The influence of Behavior, Attitude, and Entrepreneurial education on Entrepreneurial Interest among Students in West Jakarta

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Abstract: Interest in entrepreneurship is an individual choice due to their courage to take risks in building, developing, and facing challenges in business. This research examines the influence of behaviour, attitudes, and entrepreneurship education on entrepreneurial interest among students. Related to several previous studies, various internal and external factors that influence an individual's entrepreneurial intention have been identified. Internal factors may include an individual's attitudes and behaviours, while external factors encompass the entrepreneurial education that a person receives. The respondents in this study are fifth-semester students in West Jakarta, specifically from the Faculty of Economics and Business. The sampling technique is purposive sampling. The data collection used is a survey accompanied by an open-ended questionnaire as the instrument. The distribution of the questionnaire can be conducted both online and offline—with a quantitative descriptive analysis technique using regression analysis and Partial Least Square (PLS) program analysis version 3.00. The results indicate that behavioural control has a negative and insignificant effect on entrepreneurial interest. Attitude has a positive but not significant influence on interest in entrepreneurship. Entrepreneurship education has a positive and significant impact on entrepreneurial interest among students.

Keywords: Behavior, Attitude, Education, Interest, Entrepreneurship

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Introduction

Entrepreneurship is not only important for economic growth but also for social development, as it creates jobs, encourages innovation, and promotes social change. (Al-Awlaqi, Aamer, & Habtoor, 2021) state that entrepreneurs are individuals who provide or possess new, creative ideas, have solutions, and can create jobs to help drive the economy. There are many factors that can lead to a new business in society. One important factor in society is the external factor, which includes entrepreneurship education, the community environment, and family. Internal factors are also significant; they can originate from within a person, such as an individual's behaviour and attitude towards entrepreneurship. "Numerous factors trigger new businesses in society, including external and internal factors." (Rehman, Yosra, Khattak, & Fatima, 2023). (Ahmed, Khattak, & Anwar, 2022) show that entrepreneurial interest, which is a person's intention to become a business actor, is an important factor in predicting the growth of private enterprises. (Chhabra, Raghunathan, & Rao, 2020) state that the motivation or intention to become an entrepreneur plays a crucial role in the decision-making process to start a business in any field or form. (Purwati, Prasetyo, Sefaverdiana, & Suryono, 2020) state that a person's interest in entrepreneurship can be observed through their behaviour, attitudes, and entrepreneurial education. The attention given to the development of human resources such as talent, creativity, innovation, and entrepreneurship is prioritised by many countries because it is considered to enhance the potential of society both internally and externally.

(Kong, Zhao, & Tsai, 2020) explain that students are an important part of the mass development of entrepreneurship. Students have better theoretical knowledge and more advanced concepts of entrepreneurship, with active thinking and promotion of entrepreneurship education in higher education institutions. With the interest in entrepreneurship among students, they can contribute to the economic movement of a region or country. However, there are still many college students who lack interest in starting their own businesses; they prefer to work for established companies with a steady income. (Usman & Pambudhi, 2020) state that "the younger generation who have graduated from higher education are more prepared to seek employment than to create jobs or engage in entrepreneurship." The lack of interest in entrepreneurship may be caused by several factors, including a lack of knowledge and skills, a negative attitude toward entrepreneurship, and behavior that is not exemplary or attentive to entrepreneurship.

Based on the research conducted by (Ridha & Wahyu, 2017), it is stated that a person's attitude does not have an influence on entrepreneurial interest, and perceived behavioral control also does not affect entrepreneurial interest. However, according to the study by (Cynthia, Ameh,

& Alabi, 2020), perceived behavioral control has a positive influence on entrepreneurial interest. (Aditya, 2020) states that a person's attitude does influence entrepreneurial interest, while entrepreneurship education does not have an impact on an individual's entrepreneurial interest. (Gao & Qin, 2022) found that entrepreneurship education has a positive influence, even a significant impact, on entrepreneurial interest.

