

EFFECT SELF EFFICACY, ENTREPRENEURSHIP EDUCATION AND SUBJECTIVE NORMS ON STUDENT ENTREPRENEURSHIP BEHAVIOR FKIP JAMBI UNIVERSITY

Pengaruh Efikasi Diri, Entrepreneurship Education dan Norma Subjektif terhadap Perilaku Kewirausahaan Mahasiswa FKIP Universitas Jambi

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Diterima 4 Agustus 2022 / Disetujui 21 September 2022

Abstract

High student interest in entrepreneurship is not accompanied by a decision or behavior for entrepreneurship. The purpose of this study was to test and analyze self-efficacy, entrepreneurship education, and subjective norms on the entrepreneurial behavior of FKIP Jambi University students. The approach used in this research is a quantitative approach. The sample in this study was 296 FKIP Jambi University students who were selected based on probability sampling technique. Analysis and processing of data using path analysis. Based on the data analysis of variables 1) there is a direct influence of self-efficacy on the subjective norm of 0.368; 2) there is a direct influence of entrepreneurship education on the subjective norm of 0.585; 3) there is a direct influence of self-efficacy on entrepreneurial behavior 0.419; 4) there is a direct influence of entrepreneurship education on entrepreneurial behavior of 0.190; 5) there is a direct influence of subjective norms on entrepreneurial behavior 0.306; 6) the effect of total self-efficacy on entrepreneurial behavior through the subjective norm intervening variable 0.532; 7) the total influence of entrepreneurship education on the entrepreneurial behavior variable through the subjective norm intervening variable with a total influence value of 0.369.

Keywords: *Entrepreneurial Behavior, Self Efficacy, Entrepreneurship Education, and Subjective Norms.*

Abstrak

Minat mahasiswa yang tinggi untuk berwirausaha tidak diiringi oleh keputusan atau perilaku untuk berwirausaha. Tujuan penelitian ini adalah untuk menguji dan menganalisis *self efficacy*, pendidikan kewirausahaan, dan norma subjektif terhadap perilaku berwirausaha mahasiswa FKIP Universitas Jambi. Pendekatan yang digunakan pada penelitian ini adalah pendekatan kuantitatif. Sampel pada penelitian ini adalah sebanyak 296 mahasiswa FKIP Universitas Jambi yang dipilih berdasarkan teknik *probability sampling*. Analisis dan olah data menggunakan *path analysis*. Berdasarkan analisis data variabel 1)terdapat pengaruh langsung *self efficacy* terhadap norma subjektif 0,368; 2)terdapat pengaruh langsung pendidikan kewirausahaan terhadap norma subjektif 0,585; 3)terdapat pengaruh langsung *self efficacy* terhadap perilaku berwirausaha 0,419; 4)terdapat pengaruh langsung pendidikan kewirausahaan terhadap perilaku berwirausaha sebesar 0,190; 5)terdapat pengaruh langsung norma subjektif terhadap perilaku berwirausaha 0,306; 6)pengaruh total *self efficacy* terhadap perilaku berwirausaha melalui variabel intervening norma subjektif 0,532; 7)pengaruh total pendidikan kewirausahaan terhadap variabel perilaku berwirausaha melalui variabel intervening norma subjektif dengan nilai pengaruh totalnya 0,369.

Kata Kunci: Perilaku Berwirausaha, *Self Efficacy*, Pendidikan Kewirausahaan, dan Norma Subjektif.

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INTRODUCTION

Poverty, social inequality and unemployment are big threats to the Indonesian people, especially the current situation with the COVID-19 pandemic situation, which adds to the complexity of Indonesia's problems. It's not just a topic about health is the only thing that arises, but the fields of life are also affected, including the economic sector. The Indonesian economy has experienced a decline since the implementation of activity restrictions. This condition is reflected in the decline in Indonesia's economic growth in the third quarter of 2020, where the decline also has an effect on labor conditions in Indonesia. It is not only the unemployed who are affected, but the working age population is also affected by the COVID-19 pandemic. One of the impacts is that there are many employees whose work rights are terminated or laid off (termination of work rights) by the company where they work, this is what makes the unemployment rate in Indonesia continues to grow.

