing such intentions. The government is advised to not only provide entrepreneurial briefings but also prioritize the development of personal attitudes to foster entrepreneurial intentions. However, for more rigorous follow-up, additional research is required with respondents from diverse regions to yield a more comprehensive understanding of respondent characteristics.

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