The numerous differences in statements made by previous research have highlighted various gaps or discrepancies from earlier studies. Thus, research in this field can build upon previous studies to address the gaps or discrepancies that exist in earlier research. This study aims to examine the influence of behavior on entrepreneurial interest among students, investigate the effect of attitudes on entrepreneurial interest among students, and analyze the impact of entrepreneurship education on entrepreneurial interest among students.

Literature Review

Interest in Entrepreneurship (Entrepreneurship Intentions)

The interest in entrepreneurship is a condition when someone decides to focus their attention and interest on entrepreneurship, which is also influenced by a sense of enjoyment and a desire or drive towards entrepreneurship."Continuing with (Hansfel & Puspitowati, 2020), 'A person who has an interest in entrepreneurship is also influenced by the desire to achieve, a curious nature, the courage to make decisions, and the ability to bear risks. Additionally, sufficient education and experience are also factors that contribute to an individual's interest in entrepreneurship.' (Ajzen, 2020) states, 'An individual's intention reflects their readiness to engage in a specific behavior in the future.' (Zhang & Huang, 2021) state that without entrepreneurial intention, there will be no subsequent entrepreneurial actions, which means that when someone no longer has entrepreneurial intention, in the future, the number of companies will continue to decrease.

Behavior (Perceived Behavior Control)

(Firda, 2021) "Behaviour is a person's response to an action that can be observed and has a specific frequency, time, and good purpose, which can be conscious or unconscious." (Putra, Pabo, & Anwar, 2021) state that an individual's confidence in the actions they take is based on their previous experiences with a certain behavior. The individual possesses information about a behavior obtained through self-observation and observation of others, which relates to factors that can enhance or diminish a person's confidence in performing a behavior. This is also connected to Perceived behavioral Control. Furthermore, (Usman & Pambudhi, 2020) state that if a behavior is perceived as easy or achievable, then it will be successfully

manifested. However, if someone believes that the behavior is difficult or unachievable, what happens is that they cannot or do not make an effort to realize it. (Suryadi & Anggraeni, 2023) state that the impact on the development of entrepreneurial interest is a student's belief that they can feel the need to start their own business. Thus, this relates to an individual's entrepreneurial behavior, which refers to the actions and decisions taken that reflect the willingness to start and run a business.

Attitude (Attitudes)

(Cholil, 2015) state that "Attitude is a psychological tendency that occurs towards a specific individual, and that individual possesses evaluative characteristics to determine whether something is beneficial or not, as well as specific behaviors that consist of self-fitness to the job, the rationality of opinion, interests, and expectations for the level of satisfaction for that individual." (Usman & Pambudhi, 2020) describe attitude as a tendency to respond consistently in learning about what is beneficial or not regarding a specific object. It can be said that attitude can be positive, negative, or neutral and can influence the level of interest in starting a business, as well as play a very important role in realizing entrepreneurial interest.

Entrepreneurship Education (Entrepreneurship Education)

(Ratten & Usmanij, 2021) state that entrepreneurship education is experiential learning that needs to be integrated with the main learning objectives in the curriculum to enhance student engagement, and a hybrid learning approach such as case studies and business plan competitions is necessary. (Anwar & Saleem, 2019) state that entrepreneurship education plays a crucial role in fostering interest among students. This is supported by empirical research conducted by (Kaya, Erkut, & Thierbach, 2019). (Hahn, Minola, Bosio, & Cassia, 2020) state that through the process of entrepreneurship education, students can acquire knowledge and skills that encourage their intentions, interests, and motivation towards achieving their desired outcomes in entrepreneurship.