According to data found by the Central Bureau of Statistics of Jambi Province in 2020, it is known that when compared with August 2019, the role of education in the working population faced a decline at the level of education at the Bachelor (0.37%) Diploma (0.18%) level. This number is a benchmark that University graduates do not guarantee someone to have a job, especially during the Pandemic. Based on these problems, starting to become an entrepreneur is considered quite appropriate because new graduates do not bind themselves to the available jobs, but start by contemplating how to take steps to form their own employment by using the available opportunities. To achieve the ideal, the number of entrepreneurs in a country is 2% of the total population, This is due to entrepreneurs who will shape the country's economic development movement.

This is certainly in accordance with the Vision of the University of Jambi, namely Making Jambi University a World Class Entrepreneurship University based on Agriculture. One form of application of the Jambi University's Vision and Mission is that entrepreneurship courses are included in subjects that must be contracted by all students. Efforts to integrate entrepreneurship courses into the university curriculum, with this will provide knowledge, experience, introduce vehicles, raise confidence in the skills possessed by students that entrepreneurship can be a career choice for students. One of the characteristics of entrepreneurship is self-efficacy. Wardani(2015: 58-67) explains that self-efficacy is an individual dogma of the skills possessed to carry out and handle various tasks or responsibilities that are owned so that they can pass all challenges and achieve the desired goals with satisfactory results. Novita Nurul Islami (2015:21) explained that self-efficacy has a significant impact on entrepreneurial behavior. This is what places self-efficacy as a variable that modifies the composition of individual entrepreneurial behavior. With all the efforts that have been made by the government and Jambi University to provide knowledge and experience so that students decide to become entrepreneurs and make entrepreneurship a career choice. However, this was not matched by the student's decision to enter the world of entrepreneurship, it is known from the results of the initial observations that the researchers made to the students of FKIP Jambi University with 92 students as respondents randomly obtained data of 95.7 percent (88 students) of students interested in decide to enter into entrepreneurship, while 4.3 percent (4 students) are not interested in deciding to enter into entrepreneurship, based on these findings, it can be concluded that the actual interest in deciding to enter into entrepreneurship exists and is even classified as high, but the problem is that these students have not dared to start or decide on entrepreneurship. Furthermore, based on the results of observations, it can be seen that students who already have a business are 27.2 percent (25 students) while those who do not have a business are 72.8 percent (67 students). This finding is certainly a serious problem because the high interest in entrepreneurship is not matched by entrepreneurial decisions. Based on previous research conducted by Rauch and Hulsink (2015: 1-48) explains the expansion of entrepreneurial behavior can be obtained from entrepreneurship education. Mohlasin and Krisnawati (2016:73-94) through their research also support this, where he states that student entrepreneurship behavior is

significantly influenced by entrepreneurship education. Entrepreneurship is a method to obtain added value in products or services through creativity and innovation that is able to provide benefits to an entrepreneur to achieve prosperity.

Although previous studies have different results when entrepreneurial behavior is influenced by the above variables. Tony Wijaya (2008:93-104) explained that self-efficacy has a direct impact on entrepreneurial behavior as much as -0.033 and the nature of the effect is not significant. Aina (2018:17-34) conducted research on the impact of factors that influence entrepreneurial behavior on mompreneurs, and the results obtained showed that the informant's impression of formal education means that the impact leads to a neutral impact of 49%.

This research was conducted on students of FKIP Jambi University. The reason this study was carried out on FKIP students at Jambi University was due to limited time, cost, and the number of faculties that were quite a lot at Jambi University, besides that the distance or location between Faculties at Jambi University was quite far to be the main factor, the next reason was because of the Vision and Mission FKIP is in accordance with the Vision and Mission carried out by the Jambi University, namely with the Vision as a Professional, Innovative, and Competitive Teacher Education Vehicle and with an Entrepreneurship Spirit of National and International Class. The missions of FKIP Jambi University are: (1) organizing quality education to produce professional educators and education personnel who are able to compete globally; (2) organize innovative research to support the implementation of quality education and improve intellectual property rights and scientific publications; (3) organize community service activities in the context of applying the results of studies in the field of educational innovation; (4) establish a productive and sustainable network of cooperation with various parties and provide professional educational services that are beneficial to the community; (5) organize and develop a quality management system within the international standard FKIP environment; (6) organize entrepreneurship education for national and international class professional teacher candidates.