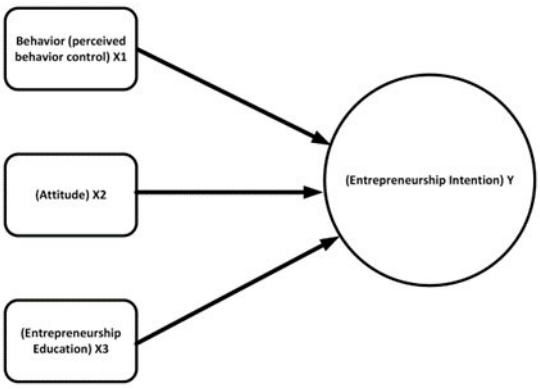

Figure 1 Research Model and Hypothesis

Hypothesis: H1-There is a positive influence between behaviour and entrepreneurial interest among students. H2-There is a positive influence on attitudes towards entrepreneurial interest among students. H3-There is a positive influence of entrepreneurship education on the interest in entrepreneurship among students.

Research Method

The sampling technique used in this research is purposive sampling. A total of 140 students were surveyed, spread across West Jakarta. The data used in this research was collected by distributing a Likert scale questionnaire designed to measure responses from the respondents. The response options included a value of 5 for Strongly Agree (SA), a value of 4 for Agree (A), a value of 3 for Neutral (N), a value of 2 for Disagree (D), and a value of 1 for Strongly Disagree (SD). The Likert scale was employed because it is effective in measuring respondents' reactions to statements related to a specific stimulus object. The analysis technique uses SEM with the Smart Partial Least Squares program version 3.00.

Result and Discussion

This research questionnaire was distributed to students located in West Jakarta. In this study, PLS analysis is used. The testing of the PLS construct begins with the fulfilment of the loading values of the indicators/proxies for each latent variable.

Outer Model Test

The outer model testing is intended to determine the outer loading value of each item against its latent variable. Values that do not meet at least 0.5 will be eliminated from the model. The value of 0.5 is chosen because it is still representative of constructs with many items.

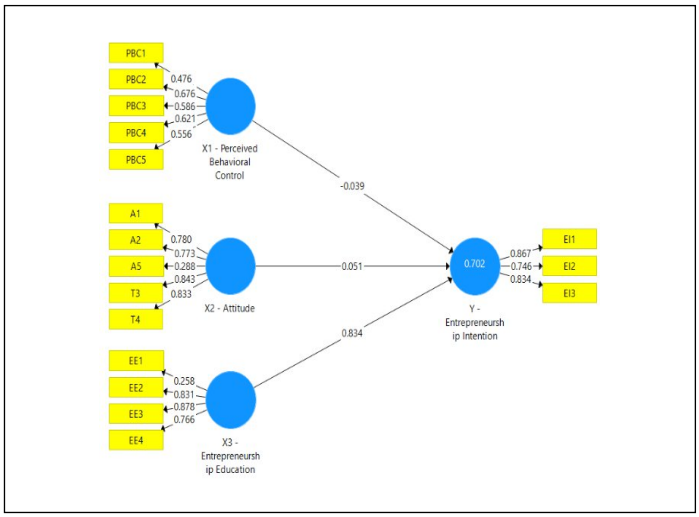

Figure 2 Model PLS-SEM (Outer loadings)

A total of 2 items on variable X1 (PBC3 and PBC4) have loading values below 0.7 or a variance of less than 50%, so they were eliminated. However, specifically for item PBC5, it was retained because it has a relatively high residual correlation with PBC1 and PBC2, thus the item was kept. (see figure 3).

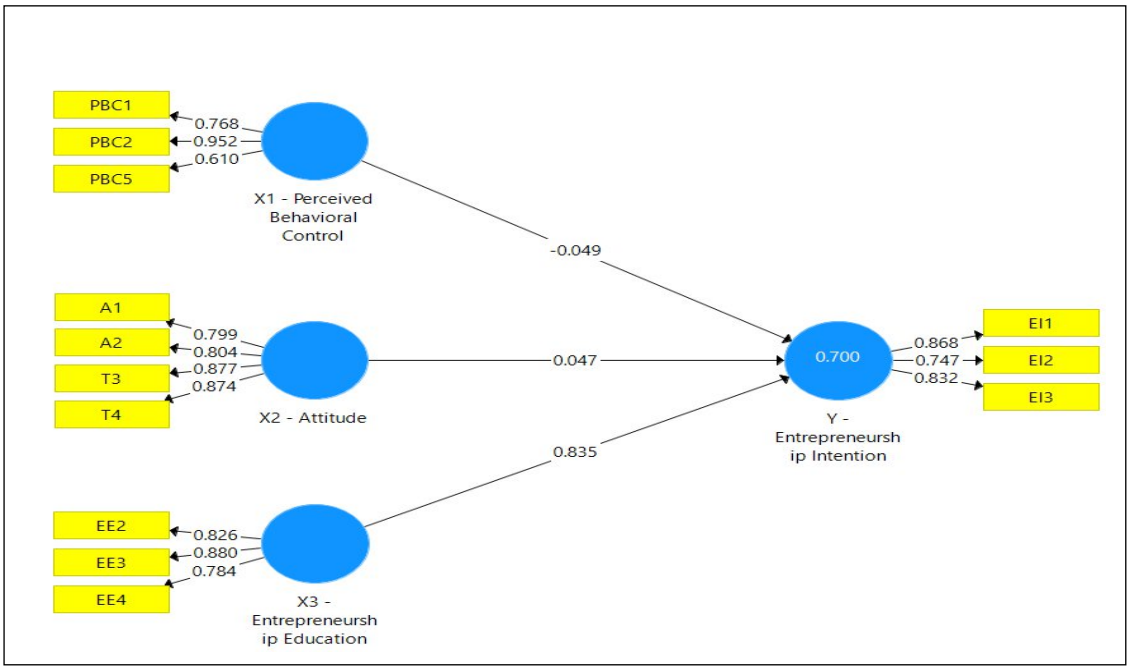

Figure 3 Model Outer (*weights*)

The model above has met the loading criteria standards, but it still does not meet the standards for discriminant validity. An advanced model evaluation was conducted, resulting in the final model as shown in the image below.

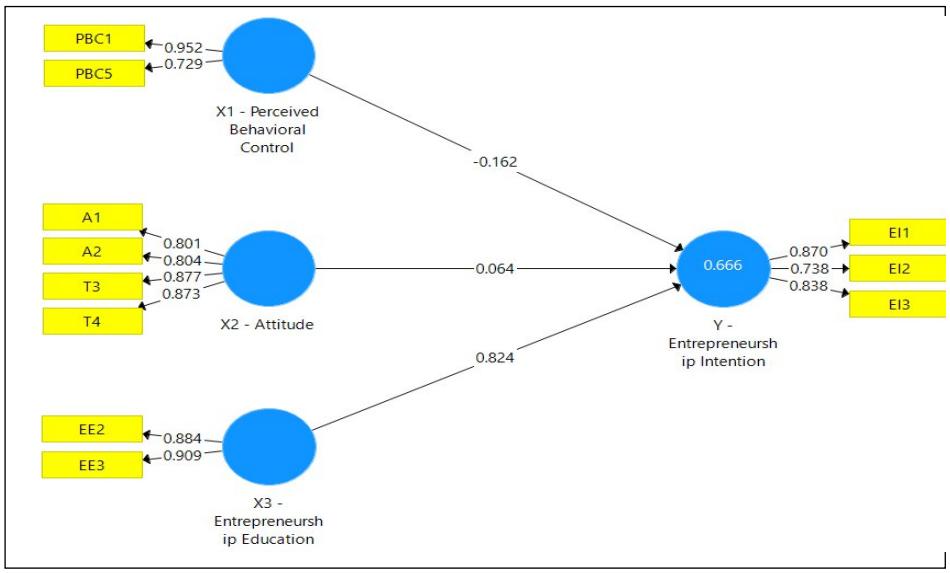

Figure 4 Model PLS Final

Validity and Reliability of Constructs

The convergent validity of the construct is assessed using Average Variance Extracted (AVE). The AVE value indicates the percentage of variance in the observed indicators accounted for by the underlying construct, demonstrating strong convergent validity, as the construct per item is calculated based on the outer loading squared[1]. The AVE values for each tested variable have exceeded the minimum value of 0.5, meaning that the tested variables are statistically valid.