Based on previous research that showed differences between results and based on data that the authors obtained from initial observations through questionnaires at FKIP Jambi University, the problem is that observational data shows a high interest in entrepreneurship but is not followed by entrepreneurial decisions or behavior. This incident is the basis of this research, so the researchers are interested in researching "The Influence of Self Efficacy, Entrepreneurship Education and Subjective Norms on Entrepreneurial Behavior of FKIP Jambi University Students."

LITERATURE REVIEW

Entrepreneurial Behavior

The decision to become an entrepreneur is a conscious and deliberate effort that takes time or is based on a lot of consideration and careful planning and a high desire to succeed. Entrepreneurial behavior is one of the main variables of success in entrepreneurship. Aina (in Prabawati, 2019:65) defines the same thing, where she explains that one of the various important factors that have an influence on the success of the business carried out by entrepreneurs is the good behavior of entrepreneurs. Entrepreneurs who have good entrepreneurial behavior can maintain the sustainability of their business. Entrepreneurs who are not able to have good entrepreneurial behavior, it can be indicated that the person is not able to maintain the continuity of his business properly.

Before deciding to become an entrepreneur, ideally you already have knowledge of entrepreneurship, attitudes, mentality and skills because entrepreneurship will be faced in various situations. Entrepreneurial behavior according to Wijaya (2008:93-204) is explained as a real step or speech about entrepreneurial behavior that can be calculated through the proportion of

entrepreneurial behavior using indicators: 1) actions taken by entrepreneurs, 2) concrete steps in running a business, and 3) exposure existing business improvement plans. These three indicators are the capital for an entrepreneur to survive or become an entrepreneur because entrepreneurship is required to keep clear preparations. Based on several explanations according to experts related to entrepreneurial behavior that has been described above, it can be concluded that entrepreneurial behavior is an action or decision to become an entrepreneur based on knowledge, plans, strategies and measurable vigilance. Based on the indicators described above, the researchers took these indicators to be indicators in this study.

Self-efficacy

Self-efficacy in entrepreneurship is explained as a person's resilience and dogma that he will strive and be achieved to carry out various positions in entrepreneurship. According to Doanh and Bernat (2019: 2449) describe self-efficacy as a concept that is useful for explaining human behavior and also plays an important role in identifying choices, levels of effort, and individual persistence. and then persist in the task than individuals who exhibit low self-efficacy. The dogma possessed by an individual regarding his expertise to carry out and complete various responsibilities or obligations makes a person able to complete them optimally and produce the best results, this is a person's self-efficacy (Wardani, 2015: 58). Self-efficacy is one of the factors that really motivates someone to choose entrepreneurship, because having confidence in yourself will have an effect on enthusiasm and get motivation or encouragement to get something you want.

According to Husamah (2015: 92) self-efficacy is an understanding, acceptance, and review within oneself regarding all the strengths, expertise, and skills it has. Triyono and Rifai (2018: 23) explain that self-efficacy is the ability in oneself to design the extent of one's own abilities, including their potential, including all their potential to carry out every step to carry out tasks in achieving goals. Confidence in one's own abilities or known as self-efficacy or self-efficacy is the most fundamental thing in entrepreneurship because belief in oneself will provide motivation and a sense of enthusiasm to carry out entrepreneurial activities. Based on the definition of self-efficacy above, it can be described as one of all cognitive aspects regarding the individual's belief in his skills to overcome each job to achieve the desired goal so that it can overcome every problem and achieve the expected goals.