Table 1 The value of the Average Variance Extracted (AVE) test.

	Average Variance Extracted (AVE)
X1 - Perceived Behavioral Control	0.719
X2 - Attitude	0.705
X3 – Entrepreneurship Education	0.804
Y - Entrepreneurship Intention	0.668

Construct reliability refers to the consistency and dependability of the indicators within a construct. The test shows the extent to which items within a construct measure the same underlying concept. In SmartPLS, the reliability of a construct can be measured using metrics such as Cronbach's alpha, rho_a, and composite reliability. (CR). These steps provide an indication of the internal consistency of the construct by examining the correlations between items. Table 2 shows the test values for each reliability criterion above the threshold of 0.8, indicating that all variables are reliable or dependable.

Table 2 Test of construct reliability

	Cronbach's Alpha	**rho_A**	**Composite Reliability**
X1 - Perceived Behavioral Control	0.653	0.956	0.834
X2 - Attitude	0.865	0.919	0.905
X3 – Entrepreneurship Education	0.757	0.763	0.891
Y - Entrepreneurship Intention	0.752	0.782	0.857

To assess the discriminant validity of the construct, the Fornell-Larcker criterion is used. The square root of the average variance extracted (AVE) for each construct is compared with the correlations between constructs. According to the Fornell-Larcker criterion, if the square root of the AVE for a construct is greater than the correlation between that construct and other constructs, discriminant validity is established. The results of the PLS test for the constructs in this study reveal that all variables have met the criteria for discriminant validity, meaning that these variables do not exhibit multidimensionality. The one-dimensionality standard for each variable is needed to ensure that the path correlations being tested do not interfere with other constructs[3].

Discriminant Validity

Table 3 Fornell-Larcker criterion test values

	X1	X2	X3	Y
X1	0.848			
X2	0.757	0.840		
X3	0.253	0.385	0.897	
Y	0.094	0.258	0.807	0.817

X1, Perceived Behavioral Control; X2, Attitude; X3, Entrepreneurship Education; Y, Entrepreneurship Intention

Another value for testing discriminant validity is the HTMT ratio. This ratio uses a standard value of 1, where the closer the construct ratio is to this value, the less discriminant validity it has. Several studies reveal that this criterion is assessed more rigorously than Fornell-Larcker and can serve as a reference for discriminant validity[45].

	X1	X2	X3
X2	1.016		
X3	0.387	0.466	
Y	0.152	0.299	1.050

X1, Perceived Behavioral Control; X2, Attitude; X3, Entrepreneurship Education; Y, Entrepreneurship Intention

Value of Variance Inflation Factor

The testing of variance inflation factor values is important in demonstrating the multicollinearity of each construct. VIF measures the magnitude of regression of one independent variable against other independent variables. The maximum VIF value is 10 or 5. (Sarstedt, Ringle, & Hair, 2021)

Table 4 Inflation factor variance for each item.

Item	VIF	Item	VIF
A1	2.088	EI2	1.371
A2	1.903	EI3	1.643
EE2	1.589	PBC1	1.307
EE3	1.589	PBC5	1.307
EI1	1.627	T3	2.374

Value of Predictive Models

The R-squared (R^2) value is calculated to assess the amount of variance explained by the endogenous constructs in the structural model. The R^2 value provides an indication of the predictive strength of the model. It is important to note that the R^2 value can range from 0 to 1, with higher values indicating a greater amount of variance explained by the independent constructs in the model. However, it should be noted that both large and small percentages of the R-squared value are not absolute limitations on the goodness of a construct or as a predictive model of human behavior, but rather to measure the magnitude of the proportion or effect of one variable on another (Ozili, 2023). The variance explained by the independent

variables X1, X2, and X3 on Y is 65.6%, while the remaining variance is explained by other factors.