Gadaam (in Islami, 2017:5) self-efficacy in relation to entrepreneurship, namely calculations with certain indicators to calculate the amount of individual beliefs about their expertise in order to give birth to entrepreneurial behavior in themselves. The indicators of self-efficacy are as follows: 1) self-confidence regarding expertise in business management, meaning that the individual is able and confident in the expertise that is pocketed to run a company; 2) the ability to lead HR, which means that the individual believes that he or she has a leadership spirit for HR management; 3) A strong entrepreneurial mentality means that the individual believes in himself that he is mentally capable of starting a business; 4) feeling able to start a business means that the individual believes he can start the business he dreams of and according to the agreed agenda. Based on the indicators described above, the researchers took these indicators to be indicators in this study.

Entrepreneurship Education

One of the institutions that take part in being responsible for producing graduates who are ready to work is a university. The obstacle for universities in Indonesia is finding ways to create an entrepreneurial spirit that is in accordance with the design that has been made. The solution to the problem of entrepreneurship is to foster an entrepreneurial spirit through universities in students.

Universities can carry out various activities that can stimulate students to become entrepreneurs, such as lectures on entrepreneurship and workshop events or themed seminars; entrepreneurs; practice entrepreneurship; and creating a study center. Universities are expected to provide students with stimuli and motivation to develop a better mindset for running a business (jobs) rather than looking for work.

All humans are not always blessed with entrepreneurial abilities, as well as life, not all have to work as entrepreneurs. Previous research stated that educational programs have a positive impact on entrepreneurship, and it is hoped that educational programs will be able to create an entrepreneurial spirit and motivate students to make entrepreneurship as an alternative career. Gerba (2015:258) explains that entrepreneurship education is one of the community's real efforts in increasing entrepreneurial insight. Entrepreneurship education is an effort to instill the mental and entrepreneurial spirit through training and training institutions, or through other educational institutions (Wibowo, 2011: 30). Students will be equipped with various entrepreneurial competencies that are useful for their future through education. The achievement of entrepreneurial goals can be done using the educational environment by entrepreneurs, which means solving problems using science and theory as the basis for thinking.

According to Fatoki (2014: 98) through entrepreneurship education can be created and an increase in the spirit, culture and attitude of entrepreneurship in society or individuals. Entrepreneurship education is generally defined as an educational procedure that implements various principles and uses methodologies to create life skills or life skills in students, which is based on the integrity of the school curriculum. The results of entrepreneurship education are able to give birth to new entrepreneurs and can get opportunities, innovation, tenacity in achieving goals, courage in looking at risk, and how to deal with every problem that exists (Soehadi, 2011: 3). Entrepreneurship education is a process of developing strengths based on management, curriculum practice, pedagogic and environmental measurements in individuals related to the whole point of view of entrepreneurship (Hidayat, 2017:9). Furthermore, according to Mursiddin (2020: 14) Entrepreneurship education is not an activity carried out in space and without meaning or direction or without strength, entrepreneurship education has the main goal of creating individual lives in the future to be more dynamic, good, & moving forward and able to prepare and changing the paradigm of thinking, the purpose of life, how to respond to problems, sensitivity to problems, taking advantage of opportunities carefully, and being persistent in achieving prosperity in life. Education should be conditioned to answer various problems that arise in life. 14) Entrepreneurship education is not an activity that is carried out in space and without meaning or direction or without strength, entrepreneurship education has the main goal of creating individual lives in the future to be more dynamic, good, & moving forward and able to prepare and change paradigms of thinking, life goals , how to respond to problems, sensitivity to problems, careful use of opportunities, and persistence in achieving prosperity in life. Education should be conditioned to answer various problems that arise in life. Entrepreneurship education is not an activity that is carried out in space and without meaning or direction or without strength, entrepreneurship education has the main goal of creating individual lives in the future to be more dynamic, good, & moving forward and able to prepare and change paradigms of thinking, life goals , how to respond to problems, sensitivity to problems, careful use of opportunities, and persistence in achieving prosperity in life. Education should be conditioned to answer various problems that arise in life. move forward and be able to prepare and change paradigms of thinking, life goals, ways of responding to problems, sensitivity to problems, careful use of opportunities, and persistence in achieving prosperity in life. Education should be conditioned to answer various problems that arise in life. move forward and be able to prepare and change paradigms of thinking, life goals, ways of responding to problems, sensitivity to problems, careful use of opportunities, and persistence in achieving prosperity in life. Education should be conditioned to answer various problems that arise in life.