Table 5 R-square test

	R Square	R Square Adjusted
Y - Entrepreneurship Intention	0.666	0.656

Meanwhile, the F-square test is conducted to assess the goodness of fit of the model. The F-square values of 0.02, 0.15, and 0.35 can be interpreted as indicating whether the latent variable predictors have a weak, medium, or strong influence at the structural level. Based on the F-square test, it can be concluded that only model X3 has a strong predictor value.

Table 6 F-square test

	R Square
X1	0.034
X2	0.005
X3	1.721

X1, Perceived Behavioral Control; X2, Attitude; X3, Entrepreneurship Education; Y, Entrepreneurship Intention

Next, the model's suitability is assessed based on the categories in the table below.

	Saturated Model	Estimated Model	Threshold
SRMR	0.093	0.093	≤0,08
Unweighted Least Squares Discrepancy	0.569	0.569	≤0,95
Geodesic discrepancy	0.462	0.462	≤0,95
Chi-Square	289.134 / T = 2,83	289.134 / T = 2,83	T<5
NFI	0.615	0.615	≥0,90
RMS Theta	0.335		≤0,12

The model fit evaluation shows that the tested model has statistically fit.

Path Coefficient Estimation

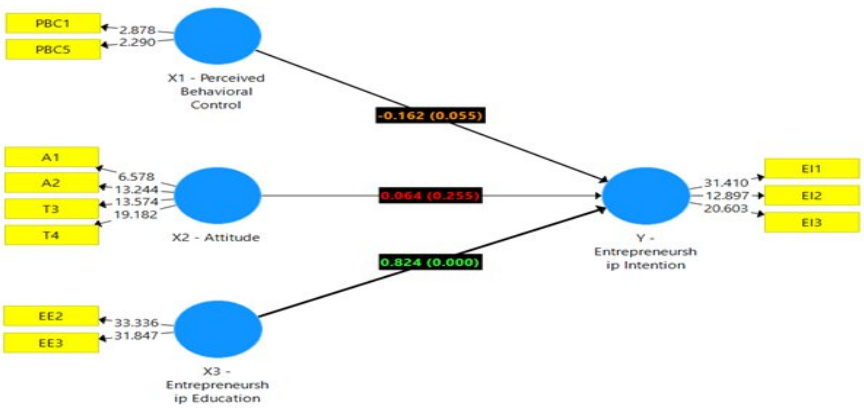

Figure 5 Conduct path regression through the bootstrap menu.

The next test is to examine the significance of the influence between variables by looking at the parameter coefficient values and the significance of the T statistic, which is done through the bootstrapping method.

Direct Path Value	Coefficient (β)	CI 97,5%	STDEV	T Statistics	P Values
X1 à Y	-0.162	-0.140	0.101	1.610	0.055
X2 à Y	0.064	0.046	0.097	0.660	0.255
X3 à Y	0.824	0.837	0.044	18.739	0.000

X1, Perceived Behavioral Control; X2, Attitude; X3, Entrepreneurship Education; Y, Entrepreneurship Intention

Based on the path coefficient model, only X3 has a significant test value.

Hypothesis Testing

H1: There is a positive influence of behavioral control on entrepreneurial interest among students. This hypothesis can be rejected with an error tolerance assumption of 10%. (p-value of 0,055). Furthermore, the path coefficient is -0.162, which means that behavioral control is negatively associated with students' entrepreneurial interests and has an impact of 16.2%.