Based on some of the definitions above regarding entrepreneurship education, entrepreneurship education can be interpreted as individual, government or family business as a form of effort to add insight and provide entrepreneurial skills to create attitudes, behaviors & mindsets to choose entrepreneurship as an alternative career. Saroni (2012:45) entrepreneurship education is the main provision of students who discuss all points of view of entrepreneurship. Things to consider in developing entrepreneurial education skills include: 1) insight and knowledge about entrepreneurship; 2) the purpose of entrepreneurship education; 3) facilities and infrastructure in entrepreneurship. Based on the indicators described above, the researchers took these indicators to be indicators in this study.

Subjective Norms

Subjective norms are a benefit of subjective attitudes and norms which are included in the theory of reasoned action that affect behavioral intentions. This indicates that the individual's intention/intention to behave is influenced by attitudes about his actions and the viewpoints of those around him regarding the behavior. Subjective norms and attitudes are combined to influence an intention. Subjective norm is a concept within the individual regarding beliefs about other individuals that can influence the intention or interest to carry out or not carry out actions that are still in doubt (Burhanudin, 2015: 60-72).

Subjective norms are a person's view of the opinion of people who are pressured to enforce a behavior. Andika & Iskandarsyah (2012: 190) in subjective norms there are several indicators to measure subjective norms with subjective norms, namely as follows: 1) belief in the influence of family in doing business; 2) there is a belief about the encouragement of friends; 3) belief in the encouragement of lecturers, 4) belief in the encouragement of successful entrepreneurs; and 5) belief in one's drive which is important in one's self. Based on the indicators described above, the researchers took these indicators to be indicators in this study.

RESEARCH METHODS

This study aims to explain the variables of self-efficacy, entrepreneurship education, and subjective norms on entrepreneurial behavior whether they have a direct or indirect influence. This study describes the data obtained which is then converted into important information. The research model is path analysis and SPSS version 24.00 to test the hypothesis. In this study, there is an intervening effect between endogenous and exogenous variables.

Researchers researched the 2018 Jambi University FKIP students by voluntarily filling out online questionnaires with the help of Google Forms. According to Sugiyono (2017: 63) random sampling technique is a technique used in taking samples from part of the population whose collection is carried out randomly without considering the strata in the population. *Sheskin* (in Ismail, 2018:40) explains that the sample is several parts of the population selected and judged to be able to represent the population used in the study in order to determine the sample size to be used. The Taro Yamane formula with an error rate of 5% is used to determine the sample (Riduwan, 2013: 65) with the formula:

$$n = \frac{n}{N \cdot d^2 + 1}$$

Description:

n = size / number of samples

N = size / number of population

d^2 = precision (set 5% with 95% confidence level)

So that obtained:

$$n = \frac{n}{N \cdot d^2 + 1} = \frac{1.138}{(1.138) \cdot (5\%)^2 + 1} = \frac{1.138}{(1.138) \cdot (0.05)^2 + 1} = 296$$

Collecting data in this study using a questionnaire. Questionnaire is an effort to obtain data from various sources where the instrument used is adjusted to the method used. The instrument test used is the reliability and validity test. This study uses linearity, homogeneity, normality tests as a pre-requisite test. The regression test used autocorrelation, heteroscedasticity, & multicollinearity tests. Data analysis is the result of path analysis and descriptive. Hypothesis testing using indirect effect, direct effect, and total effect.

RESULTS AND DISCUSSION

Validity and Reliability Test

According to Sugiyono (2015:173) the validity of the research instrument is seen from how the instrument is able to be used to calculate the topics that must be measured. Research that is able to provide data that is the same as the reality of the object shows that the research results are valid (Sugiyono, 2015: 172). The reliability test shows that the instrument can be trusted to be used in collecting data because it is considered valid (Arikunto, 2013: 221).