H2: There is a positive influence of attitude on entrepreneurial interest among students. This hypothesis is rejected with a coefficient value of $\beta = 0.064$ ($p > 0.05$), indicating that the influence of attitudes on students' entrepreneurial interest is only 6.4%, and this value is not significant.

H3: There is a positive influence of entrepreneurship education on the interest in entrepreneurship among students. This hypothesis is accepted with a coefficient value of $\beta = 0.824$ ($p < 0.000$), indicating that the influence of entrepreneurial education has an impact of 82.4% in increasing entrepreneurial interest.

Discussion

In the first hypothesis, the positive influence of behavioral control on entrepreneurial interest among students shows that the research results have a negative and insignificant effect. This is not in line with previous research by (Cynthia et al., 2020), which found a significant influence between behavioral control and entrepreneurial interest. This opinion is also supported by research conducted by (Aditya, 2020) which states that the easier the perception of self-control felt by students, the more it facilitates their decision-making to become entrepreneurs.

In the second hypothesis, there is a positive influence of attitude on entrepreneurial interest among students. This study shows results that are positively influential but not significant,

which does not support the findings of previous research by (Kaur & Chawla, 2023) that revealed a significant relationship between entrepreneurship education and entrepreneurial attitude towards entrepreneurial interest among students. The statement is supported by research conducted by (Hansfel & Puspitowati, 2020), which concluded that the attitude variable has a positive influence on entrepreneurial intention. Also, the research conducted by (Dewi, Firmansyah, Habiebie, Yani, & Ernita, 2018) indicates that the entrepreneurial attitude variable among students of the Muslim University of Nusantara AL-Washliyah Medan has a significant correlation and enhances the interest in entrepreneurship among students. It can be concluded that attitude plays a significant role in the entrepreneurial interest of students.

In the third hypothesis, there is a positive influence of entrepreneurship education on the interest in entrepreneurship among students. This study shows results that are positively and significantly influential. This is in line with previous research by (Elisabeth Margareta, 2021), which states that entrepreneurship education has a strong relationship with entrepreneurial interest among students. The statement is also supported by research conducted by (Purwati et al., 2020), which states that entrepreneurship education and entrepreneurial interest have a positive influence on students' desire or intention to become entrepreneurs. (Siska Ernawati Fatimah, 2020) also stated that entrepreneurship education is a variable that has a significant influence on entrepreneurial interest. Through entrepreneurship education, such as providing knowledge about business and good experiences related to entrepreneurship, students can develop a greater interest and confidence in starting or running a business.

Conclusions

Behavioral control had a negative and insignificant effect on entrepreneurial interest among students. This contradicts some previous research that found a positive relationship. Attitude had a positive but insignificant influence on entrepreneurial interest. This also differs from some prior studies that found a significant relationship. Entrepreneurship education had a strong positive and significant impact on entrepreneurial interest among students. This aligns with previous research highlighting the importance of entrepreneurship education. The model explained about 65.6% of the variance in entrepreneurial intention, suggesting other factors not included also play a role. Of the variables tested, entrepreneurship education emerged as the strongest predictor of entrepreneurial interest. Educational institutions should prioritize and enhance entrepreneurship education programs, given its strong positive impact on students' entrepreneurial interests. Further research is needed to explore why behavioral control, and attitude did not have the expected positive effects on entrepreneurial interest in this study. This could involve examining cultural factors or other contextual elements.

Additional factors beyond behavior, attitude, and education should be investigated to more fully explain variations in entrepreneurial interest among students. The study could be replicated with larger or more diverse samples to test the generalizability of the findings. Qualitative research might provide deeper insights into how and why entrepreneurship education influences students' entrepreneurial intentions. Longitudinal studies could be valuable to track how entrepreneurial interests develop over time and are influenced by various factors throughout students' educational journeys. These conclusions and recommendations are based on the study's findings and aim to advance understanding of factors influencing entrepreneurial interest among students in West Jakarta. The authors emphasize the particular importance of entrepreneurship education in fostering entrepreneurial intentions.

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