Analysis Prerequisite Test

The results of the data normality test, according to the one-sample Kolmogorov-Smirnov test, are described as Asymp values. Sig.(2-tailed) > a (0.129 > 0.05), meaning that the data is normally distributed. In the homogeneity test, the significance value of each variable X1, X2, and X3 is in accordance with the established rules, namely if the value of Sig. > 0.05, it can be concluded that the data is homogeneous. According to the value of Sig. variables X1 (0.120), X2 (0.135), and X3 (0.415) > 0.05, it can be concluded that the data in this study is homogeneous. According to the results in the ANOVA Table, it is explained that the Deviation from Linearity value > 0.05 or 0.220 > 0.05, it is concluded that there is a linear relationship between the self efficacy variable (X1) and entrepreneurial behavior (Y). It is obtained that the value of Deviation from Linearity > 0, 05 or 0.381 > 0.05, meaning that there is a linear relationship between the entrepreneurial education variable (X2) and entrepreneurial behavior (Y). It was found that the Deviation from Linearity value > 0.05 or 0.113 > 0.05, meaning that there is a linear relationship between the subjective norm variable (X3) and the entrepreneurial behavior variable (Y).

Classic assumption test

Based on the Coefficientsa table, it can be concluded that the tolerance value of the self efficacy variable (X1) is 0.799, entrepreneurship education (X2) is 0.608, and subjective norm (X3) is 0.608. Meanwhile, the VIF value for the self-efficacy variable (X1) is 1.251, entrepreneurship education (X2) is 1.644, and subjective norm (X3) is 1.562. This is in accordance with the rules of testing the multicollinearity test, namely if the Tolerance score is 0.1 and the VIF is less than 10, there are no symptoms of multicollinearity. The value of each variable in this study has a Tolerance value of 0.1 and a VIF of less than 10, so there can be no symptoms of multicollinearity in this study. According to the Coefficientsa table, it is known that the significance value of each variable is X1, X2, and X3. This is in accordance with the rules for testing the heteroscedasticity test,

namely if the value of Sig. > 0.05 then there is no heteroscedasticity symptom. Value of Sig. variables X1 (0.966), X2 (0.187), and X3 (0,874) > 0.05 then the data in this study did not occur heteroscedasticity symptoms. Based on the Runs Test table, we know the value of *asympt. Sig. (2-tailed)* of 0.727. According to the rules of testing the autocorrelation test with the Runs test, that is, if the Asymp value. Sig. (2-tailed) > 0.05 then there is no autocorrelation problem. This study has an Asymp score. Sig. (2-tailed) > 0.05 or 0.727 > 0.05 then in this study there is no autocorrelation problem.

Hypothesis test

The results of hypothesis testing are presented in the following summary:

Table 1 Hypothesis testing

No	Hypot hesis	INFLUENCE			t Statistics	Sig.
		Direct	Indirect	Total		
1	X1 → X3	0.368	-	-	6,788	,000
2	X1 → Y	0.419	-	-	7,922	,000
3	X2 → X3	0.585	-	-	12,364	,000
4	X2 → Y	0.190	-	-	3,319	,001
5	X3 → Y	0.306	-	-	5.506	,000
6	X1 → Y → X3	-	0.113	0.532	-	,000
7	X2 → Y → X3	-	0.179	0.369	-	,000

Source: research data, processed (2021)

CONCLUSION

Entrepreneurial behavior is influenced by several factors. Based on the discussion that has been described, the results of the direct influence given by the self-efficacy variable to the entrepreneurial behavior variable are obtained with a value of 0.419. While the indirect effect of the self-efficacy variable on the entrepreneurial behavior variable through the subjective norm intervening variable is 0.113. Then the total effect is 0.532. Means H0 is rejected & Ha is accepted. This statement means that the self-efficacy variable has an indirect effect on the entrepreneurial behavior variable through the subjective norm intervening variable of 0.532.

Furthermore, the results obtained from the direct influence given by the entrepreneurial education variable on the entrepreneurial behavior variable with a value of 0.190. While the indirect effect of entrepreneurship education through the subjective norm intervening variable on entrepreneurial behavior with a value of 0.179. Then the total effect is 0.369. This means that Ha is accepted and H0 is rejected. This statement can be interpreted that there is an indirect influence between the entrepreneurial education variable on the entrepreneurial behavior variable through the subjective norm intervening variable of 0.369.

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